



Standards for Vocational Selectives

1. Vocational Selective develops the student's relationship with self

1.1 Criteria

- 1.1.1 Opportunities exist for self-reflection, reflection with peers and discussion of ethical and emotional issues with a mentor.
- 1.1.2 Pathways exist for students to seek help to manage uncertainty
- 1.1.3 Pathways exist for students to receive feedback on their performance, to identify their learning needs and to make plans to resolve them.
- 1.1.4 Guidance is given on effective time management skills and strategies.

1.2 Indicators

- 1.2.1 The weekly timetable includes at least two half days of unstructured time (preferably including Thursday afternoons) during which students may reflect by themselves, with colleagues, or with their Transition to Practice mentor
- 1.2.2 Students have easy access to MD4 peers either as a learning pair, through co-location, or by being nearby enough to meet and discuss learning issues.
- 1.2.3 A named supervisor is available throughout the day for the student to consult in person or by telephone.
- 1.2.4 Students spend time each week in direct contact with their supervisor planning their learning and discussing clinical and professional issues that have arisen.
- 1.2.5 The weekly timetable makes provision for the student to meet or telecommunicate with their Transition to Practice mentor at least every second week.

2. Vocational Selective develops the student's relationship with knowledge

2.1 Criteria

- 2.1.1 The scholarly underpinnings of the discipline are evident to the student.
- 2.1.2 The approaches used by Fellows of the discipline in generating, accessing, analysing and applying knowledge to health care are evident to the student.
- 2.1.3 Students have the opportunity to observe the aetiology, pathology, symptoms and signs, natural history and prognosis of the clinical conditions that are common within the discipline.
- 2.1.4 Students assist in the diagnosis and management (pharmacological, physical, nutritional, behavioural and psychological) of important medical conditions
- 2.1.5 Students have the opportunity to learn from patients, health professionals and the community in a broad range of settings.

2.2 Indicators

- 2.2.1 Students are introduced to the evidence base of the discipline
- 2.2.2 Students have the opportunity to participate in the same range of educational and continuing professional development activities as their supervisor
- 2.2.3 The weekly timetable includes participation alongside the supervisor in journal clubs, clinical review meetings, and/or similar educational activities
- 2.2.4 The weekly timetable includes scheduled participation by the student in any suitable clinical research activities in which the supervisor is involved
- 2.2.5 A significant majority of the week is spent in clinical settings relevant to the discipline.

3. Vocational Selective develops the student's relationship with patients.

3.1 Criteria

- 3.1.1 Students are able to observe the discipline's respect for the rights of patients including patient choice, dignity and privacy.
- 3.1.2 Students have the opportunity to interview, examine and assist with the management of patients accessing the health care discipline under the supervision of a Melbourne Medical School affiliated doctor.
- 3.1.3 Students have the opportunity to communicate with patients from diverse backgrounds including the ability to listen to, respond to, inform and understand the patient's perspective.
- 3.1.4 Students gain a comprehensive perspective of patients' and their carers' involvement with the discipline at all stages of the illness.
- 3.1.5 Students are able to see how the discipline advocates appropriately on behalf of the patient.
- 3.1.6 Students are introduced to the clinical reasoning and diagnostic processes that are central to the clinical discipline.

3.2 Indicators

- 3.2.1 Students participate in a wide range of clinical activities in the same contexts and locations as their supervisor, who is an honorary, casual or salaried appointee to the Melbourne Medical School
- 3.2.2 Students have access to patients at all stages of their clinical pathway, including (where appropriate) acute care, chronic care, rehabilitation and preventive activities.
- 3.2.3 Students are able to follow patients through their clinical pathway.
- 3.2.4 A significant amount of time is spent undertaking clinical activities that are distinct from the intern role.

4. Vocational Selective develops the student's relationship with the medical profession.

4.1 Criteria

- 4.1.1 The selective allows students to find out about the vocational pathways to practice as a Fellow within the discipline and the range of clinical activities undertaken by Fellows.
- 4.1.2 Students are introduced to the vocational training standards, curriculum, selection & assessment processes of the discipline.
- 4.1.3 Students are able to understand the principles of ethical practice within the discipline and the potentials for conflict of interest that may arise
- 4.1.4 Students are introduced to the professional colleges and associations that are responsible for the standards of the discipline.
- 4.1.5 Opportunities exist for Fellows of the discipline to act as specialty mentors for students
- 4.1.6 Students are able to learn and practice teaching skills under direct or appropriately delegated supervision.

4.2 Indicators

- 4.2.1 The weekly timetable includes activities designed to introduce students to vocational training pathways to a career within the discipline
- 4.2.2 Students have a named supervisor to whom they have access to discuss matters of professional and vocational development
- 4.2.3 Pathways exist for students to discuss and resolve any matters of clinical or ethical concern.
- 4.2.4 Students are able to contribute to any suitable teaching activities under supervision of a Fellow or registrar in the discipline.

5. Vocational Selective develops the student's relationship with systems of health care.

5.1 Criteria

- 5.1.1 Students are able to gain an appreciation of the role of the discipline specialist within the healthcare team
- 5.1.2 Students are able to gain an understanding of the roles, responsibilities and expertise of all health professionals, and how they work in teams to deliver health care relevant to the medical discipline.
- 5.1.3 Students are able to gain an understanding of the principles of efficient and equitable allocation and use of healthcare resources within the discipline
- 5.1.4 The principles of quality and safety in the delivery of the discipline are demonstrated, including recognising, responding to and learning from adverse events and medical errors
- 5.1.5 Strategies for effective record keeping and high quality written communication within and between disciplines are evident
- 5.1.6 The role of the discipline in delivering health care in Australia and internationally is made explicit.
- 5.1.7 Students are able to gain an understanding of the principles of continuity and coordination of health care within the discipline and with other components of the health care system.

5.2 Indicators

- 5.2.1 The weekly schedule provides students with the opportunity to meet and observe a range of health professionals with whom their supervisor normally works.
- 5.2.2 Students are included in activities that are designed to prevent or review adverse events
- 5.2.3 The supervisor is available to discuss and help the student resolve concerns about issues of patient safety or quality.
- 5.2.4 Students have access to written communication generated by their supervisors in the course of patient care.

6. The Vocational Selective develops the student's relationship with society.

6.1 Criteria

- 6.1.1 Students are able to gain an understanding of how the discipline contributes to improving health locally and globally.
- 6.1.2 Students are able to gain an understanding of the principles of the discipline's approach to health promotion, including primary and secondary prevention.
- 6.1.3 Students are able to gain an understanding of the discipline's contribution to the health of indigenous Australians.
- 6.1.4 Students are able to gain an understanding of the discipline's approach to reducing the burden of disease in differing populations and geographic locations in a culturally diverse society.
- 6.1.5 Students are able to gain an understanding of the discipline's contribution to the health education of the community
- 6.1.6 The selective provides students with the opportunity to consider the discipline's responsibility to environmental issues.

6.2 Indicators

- 6.2.1 The weekly schedule includes time for students and supervisors to discuss the discipline's relationship with important societal issues.
- 6.2.2 Students are introduced to patient advocacy groups, community awareness materials, health promotion groups and non-government organisations relevant to the discipline.