

MODULE THREE
COMPETENCIES FRAMEWORK FOR THE MEDICAL EDUCATOR

QUESTIONS ANSWERED

	WHAT	<ul style="list-style-type: none"> • Is the difference between role responsibilities in my PD and “competencies”? • Knowledge, skills and attributes do I need to carry out my responsibilities effectively?
	WHY	<ul style="list-style-type: none"> • Is it necessary to think in terms of competencies?
	WHEN	<ul style="list-style-type: none"> • Do the various area of activity I am involved in occur?
	HOW	<ul style="list-style-type: none"> • Do I carry out my responsibilities? • Do I demonstrate the competencies I have acquired?
	WHERE	<ul style="list-style-type: none"> • Do I use the various sets of competencies I develop?
	WHO	<ul style="list-style-type: none"> • Are the critical members of the team for particular activities?

An understanding of the particular attributes and abilities needed to fulfill the ME role responsibilities is essential. This includes a discussion of competencies, knowledge, skills and attitudes, and performance. A comprehensive list of the competencies required for the ME role is presented and this is cross referenced back to the ME role responsibilities.

ATTRIBUTES NEEDED TO CARRY OUT THE ME ROLE

Newly appointed MEs may possess a broad range of clinical experience and skills and possibly some educational experience and teaching skills. Such experience usually provides evidence of capacity and potential to undertake the ME role responsibilities rather than an unequivocal proof that the person appointed is immediately ready to fulfill all the role requirements.

It is one thing to know WHAT you are responsible and accountable for but it is quite another to have the abilities to exercise those responsibilities in a capable manner. Almost inevitably newly appointed MEs need to KNOW a whole lot more about their new work environment. They are also likely to need to learn HOW to perform a whole new array of procedures and methods.

In this module the focus is on a more detailed examination of the abilities you need to fulfill the ME role requirements.

Activity 3.1



What Can You Do?

In the previous module you were asked to consider how confident you felt about tackling the responsibilities of being a new ME. This activity builds on that exercise and its purpose is to encourage you to look at your role in terms of what abilities you feel you will need to demonstrate to carry out the ME responsibilities. To do this refer to *Tool 3.1: KSAs for ME KRAs*.

What is meant by competencies and knowledge, skills and attributes?

GPs coming into medical education and GP training in particular, often become a bit critical about the educational jargon that crops up pretty frequently. Partly this is explained by the fact that all professional areas have their own language of discourse (medicine is no exception!). The Glossary in module 1 might help to demystify some of the more common acronyms and terms.

One area in the medical education literature where there is quite a lot of discussion is about terms (jargon) such as:

Knowledge, skills and attitudes
Competencies
Learning objectives.

This is relevant not only for the ME role but also in identifying what registrars should be able to do as a result of having undertaken GP training. Later modules discuss this in more detail; however, for the present it is important that MEs understand how these concepts relate to their own role.

Activity 3.2

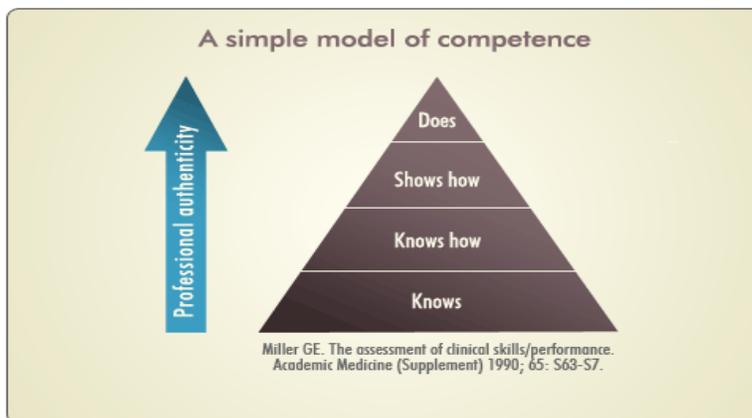


Are You Able

Here's a common diagram found in the education literature. What is it trying to say about the relationship between the terms used?



Here's another very well known diagram in medical education. What is it trying to say?



*Taking the 2 diagrams together what do you conclude about the meaning of competence?
Where do learning objectives fit in with these diagrams?*

Put very simply here's a way of thinking about these concepts:

- **Knowledge** = **WHAT** you are required to do
- **Skill** = **HOW** you go about doing it
- **Attitude** = **WHY** you are doing it

Competence is putting these elements together to be able to do whatever it is you are supposed to be doing (eg. being an ME).

But there is one other ingredient.

Performance: It is all well and good to be **competent** to do something (eg. what you can demonstrate in an examination that you can do). However the critical thing is that you actually do the things you are competent at in practice. In other words your **performance** is what really counts.

This has important implications when it comes to considering assessment of registrar learning and certification of their readiness to practice after completion of training. This will be referred to in more detail in module 7 of the package.

COMPETENCIES REQUIRED BY A ME

Using various sources from the medical education literature including the recently published Bridging Project competencies, the project team of experienced MEs in GP training developed the following statement of competencies required for the ME role.

But note the above: the real focus is to **perform** using these competencies.

ME Competencies

1. Clinical

Demonstrate up-to-date clinical knowledge, skills and attitudes in keeping with the standards of the profession.

2. Educational

2.1 Planning

Demonstrate ability to:

- a) effectively plan an education session or program, taking into account teaching and learning principles, curriculum requirements and learning needs
- b) facilitate, review and analyse learning needs
- c) construct and clearly state learning outcomes

- d) match teaching and learning methods to learning outcomes

2.2 Developing

Demonstrate ability to:

- a) create effective teaching tools and resources
- b) prepare effective assessment questions and strategies
- c) develop effective evaluation methods

2.3 Teaching

Demonstrate ability to:

- a) use a wide range of methods for teaching and learning guided by educational principles and specific context
- b) maximise the impact of opportunistic learning (teachable moments)
- c) frame knowledge and skills in the context of general practice
- d) teach in response to registrar learning needs
- e) assist the registrar to incorporate change into their mode of practice
- f) coach the registrar towards competence

2.4 Assessment and Feedback

Demonstrate ability to:

- a) make defensible assessments of registrar performance (progression towards unsupervised practice) using a variety of assessment tools
- b) provide constructive feedback that is learner centred and balanced
- c) guide learners to self reflect on their performance
- d) match assessment methods to learning methods and content
- e) accurately inform registrars on the ways in which they will be assessed by the respective Colleges

2.5 Evaluation

Demonstrate ability to:

- a) effectively evaluate education sessions and programs using a variety of tools
- b) match evaluation methods to teaching methods and content
- c) appropriately respond to evaluation to enhance teaching

3 Professional and Ethical

Demonstrate understanding of, and the ability to, work within a professional and ethical framework consistent with the standards expected as a medical educator

3.1 Duty of care

Demonstrate ability to exercise:

3.1.1 Duty of care to self

- a) a healthy integration of work with other aspects of life
- b) the capacity for self reflection and change
- c) manage the personal impact of role conflicts
- d) recognise the nature and limitations of knowledge, skills and attitudes

3.1.2 Duty of care to patients

- a) respect and concern for patients (specifically when involved in direct clinical

- discussion with registrars) - e.g. to address possible adverse outcomes
- b) where necessary implement policies and processes to identify registrars with serious deficiencies

3.1.3 Duty of care to registrars

- a) commitment to optimise educational and career outcomes for registrars
- b) facilitate registrar's decision making processes at the various stages of their professional development by providing relevant information and advice
- c) respect and concern for registrar well being
- d) identify and appropriately respond to individual registrar circumstances that may impact on training and/or wellbeing i.e. obstacles to progression towards safe and independent practice
- e) respect for difference and diversity among registrars

3.1.4 Duty of care to practices and supervisors

- a) understands the impact of involvement in training on practices and responds appropriately when required
- b) courtesy, respect and concern for supervisors (and training practices) as educational colleagues
- c) develop and maintain good communication links with supervisors and practices
- d) support practices in providing safe and effective training environments

3.1.5 Duty of care to organisation/employer

- a) work as part of a broader team to deliver organisational goals
- b) identify and manage potentially conflicting roles

3.1.6 Duty of care to communities

- a) understanding of Australian health care, including workforce needs, health system, specific regional issues and marginalised populations e.g. Indigenous, migrant, rural and remote)
- b) integrate this knowledge into other aspects of the ME role
- c) takes community needs and resources into consideration during program planning, development and delivery
- d) awareness of the importance of primary care for the health of populations
- e) appropriately utilise community participation in training
- f) understanding of the impact of the training program on its community

3.1.7 Duty of care to the profession

- a) understanding of, leadership and advocacy in, and enthusiasm for, the discipline of general practice
- b) understanding of, leadership and advocacy in, and enthusiasm for medical education
- c) advocacy for quality improvement in general practice and GP education
- d) promote appropriate behaviour in others by:
 - role modelling reflective and evidence- based practice;
 - enthusiasm for the discipline;
 - educational, personal and professional integrity; and
 - modelling the dual professions of educator and medical practitioner
- e) mentor less experienced educators
- f) engagement with professional bodies e.g. Colleges

3.2 Professional and personal development

Demonstrate:

- a) a commitment to regular personal and professional development, both clinically and educationally
- b) a commitment to medical education, at local, regional and national levels
- c) understanding of educational theory and principles
- d) a commitment to applying and enhancing the evidence base of medical education, including involvement at various levels of evaluation and research
- e) a commitment to educational leadership
- f) engagement in the broader scholarly debate in medical education, including theory, research findings and new technologies

4 Organisational

Demonstrate ability as a:

4.1 Planner

- a) plan strategic and operational processes and projects, including financial aspects
- b) integrate and prioritise various projects and processes for an effective outcome

4.2 Manager

- a) manage people under their supervision, assisting them to work effectively as individuals and teams
- b) establish effective working relationships with other people within and without the organisation
- c) effectively manage projects and processes, including the ability to support change management
- d) effectively negotiate with, and resolve conflict between, people within the organizations or between parties outside of the organisation.
- e) skills in debriefing critical incidents
- f) understanding of principles of governance within organisations and the responsibilities and implications for their role.
- g) effective time management and completion of tasks and projects in the organisation
- h) working within a budget both globally and on a project basis
- i) effective use of human, physical and financial resources

4.3 Networker

- a) develop and maintain effective relationships with key external people and organisations
- b) collaborate with external people and organisations on projects and activities

4.4 Leader

- a) strategic thinking and the ability to set clear direction
- b) lead and coordinate a team
- c) review progress and adapt to changing circumstances or goals

How does this list of ME competencies relate to my PD?

Hopefully the relationship between the ME PD list of responsibilities and the list of competencies (ie. the knowledge, skills and abilities) which you need in order perform these areas of responsibilities, should be coming somewhat clearer. Although there is overlap between the way they are expressed, remember that in broad terms the ME PD lists WHAT you are responsible for; whereas the competencies are HOW you perform to carry out the responsibilities effectively.

The following table marries the PD list of responsibilities with the list of competencies.

RELATIONSHIP BETWEEN ROLE RESPONSIBILITIES AND COMPETENCIES	
Role Responsibilities	Competencies
<p>1. Education</p> <p>a) Assist registrars in developing and executing their learning plans</p> <p>b) Develop educational programs specifically designed for registrars in need of remediation</p> <p>c) Undertake external clinical teaching visits for designated registrars.</p> <p>d) Contribute to the design, planning and delivery of small and large group educational activities for registrars, supervisors and other program staff.</p> <p>e) Participate in curriculum planning, implementation, evaluation and review.</p> <p>f) Align educational activities with college curricula</p> <p>g) Participate in assessment of registrar progress including provision of feedback</p> <p>h) Contribute to educational</p>	<p>Planning</p> <p><i>Demonstrate ability to:</i></p> <p>a) effectively plan an education session or program, taking into account teaching and learning principles, curriculum requirements and learning needs</p> <p>b) facilitate, review and analyse learning needs</p> <p>c) construct and clearly state learning outcomes</p> <p>d) match teaching and learning methods to learning outcomes</p> <p>Developing</p> <p><i>Demonstrate ability to:</i></p> <p>a) create effective teaching tools and resources</p> <p>b) prepare effective assessment questions and strategies</p> <p>c) develop effective evaluation methods</p> <p>Teaching</p> <p><i>Demonstrate ability to:</i></p> <p>a) use a wide range of methods for teaching and learning guided by educational principles and specific context</p> <p>b) maximise the impact of opportunistic learning (teachable moments)</p> <p>c) frame knowledge and skills in the context of general practice</p> <p>d) teach in response to registrar learning needs</p> <p>e) assist the registrar to incorporate change into their mode of practice</p> <p>f) coach the registrar towards competence</p> <p>Assessment and Feedback</p> <p><i>Demonstrate ability to:</i></p> <p>a) make defensible assessments of registrar performance (progression towards unsupervised practice) using a</p>

<p>activities with GP supervisors to assist them with practice based teaching</p> <p>i) Contribute to the development of innovatory education and training methods and approaches</p> <p>j) Support research activity</p>	<p>variety of assessment tools</p> <p>b) provide constructive feedback that is learner centred and balanced</p> <p>c) guide learners to self reflect on their performance</p> <p>d) match assessment methods to learning methods and content</p> <p>e) accurately inform registrars on the ways in which they will be assessed by the respective Colleges</p> <p>Evaluation</p> <p><i>Demonstrate ability to:</i></p> <p>a) effectively evaluate education sessions and programs using a variety of tools</p> <p>b) match evaluation methods to teaching methods and content</p> <p>c) appropriately respond to evaluation to enhance teaching</p>
<p>2. Registrar Support and Guidance</p> <p>a) Undertake training adviser meetings with registrars</p> <p>b) Provide accurate advice to registrars regarding RPL</p> <p>c) Respond to queries from registrars about learning planning and education and training requirements</p> <p>d) Provide timely advice and assistance to GP supervisors and registrars regarding RTP training program matters</p> <p>e) Assist registrars with professional duty of care matters</p> <p>f) Assist registrars with self care matters</p> <p>g) Provide advice and assistance to registrars in difficulty</p> <p>h) Participate in induction and orientation of registrars to training</p>	<p><i>Demonstrate ability to exercise:</i></p> <p>Duty of care to patients</p> <p>a) respect and concern for patients (specifically when involved in direct clinical discussion with registrars) - e.g. to address possible adverse outcomes</p> <p>b) where necessary implement policies and processes to identify registrars with serious deficiencies</p> <p>Duty of care to registrars</p> <p>a) commitment to optimise educational and career outcomes for registrars</p> <p>b) facilitate registrar's decision making processes at the various stages of their professional development by providing relevant information and advice</p> <p>c) respect and concern for registrar well being</p> <p>d) identify and appropriately respond to individual registrar circumstances that may impact on training and/or wellbeing i.e. obstacles to progression towards safe and independent practice</p> <p>e) respect for difference and diversity among registrars</p>

<p>3. Networking and stakeholder relations</p> <ul style="list-style-type: none"> a) Provide support for GP and hospital supervisors and training posts by maintaining contact, and providing and seeking feedback b) Contribute articles for newsletters and other relevant publications c) Liaise with, provide input, and when required represent the RTP, in contacts and meetings with other organisations including the colleges, divisions, universities, other RTPs, and at GPET fora d) Assist with the promotion of GP training and recruitment of new registrars e) Assist with the recruitment and development of new training posts 	<p><i>Demonstrate ability to exercise:</i></p> <p>Duty of care to practices and supervisors</p> <ul style="list-style-type: none"> a) understands the impact of involvement in training on practices and responds appropriately when required b) courtesy, respect and concern for supervisors (and training practices) as educational colleagues c) develop and maintain good communication links with supervisors and practices d) support practices in providing safe and effective training environments <p><i>Demonstrate ability as a:</i></p> <p>Networker</p> <ul style="list-style-type: none"> a) develop and maintain effective relationships with key external people and organisations b) collaborate with external people and organisations on projects and activities
<p>4. Organisational support</p> <ul style="list-style-type: none"> a) Ensure training reports are submitted in a timely manner b) Provide assistance with the registrar selection process c) Participate in relevant planning and management discussions d) Participate in relevant working parties, project activities e) Participate in accreditation processes for training posts and supervisors f) Contribute to the GPET Quality Accreditation for RTPs 	<p><i>Demonstrate ability to exercise:</i></p> <p>Duty of care to organisation/employer</p> <ul style="list-style-type: none"> a) work as part of a broader team to deliver organisational goals b) identify and manage potentially conflicting roles <p><i>Demonstrate ability as a:</i></p> <p>Planner</p> <ul style="list-style-type: none"> a) plan strategic and operational processes and projects, including financial aspects b) integrate and prioritise various projects and processes for an effective outcome <p>Manager</p> <ul style="list-style-type: none"> a) manage people under their supervision, assisting

<ul style="list-style-type: none"> g) Participate in program evaluation and quality assurance h) Prepare pertinent discussion papers on education policies and processes 	<ul style="list-style-type: none"> them to work effectively as individuals and teams b) establish effective working relationships with other people within and without the organisation c) effectively manage projects and processes, including the ability to support change management d) effectively negotiate with, and resolve conflict between, people within the organizations or between parties outside of the organisation. e) skills in debriefing critical incidents f) understanding of principles of governance within organisations and the responsibilities and implications for their role. g) effective time management and completion of tasks and projects in the organisation h) working within a budget both globally and on a project basis i) effective use of human, physical and financial resources <p>Leader</p> <ul style="list-style-type: none"> a) strategic thinking and the ability to set clear direction b) lead and coordinate a team c) review progress and adapt to changing circumstances or goals
<p>5. Professional Development</p> <ul style="list-style-type: none"> a) Develop learning plans to enhance individual competence for the medical educator role b) Participate and contribute to medical educator workshops and conferences c) Participate in CPD activities relevant to the medical educator role d) Maintain currency in your knowledge and skills in areas that you are teaching registrars e) Develop a thorough understanding of curricula, standards and policies relevant to GP training 	<p>Professional and personal development</p> <p>Demonstrate:</p> <ul style="list-style-type: none"> a) a commitment to regular personal and professional development, both clinically and educationally b) a commitment to medical education, at local, regional and national levels c) understanding of educational theory and principles d) a commitment to applying and enhancing the evidence base of medical education, including involvement at various levels of evaluation and research e) a commitment to educational leadership f) engagement in the broader scholarly debate in medical education, including theory, research findings and new technologies

6. Overarching

The competencies listed in the adjacent right hand column are relevant to all key responsibilities in the ME PD.

Clinical

Demonstrate up-to-date clinical knowledge, skills and attitudes in keeping with the standards of the profession.

Demonstrate ability to exercise:

Duty of care to self

- a) a healthy integration of work with other aspects of life
- b) the capacity for self reflection and change
- c) manage the personal impact of role conflicts
- d) recognise the nature and limitations of knowledge, skills and attitudes

Duty of care to communities

- a) understanding of Australian health care, including workforce needs, health system, specific regional issues and marginalised populations e.g. Indigenous, migrant, rural and remote)
- b) integrate this knowledge into other aspects of the ME role
- c) takes community needs and resources into consideration during program planning, development and delivery
- d) awareness of the importance of primary care for the health of populations
- e) appropriately utilise community participation in training
- f) understanding of the impact of the training program on its community

Duty of care to the profession

- a) understanding of, leadership and advocacy in, and enthusiasm for, the discipline of general practice
- b) understanding of, leadership and advocacy in, and enthusiasm for medical education
- c) advocacy for quality improvement in general practice and GP education
- d) promote appropriate behaviour in others by:
 - role modelling reflective and evidence- based practice;
 - enthusiasm for the discipline;
 - educational, personal and professional integrity; and
 - modelling the dual professions of educator and medical practitioner
- e) mentor less experienced educators
- f) engagement with professional bodies e.g. Colleges

Activity 3.3



How Did you Do?

Check back to your responses in Activity 3.1 in which you were asked to list the knowledge, skills and attributes required for the ME role key responsibility areas.

- Compare your initial assessment with the list in the above table.
- Did you miss out on any major areas of knowledge, skills and attributes?
- Review the list of competencies. On reflection do you think it adequately covers the knowledge, skills and attributes an ME requires? Or is it too ambitious?

It could be valuable to lead a discussion on this with your colleagues.



HOW THIS MODULE MAY HAVE HELPED YOU



What Have You Done????!!

Use the following list to check off whether these things have worked for you:

You should:

- Have acquired a clear understanding of the knowledge, skills and other attributes you need for the ME role
- More fully understand the relationship between terms such as learning goals, knowledge and skills and competencies
- Be better informed about what you must be able to do in order to carry out the responsibilities listed in the ME PD

If you agree that you have achieved these outcomes give yourself a tick or a hug.

If you disagree maybe you have some thoughts on how this section could be improved.

Whether you agreed or disagreed any feedback you have would be welcome.

You could post this feedback through AMEN's GPRime website.

TOOLS OF TRADE

Tool 3.1



KSAs for ME KRAs.

Consider each of the 5 key responsibility areas separately and list the abilities needed.

KRA 1: EDUCATION

(The activities directly involved in delivering the education and training program).

Knowledge of:	Skills to be able to:	Other Attributes:

KRA 2: REGISTRAR SUPPORT & GUIDANCE

(The activities associated with providing guidance, training advice, and other support for registrars during their training).

Knowledge of:	Skills to be able to:	Other Attributes:

KRA 3: NETWORKING & STAKEHOLDER RELATIONS

(The activities involved in communicating and networking with regional stakeholders and state and national organizations having an involvement in GP training).

Knowledge of:	Skills to be able to:	Other Attributes:

KRA 4: ORGANISATIONAL SUPPORT

(The activities associated with working within the RTP to assist the organization to run smoothly and cohesively, eg. administrative activities, progress reporting, etc.).

Knowledge of:	Skills to be able to:	Other Attributes:

KRA 5: PROFESSIONAL DEVELOPMENT

(The activities needed to develop individual knowledge and skills and contribute to overall quality improvement).

Knowledge of:	Skills to be able to:	Other Attributes: