

“Learning to swim: the intern perspective on their first year ”



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Project Overview

- Junior doctor feedback on perceptions of learning
- Follows on from previous study using instrument based on ACFJD
- Undertaken December 2007
- Group sample - Intern (2 & 3)
- Paper based survey

Cohort Demographics

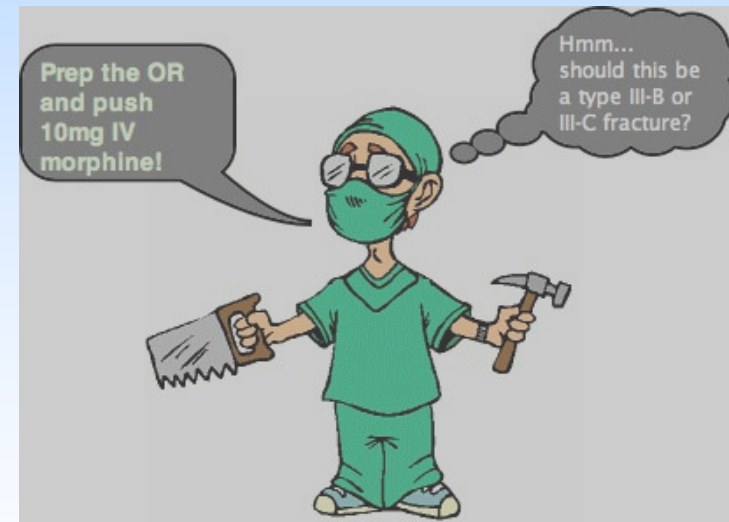
Intern

- N = 37 (response rate 51.4%)
- Gender: 48.6% female
- Age group: 75.5% in 25-29 yrs, 18.9% <24 yrs
- Australian born 70.3%
- Pre-intern training – 75.7% undergraduate program
- Training organisation – mostly Australian (73.0% Melb; 21.6% Monash)

Intern Year

48 weeks of satisfactory, supervised clinical experience that includes:

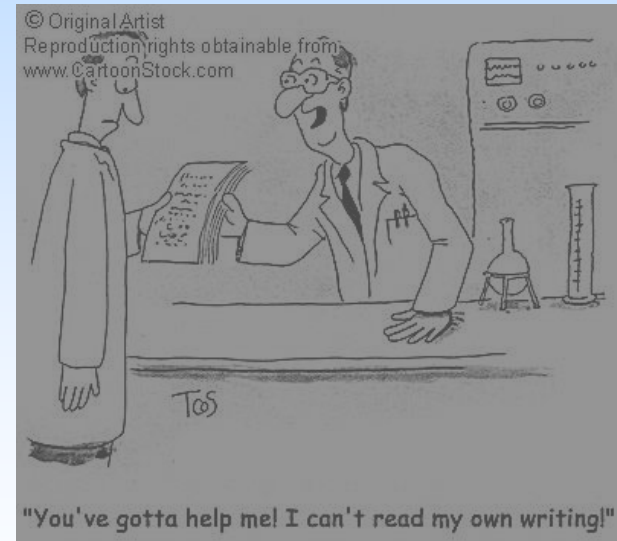
- 10 weeks medicine*
- 10 weeks surgery*
- 8 weeks emergency medicine*
- Country rotation
- Mixed rotation



*Mandatory to gain general registration

Curriculum Framework – Learning Areas

- Clinical Management
- Communication
- Professionalism



Curriculum Framework - Topics

- Data from survey items aggregated in the categories for each learning area eg

Clinical Management

- Safe Patient Care (6 items)
- Patient Assessment (5 items)
- Emergencies (5 items)
- Patient Management (7 items)
- Skills & Procedures (5 items plus 87)

(NB List of Skills and Procedures separate survey section)

Curriculum Framework - topics

- Data from survey items aggregated in the categories for each learning area eg

Communication

- Patient Interaction (7 items)
- Managing Information (6 items)
- Working in Teams (4 items)

(NB List of Skills and Procedures separate survey section)

Curriculum Framework - topics

- Data from survey items aggregated in the categories for each learning area eg

Professionalism

- Doctor and Society (7 items)
- Professional Behaviour (6 items)
- Teaching and Learning (4 items)

(NB List of Skills and Procedures separate survey section)

Findings – Clinical Management

Category	Topic
Safe Pt Care	Radiation Safety (3.06)
Pt Assessment	Pt ID (3.47)
Emergencies	ALS/Acute PT transfer (2.94/3.03)*
PT management	Ambulatory/Community Care (3.11)
Skills & Procedures	Pt preparation/anaesthesia (2.91)

Specific skills & procedures 1

Category	Topic
General	Joint aspiration/injection (1.86) IV infusion set up (2.59) IV drug admin (2.86)
Cardio-pulmonary	CV line insertion (1.32)
Gastro-intestinal	Anoscopy/proctoscopy (1.35)*
Neurological	Papilloedema (2.05)*
Mental health	Apply mental health schedule (2.70)

Specific skills & procedures 2

Category	Topic
Women's health	Fundal height assessment (2.51)
Child health	Neonatal CPR (1.78)
Surgical	Complex wound suture (2.49)*
Ear, Nose & Throat	Ext. aud. canal ear wick insertion (1.78)* Anterior rhinoscopy (1.83)
Ophthalmic	Intraocular pressure estimation (1.76)*
Urogenital	Items rated highly
Trauma	Intercostal catheter insertion (2.05)* Joint relocation (2.16)

Communication and Professionalism

Perceived themselves to be:

- Exceptionally capable for all categories in communication
- Highly capable for all categories in professionalism

What is this telling us?

- Intern year provides opportunities to gain expertise in communication and professionalism
- Procedural skills data considered as 4 categories of low rating items:
 - No mandated requirement – women's/child health
 - Deemed to be advanced skills
 - Limited opportunity for development
(eg joint aspiration, anterior rhinoscopy)
 - Expected that adequate opportunity was provided
(eg IV skills, radiation safety)

How can we enhance training?

- Expand training settings
- Promote training opportunities in clinical skills centres
- Develop self-directed practice models for clinical skills centres
- Ensure protected training time
- Build relationships with universities to enhance graduates engagement in training during intern year
- Incentives to reward participation in training programmes

Questions?

