



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Curriculum Review

Design Elements – Early Drafts

November 2019



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DRAFT

Introduction

This document has been prepared to support early discussions on the design of the new medical curriculum at UQ.

It is intended to serve as pre-reading for stakeholders attending workshops on the design in November 2019.

It is anticipated that following these workshops, the design will be further developed. There will be further opportunities for stakeholders to engage with the draft design in Quarter 1 2020.

Purpose

NB. It is planned that the final ‘Purpose statement’ for the new program will build from other elements of the design – namely the values, guiding principles for the program and the graduate attributes.

Values

It is intended that the UQ MD align with the Values of the University of Queensland as outlined below.

| UQ Values | |
|--|---|
| Pursuit of excellence | We strive for excellence, seeking to apply the highest standards to benefit our communities. |
| Creativity and independent thinking | We welcome new ideas from our staff and students as well as from our alumnae/i and our external partners. We support intellectual freedom, courage and creativity. We encourage the pursuit of innovation and opportunities. |
| Honesty, accountability and equity | We act with integrity and professionalism and uphold the highest ethical standards. We are committed to transparency and accountability. Our decisions ensure responsible stewardship of the University’s resources, reputation and values. We lead by example in all areas including our approaches to sustainability. |
| Mutual respect and diversity | We promote diversity in the University community – through our people, ideas and cultures. We create a vibrant, inclusive environment in which ideas flourish and future generations, regardless of background are empowered. We respect our colleagues and work together for shared success. |
| Supporting our people | UQ Ensures the safety and wellbeing of our people. We create an inclusive and supportive university community in which achievements are celebrated and rewarded. Our people have the opportunity to enrich their lives and pursue their goals. |
| <i>Caring and compassion¹</i> | <i>In everything we do, we act with care and compassion. We embrace the role of the doctor as an advocate – for the individual, the community and the healthcare system as a whole and in particular addressing inequities.</i> |

¹ Additional value proposed given relevance to UQ MD Program strategy

Guiding Principles for the Medical Program

The following Guiding Principles for the MD Program align with the UQ Values and bring these values to life in a UQ Faculty of Medicine context.

Our students will be taken on a four-year journey that is structured around:

- The **staging of learning** across the four years of the program - with each stage building on what has come before
- A **spiral, coherent and cohesive curriculum** with integrated learning
- Early, meaningful, appropriate **clinical experience**
- Fewer, more connected, **longitudinal placements organised around the needs of patients**

Our students will learn and grow in a safe and inclusive environment that is:

- Vibrant, conducive to learning and **centred on the learner** achieving their **potential**
- Tailored to individual learning styles and approaches – **flexibility** in pathways to the same destination
- Focused on **mutual respect, humility and compassion**
- Built upon a **partnership of learning** that is collaborative and innovative
- Courageously supportive of **creativity, independent thought and innovation**
- Aligned with **best practices** in medical education and informed by evidence
- **Committed to excellence** in clinical practice, research and education

These Guiding Principles have the following implications for:

Admissions:

Those that join us for this program will:

- Come from a **wide variety of backgrounds** – in terms of knowledge, skills, culture and life experience – *(a mirror on society)*
- Have a **passion for service** to our communities and advocacy – for individuals and the health system as a whole
- Have an **aptitude for collaboration, leadership and becoming a ‘game changer’** as part of a multidisciplinary healthcare team
- Act with **integrity and professionalism**
- **Genuinely care** about people

Assessment:

Our assessment principles and practices will reflect:

- **Assessment for learning**
- A **culture of meaningful performance feedback**
- Alignment between **learning outcomes and assessment**
- A focus on **critical thinking and the application** of scientific, ethical and humanistic principles

Graduate Attributes

The following table outlines an early draft of the graduate attributes for the new program. Notably, these attributes are organised under themes. Key references for these draft graduate attributes include the Australian Medical Council Graduate Attributes (Attachment 2) and feedback received from stakeholders during the engagement to date on this project.

| Theme | UQ Graduate Attribute |
|-------------------------------------|---|
| Critical Thinker and Scholar | <ol style="list-style-type: none"> 1. Demonstrate a thorough knowledge and understanding of the basic concepts of biomedical, clinical, epidemiological, social and behavioural sciences 2. Be capable of applying their knowledge and skills appropriately to improve health at individual, community and population level 3. Demonstrate the ability to think critically and to challenge unhelpful beliefs/thinking 4. The ability to apply the principles of scientific research to their practice while maintaining respect for individual preference and autonomy 5. Ability to use data in a responsible and ethical way to support clinical decision making and research |
| Clinician | <ol style="list-style-type: none"> 1. To demonstrate clarity, sensitivity, humility, integrity, effective listening, caring and compassion in all interactions with patients, family/carers, colleagues in the healthcare team, students, members of the public 2. Demonstrate the ability to empower and involve people in decision making about their own healthcare 3. Exercise sound clinical judgement based on the available evidence including a full and accurate physical examination, integration and interpretation of findings from history, examination, the correct interpretation of appropriately selected investigations 4. Take a person-centred approach to clinical care across the life course 5. Be able to select appropriately and perform safely a range of procedural skills appropriate to the level of a graduating doctor 6. Prescribe medications and safely administer other therapeutic agents safely, effectively and economically using up to date evidence 7. Devise a management plan in collaboration with the patient and her/his carers 8. Demonstrate the ability to provide immediate basic life support in an emergency situation 9. Demonstrate awareness of the role and capability of clinical informatics in achieving excellence in clinical care |

| Theme | UQ Graduate Attribute |
|--|--|
| <p>Advocate and Team Player</p> | <ol style="list-style-type: none"> 1. Demonstrate a strong practical knowledge of the socio-economic, cultural and physical environmental factors that contribute to health outcomes for individuals and communities and be an advocate for the health and wellbeing of individuals, communities and populations 2. Ability to explain and evaluate public health methods including health screening and prevention approaches 3. Understand and describe the factors that contribute to the health and wellbeing of Aboriginal and Torres Strait Islander peoples and/or Māori, including history, spirituality and relationship to land, diversity of cultures and communities, epidemiology, social and political determinants of health and health experiences. Demonstrate effective and culturally competent communication and care for Aboriginal and Torres Strait Islander peoples and/or Māori 4. Demonstrate custodianship / stewardship of the healthcare system through practicing value-based healthcare which includes the efficient, equitable allocation of finite resources to meet individual, community and national health needs 5. Demonstrate an understanding of global health issues and their relevance to health care delivery in Australia and New Zealand 6. Demonstrate willingness to advocate for and to care for vulnerable populations and to strive for equity in access to health care (and healthcare outcomes) |
| <p>Collaborative Leader</p> | <ol style="list-style-type: none"> 1. Demonstrate capability as an effective collaborator in the provision of clinical care and in health related education and research 2. Cultivate relationships with patients and colleagues – boundaries, conflicts of interest (<i>wording to be developed</i>) 3. Respect and draw upon expertise of other health care professionals and be a positive, active contributor to an inter-professional team 4. Demonstrate a commitment to learning as a lifelong activity and enthusiasm for education of self and others |
| <p>Socially Accountable, Ethical, Caring Professional</p> | <ol style="list-style-type: none"> 1. Professional values – code of conduct + others (<i>wording to be developed</i>) 2. Personal qualities – integrity, caring and compassion, honesty, leadership, adaptability, critical thinker, curious, humble / humility (<i>wording to be developed</i>) 3. Ethical practice (<i>wording to be developed</i>) 4. Self-care including self-awareness, health and wellbeing as well as self-reflection 5. Understand and apply fundamental legal responsibilities of health professionals 6. Demonstrate an ability to work with people in a person centred way recognising their autonomy and agency to make decisions about their own health if fully informed |

Program Outline

The outline for the MD Program is for further discussion at the workshops in November 2019. The focus will be on identifying learning outcomes by program theme by year of the program (as per the figure below) that align with the Graduate Attributes.

The Guiding Principles will also inform the discussion and design. In particular, the structure of new Program should align with:

- **Staging of learning** across the four years of the program
- A **spiral, coherent and cohesive curriculum** with integrated learning
- Early, meaningful, appropriate **clinical experience**
- Fewer, more connected, **longitudinal placements organised around the needs of patients**

Learning Outcomes – By Key Theme and Year of the Program

| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|--|--------|--------|--------|--------|
| Critical Thinker / Scholar | | | | |
| Clinician | | | | |
| Advocate & Team Player | | | | |
| Collaborative Leader | | | | |
| Socially Accountable, Ethical, Caring Professional | | | | |

Attachment: Australian Medical Council – Graduate Attributes

| Australian Medical Council Graduate Attributes | |
|--|--|
| 1 | <p>Science and Scholarship: the medical graduate as scientist and scholar</p> <p>1.1 Demonstrate an understanding of established and evolving biological, clinical, epidemiological, social, and behavioural sciences.</p> <p>1.2 Apply core medical and scientific knowledge to individual patients, populations and health systems.</p> <p>1.3 Describe the aetiology, pathology, clinical features, natural history and prognosis of common and important presentations at all stages of life.</p> <p>1.4 Access, critically appraise, interpret and apply evidence from the medical and scientific literature.</p> <p>1.5 Apply knowledge of common scientific methods to formulate relevant research questions and select applicable study designs.</p> <p>1.6 Demonstrate a commitment to excellence, evidence based practice and the generation of new scientific knowledge.</p> |
| 2 | <p>Clinical Practice: the medical graduate as practitioner</p> <p>2.1 Demonstrate by listening, sharing and responding, the ability to communicate clearly, sensitively and effectively with patients, their family/carers, doctors and other health professionals.</p> <p>2.2 Elicit an accurate, organised and problem-focussed medical history, including family and social occupational and lifestyle features, from the patient, and other sources.</p> <p>2.3 Perform a full and accurate physical examination, including a mental state examination, or a problem-focused examination as indicated.</p> <p>2.4 Integrate and interpret findings from the history and examination, to arrive at an initial assessment including a relevant differential diagnosis. Discriminate between possible differential diagnoses, justify the decisions taken and describe the processes for evaluating these.</p> <p>2.5 Select and justify common investigations, with regard to the pathological basis of disease, utility, safety and cost effectiveness, and interpret their results.</p> <p>2.6 Select and perform safely a range of common procedural skills.</p> <p>2.7 Make clinical judgements and decisions based on the available evidence. Identify and justify relevant management options alone or in conjunction with colleagues, according to level of training and experience.</p> <p>2.8 Elicit patients’ questions and their views, concerns and preferences, promote rapport, and ensure patients’ full understanding of their problem(s). Involve patients in decision making and planning their treatment, including communicating risk and benefits of management options.</p> <p>2.9 Provide information to patients, and family/carers where relevant, to enable them to make a fully informed choice among various diagnostic, therapeutic and management options.</p> <p>2.10 Integrate prevention, early detection, health maintenance and chronic condition management where relevant into clinical practice.</p> <p>2.11 Prescribe medications safely, effectively and economically using objective evidence. Safely administer other therapeutic agents including fluid, electrolytes, blood products and selected inhalational agents.</p> <p>2.12 Recognise and assess deteriorating and critically unwell patients who require immediate care. Perform common emergency and life support procedures, including caring for the unconscious patient and performing CPR.</p> |

| Australian Medical Council Graduate Attributes | |
|---|--|
| | <p>2.13 Describe the principles of care for patients at the end of their lives, avoiding unnecessary investigations or treatment, and ensuring physical comfort including pain relief, psychosocial support and other components of palliative care.</p> <p>2.14 Place the needs and safety of patients at the centre of the care process. Demonstrate safety skills including infection control, graded assertiveness, adverse event reporting and effective clinical handover.</p> <p>2.15 Retrieve, interpret and record information effectively in clinical data systems (both paper and electronic).</p> |
| 3 | <p>Health and Society: the medical graduate as a health advocate</p> <p>3.1 Accept responsibility to protect and advance the health and wellbeing of individuals, communities and populations.</p> <p>3.2 Explain factors that contribute to the health, illness, disease and success of treatment of populations, including issues relating to health inequities and inequalities, diversity of cultural, spiritual and community values, and socio-economic and physical environment factors.</p> <p>3.3 Communicate effectively in wider roles including health advocacy, teaching, assessing and appraising.</p> <p>3.4 Understand and describe the factors that contribute to the health and wellbeing of Aboriginal and Torres Strait Islander peoples and/or Māori, including history, spirituality and relationship to land, diversity of cultures and communities, epidemiology, social and political determinants of health and health experiences. Demonstrate effective and culturally competent communication and care for Aboriginal and Torres Strait Islander peoples and/or Māori.</p> <p>3.5 Explain and evaluate common population health screening and prevention approaches, including the use of technology for surveillance and monitoring of the health status of populations. Explain environmental and lifestyle health risks and advocate for healthy lifestyle choices.</p> <p>3.6 Describe a systems approach to improving the quality and safety of health care.</p> <p>3.7 Understand and describe the roles and relationships between health agencies and services, and explain the principles of efficient and equitable allocation of finite resources, to meet individual, community and national health needs.</p> <p>3.8 Describe the attributes of the national systems of health care including those that pertain to the health care of Aboriginal and Torres Strait Islander peoples and/or Maori.</p> <p>3.9 Demonstrate an understanding of global health issues and determinants of health and disease including their relevance to health care delivery in Australia and New Zealand and the broader Western Pacific region.</p> |

| Australian Medical Council Graduate Attributes | |
|--|---|
| 4 | <p>Professionalism and Leadership: the medical graduate as a professional and leader</p> <p>4.1 Provide care to all patients according to “Good Medical Practice: A Code of Conduct for Doctors in Australia” and “Good Medical Practice: A Guide for Doctors” in New Zealand.</p> <p>4.2 Demonstrate professional values including commitment to high quality clinical standards, compassion, empathy and respect for all patients. Demonstrate the qualities of integrity, honesty, leadership and partnership to patients, the profession and society.</p> <p>4.3 Describe the principles and practice of professionalism and leadership in health care.</p> <p>4.4 Explain the main principles of ethical practice and apply these to learning scenarios in clinical practice. Communicate effectively about ethical issues with patients, family and other health care professionals.</p> <p>4.5 Demonstrate awareness of factors that affect doctors’ health and wellbeing, including fatigue, stress management and infection control, to mitigate health risks of professional practice. Recognise their own health needs, when to consult and follow advice of a health professional and identify risks posed to patients by their own health.</p> <p>4.6 Identify the boundaries that define professional and therapeutic relationships and demonstrate respect for these in clinical practice.</p> <p>4.7 Demonstrate awareness of and explain the options available when personal values or beliefs may influence patient care, including the obligation to refer to another practitioner.</p> <p>4.8 Describe and respect the roles and expertise of other health care professionals, and demonstrate ability to learn and work effectively as a member of an inter-professional team or other professional group.</p> <p>4.9 Self-evaluate their own professional practice; demonstrate lifelong learning behaviours and fundamental skills in educating colleagues. Recognise the limits of their own expertise and involve other professionals as needed to contribute to patient care.</p> <p>4.10 Describe and apply the fundamental legal responsibilities of health professionals especially those relating to ability to complete relevant certificates and documents, informed consent, duty of care to patients and colleagues, privacy, confidentiality, mandatory reporting and notification. Demonstrate awareness of financial and other conflicts of interest.</p> |