ADVOCATE FOR HEALTH IMPROVEMENT:

	Year 1 - FOUNDATIONAL		Year 2 - DEVELOPING		Year 3 - IMMERSION		Year 4 - TRANSITION TO PRACTICE		PROGRAM OUTCOMES
Y1 LO#	**Learning Outcome**	**Y2 LO#**	**Learning Outcome**	**Y3 LO#**	**Learning Outcome**	**Y4 LO#**	**Learning Outcome**	**GA#**	**Graduate Attributes**
AHI01.A1	Explains the socioeconomic, environmental, political, cultural and commercial determinants of health.	**AHI01.A2**	Compares and contrasts the socioeconomic, environmental, political, cultural and commercial determinants of health between metropolitan and rural settings.	**AHI01.A3**	In clinical practice, identifies the needs of all people, across the range of socioeconomic statuses and cultures.	**AHI01.A4 / KCP05.A4**	Articulates the socio-economic, political, cultural and environmental aspects that impact on the presentation of illness, and devises strategies to reduce the negative impact of cultural dissonance on the delivery of quality health care.	**G_AHI01**	**Describes the socio-economic, political, cultural and physical environmental factors that contribute to health outcomes for individuals and communities in metropolitan and rural settings.**
AHI02.A1 / KCP05.A1	Describes the principles of cultural awareness, competence, proficiency, and humility, and how one's own background can affect the delivery of healthcare.	**AHI02.A2**	Assesses own culture and blind spots, the culture of medicine, and the interplay between difference, privilege and power.	**AHI02.A3**	Critiques own assumptions and beliefs, actively learns from patients and invites partnerships with patients regardless of their cultures and identities.	**AHI02.A4**	Practices cultural awareness, cultural competence and cultural humility in clinical practice, including ongoing self-reflection. Identifies and responds appropriately to inequities in health outcomes in a clinical setting.	**G_AHI02**	**Cares for individuals from diverse populations and is committed to achieving equity in healthcare outcomes.**
AHI02.B1	Recognises stigma and discrimination targeting a range of populations including people targeted by racism, older people, people with diversity in their sexuality, gender and sex and people living with a disability or mental illness. Demonstrates awareness of the impacts of unconscious biases on health and health care.	**AHI02.B2**	Practices reflection on the impact of stigma, discrimination and racism targeting diverse populations on the health and healthcare of patients they have contact with, and on other students.	**AHI02.B3 / KCP03.B3**	Practices reflection on own unconscious biases relating to patients from diverse populations.	**AHI02.B4**	Practices deep reflection on own racism and unconscious biases and applies this to a clinical setting. In clinical practice, responds in an equitable way to the needs of all people.		
AHI02.C1	Discusses the principles of successful advocacy on behalf of and in collaboration with individuals and communities.			**AHI02.C3**	Develops, plans and executes collaborative strategies to improve health outcomes where inequalities exist in clinical settings.				
AHI03.A1 / CTSS03.B1	Defines and describes principles of screening, and measures of performance and effectiveness.	**AHI03.A2**	Describes the evidence-based screening programs currently in use in Australia and globally, and what makes an equitable and effective screening program.	**AHI03.A3**	Practices the use of evidence-based social screening tools in clinical settings, and plans appropriate responses to their findings.	**AHI03.A4 / CTSS07.B4**	Uses evidence-based screening, including social screening, advises patients of risks and benefits and takes appropriate action in response to outcomes.	**G_AHI03**	**Explains and evaluates public health methods including health screening and prevention approaches and incorporates prevention and early detection equitably into clinical practice.**
AHI03.B1	Describes the elements of an immunisation program and the role of medical practitioners in achieving high immunisation coverage, and the legislative requirements of medical practitioners in relation to health protection.					**AHI03.B4**	Documents vaccinations and screening events in the relevant registers and implements recall and reminder systems to facilitate patient participation.		
AHI03.C1	Defines active case finding (early detection) and describes the evidence about the benefits and costs of early detection for common chronic conditions.					**AHI03.C4**	Appraises patients' clinical and social indicators and ensures their equitable participation in appropriate screening, clinical testing and prevention activities.		

ADVOCATE FOR HEALTH IMPROVEMENT:

Year 1 - FOUNDATIONAL		Year 2 - DEVELOPING		Year 3 - IMMERSION		Year 4 - TRANSITION TO PRACTICE		PROGRAM OUTCOMES	
Y1 LO#	Learning Outcome	Y2 LO#	Learning Outcome	Y3 LO#	Learning Outcome	Y4 LO#	Learning Outcome	GA#	Graduate Attributes
AHI03.D1	Describes the downstream determinants of health (e.g. smoking, nutrition, alcohol, physical activity, social connections), and the drivers of these health behaviours.	AHI03.D2	Appraises interventions targeting the health behaviours of individuals, in the context of interventions targeting communities and populations.	AHI03.D3	Demonstrates skills in motivational interviewing and other individual behaviour change interventions in the context of social, cultural and environmental factors.				
				AHI03.E3	Describes processes aimed at improving the safety of healthcare.	AHI03.E4	Practices and participates in processes aimed at improving the safety of healthcare.		
AHI04.A1	Describes the interaction between local and global ecological crises and the health of individuals as well as on the social determinants of health.	AHI04.A2	Describes how to identify changes in patterns of disease due to environmental change (particularly climate change) and how this could inform clinical practice.	AHI04.A3	Demonstrates how to motivate behaviour change to promote environmental sustainability at individual, professional and community levels.			G_AHI04	Demonstrates commitment to healthcare sustainability and advocacy for climate change mitigation and adaptation
AHI04.B1	Identifies how Indigenous traditional knowledge and voice can inform healthcare practice and promotion of sustainable development in clinical practice.			AHI04.B3	Evaluates the environmental impacts of a patient pathway and identify ways to enhance environmental sustainability.	AHI04.B4	Applies critical thinking, problem-solving and systems thinking to sustainable healthcare challenges.		
AHI05.A1	Describes the strengths and resilience of Indigenous Australians and other culturally and linguistically diverse populations, and how these attributes can contribute to health and wellbeing.	AHI05.A2	Appraises the factors contributing to the health and wellbeing of individual patients who are Indigenous Australians and/or culturally and linguistically diverse.	AHI05.A3	Reviews and critiques contemporary approaches to addressing factors (including racism and other social, cultural and economic factors) affecting the health and well being of Indigenous Australians and other culturally and linguistically diverse populations.	AHI05.A4	Develops patient management plans that includes addressing racism and other social, cultural and economic factors for patients who are Indigenous Australians and/or culturally and linguistically diverse.	G_AHI05	Describes the factors that contribute to the health and wellbeing of specific populations including Indigenous Australians and other culturally and linguistically diverse groups and approaches to helping to address these factors.
AHI05.B1	Explains the contributions of colonisation, individual and systemic racism to the health and wellbeing of populations affected by racism.								
AHI06.A1 / KCP06.B1	Describes the Australian Health care system, including how the system is funded, the roles of primary, secondary and tertiary care. Contrasts it with health care systems in other high-income country settings.	AHI06.A2	Critiques decisions of resource allocation to health at individual, community and national levels, on the basis of principles of equity, utilitarianism, and environmental sustainability.					G_AHI06	Demonstrates ability to be a steward for the healthcare system through the efficient and equitable allocation of finite resources to meet individual community and national health needs.
AHI06.B1	Describes the importance of responsible testing and use of health resources.	AHI06.B2	Describes the negative consequences for patients, the environment, and the health care system of over-testing and over-prescribing.	AHI06.B3	Appraises testing and treatment options for common clinical conditions on the basis of good stewardship of healthcare resources and patient outcomes.	AHI06.B4	Practices healthcare resource stewardship in decision making about patient care.		
		AHI06.C2	Compares models of primary health care, and identify key elements of successful models, drawing from exemplars such as Aboriginal Community Controlled Health Services.						

ADVOCATE FOR HEALTH IMPROVEMENT:

Year 1 - FOUNDATIONAL		Year 2 - DEVELOPING		Year 3 - IMMERSION		Year 4 - TRANSITION TO PRACTICE		PROGRAM OUTCOMES	
Y1 LO#	**Learning Outcome**	**Y2 LO#**	**Learning Outcome**	**Y3 LO#**	**Learning Outcome**	**Y4 LO#**	**Learning Outcome**	**GA#**	**Graduate Attributes**
AHI07.A1	Explains the impact of globalisation and the roles of sustainable development goals, vaccination, universal health care and other global initiatives on improving health outcomes and healthcare delivery.	**AHI07.A2**	Describes the health impacts of and the healthcare response to global challenges including climate change, pollution and pandemics, with an emphasis on our region.			**AHI07.A4**	Applies knowledge of global health issues to clinical care and health service delivery, particularly as they apply to migrants and refugees.	**G_AHI07**	**Describes global health issues and their relevance to healthcare delivery.**
AHI08.A1 / KCP06.D1	Explains concepts of privacy, data access and ethics in the context of clinical information systems.	**AHI08.A2 / SEC11.B2 / KCP06.M2**	Explains how to use clinical informatics and their components for decision support and improving patient outcomes.	**AHI08.A3**	Compares the usefulness of structured and unstructured data and their roles in clinical information systems.	**AHI08.A4 / SEC11.A4**	Demonstrates proficiency with all functions of a clinical information system, including decision support, documentation and prescribing.	**G_AHI08**	**Uses health informatics in an appropriate effective and professional manner and is able to explain how big data can be used to improve health outcomes.**
				AHI08.B3	Explains the impact of poor data collection practices / poor quality data on health equity and outcomes.	**AHI08.B4**	Discusses trends in technology that can be applied to prevention and clinical care.		
AHI09.A1	Identifies how generalist rural and remote medicine provides comprehensive solutions to the need to provide best patient care in those settings.	**AHI09.A2**	Understands and advocates for comprehensive, continuous, locally based rural healthcare that provides excellent health outcomes for rural and remote patients.	**AHI09.A3**	Compares the scope of practice that individual clinicians in rural and remote settings have with those of individual clinicians in metropolitan settings.	**AHI09.A4**	Comprehensively addresses clinical presentations in the rural context with a focus on patient wellbeing.	**G_AHI09**	**Describes the particular challenges in health and healthcare in rural and remote areas**
AHI09.B1	Describes the strengths of rural and remote communities and how they can contribute to health and wellbeing.			**AHI09.B3**	Explains the impacts of isolation, positive and negative, from patients' and clinicians' perspectives.	**AHI09.B4**	Appraises the role of all clinicians, regardless of their location, in improving the health of populations and patients in rural and remote areas.		

CRITICAL THINKER, SCHOLAR AND SCIENTIST:

	Year 1 - FOUNDATIONAL		Year 2 - DEVELOPING		Year 3 - IMMERSION		Year 4 - TRANSITION TO PRACTICE		PROGRAM OUTCOMES
Y1 LO#	**Learning Outcome**	**Y2 LO#**	**Learning Outcome**	**Y3 LO#**	**Learning Outcome**	**Y4 LO#**	**Learning Outcome**	**GA#**	**Graduate Attributes**
CTSS01.A1 / SEC06.A1	Incorporates knowledge of biomedical, social and behavioural sciences into the management of clinical problems.	CTSS01.A2	Relates the normal structure and function of the human body systems to their clinical relevance.			CTSS01.A4	Critically applies scientific evidence, including basic and applied science, clinical research, meta-analyses and clinical guidelines to direct diagnosis and management across different clinical settings and populations.	G_CTSS01	Applies fundamental concepts of biomedical, clinical, public health, epidemiology, social and behavioural sciences to clinical practice.
CTSS01.B1	Describes the fundamental concepts of 'normal', variance and pathological.	CTSS01.B2	Illustrates the aetiology and pathology for a range of common conditions and describes their clinical presentation and investigation.					G_CTSS02	Demonstrates a critical approach to applying new knowledge base to understanding of disease and clinical practice.
CTSS01.C1	Describes the principles of pathological processes and how these may present clinically, with common examples.						*Also relates to CTSS01.B1, CTSS01.C1, CTSS01.D1, CTSS01.E1, CTSS01.F1, CTSS01.G1, CTSS01.H1, CTSS01.I1, CTSS03.A3, CTSS03.B3, CTSS06.A3*		
CTSS01.D1	Describes fundamental concepts in pharmacology and drug action.	CTSS01.D2 / SEC05.A2	Explains the pharmacology of commonly used drugs and drug classes, and their use in clinical practice.						
CTSS01.E1	Applies biomedical knowledge to the interpretation of common clinical investigations used to diagnose disease.	CTSS01.E2	Critically integrates biomedical, epidemiological and social and behaviour science knowledge to the interpretation of common clinical investigations used to diagnose disease and factors that determine outcomes. *Also relates to CTSS01.F1, CTSS01.G1, CTSS01.H1*	CTSS01.E3	Applies biomedical, epidemiological, social and behaviour science knowledge in clinical presentation, investigation, diagnosis and treatments. *Also relates to CTSS01.F1, CTSS01.G1, CTSS01.H1*				
CTSS01.F1	Critiques the evidence for the some currently accepted concepts in biomedical sciences and the explanation for development and treatments of diseases, recognising key knowledge gaps.	CTSS01.F2	Explains the limits of current scientific and evidence-based knowledge and recognises when accepted practices are not evidenced-based. *Also relates to CTSS01.I1, CTSS03.A1*	CTSS01.F3	Critiques the basis of new putative treatments and factors in translation from basic sciences to clinical practice. *Also relates to CTSS01.I1*				
CTSS01.G1	Explains how social and behavioural responses may influence structure, function and pathology.								
CTSS01.H1	Describes how the descriptive epidemiology of a disease contributes to the diagnostic process.								
CTSS01.I1	Describes how analytic epidemiology contributes to the understanding of disease causes and outcomes in different populations.								

CRITICAL THINKER, SCHOLAR AND SCIENTIST:

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CTSS03.A1	Identifies credible literature sources to support clinical practice.	**CTSS03.A2**	Demonstrates how research evidence can be applied to determine appropriate management in case-based learning settings.					**G_CTSS03**	**Applies their knowledge and skills appropriately to improve health at individual community and population level.**
AHI03.A1 / CTSS03.B1	Defines and describes principles of screening, and measures of performance and effectiveness.	**CTSS03.B2**	Explains the rationale and background to clinical guidelines and how guidelines should be applied in clinical practice.	**CTSS03.B3 / SEC06.A3**	Describes the process for devising management plans, utilizing clinical guidelines where appropriate, for conditions seen commonly in hospital-based medical practice, with respect for whole person care.				
				CTSS03.C3	Considers how patient preferences and contexts may alter the application of evidence to patient management.	**CTSS03.C4 / SEC02.D4**	Applies knowledge of the aetiology, clinical, laboratory and radiological features, pathology, natural history and prognosis of common presentations in a variety of settings.

Also relates to CTSS01.B1 | | |
| **CTSS04.A1 / SEC03.C1** | Demonstrates an understanding of the concepts of "clinical judgement", prior probability, and dealing with uncertainty. | **CTSS04.A2** | Interprets different levels of uncertainty and consider and propose alternative explanations for research findings.

Also relates to CTSS03.A1, CTSS03.C1 | **CTSS04.A3A** | Recognises when a situation requires clinical judgement and there is not a clear answer for a specific patient problem either because there is insufficient research evidence on the problem or the evidence does not generalise to the clinical situation.

Also relates to CTSS03.A1, CTSS03.C1 | **CTSS04.B4 / DLE01.A4** | Participates in discussions with an open-minded, evidence-based manner in situations where there is a difference of opinion among member of healthcare team regarding diagnosis or management approach.

Also relates to CTSS03.A1 | **G_CTSS04**

G_CTSS05 | **Thinks critically and respectfully challenges beliefs and thinking.**

Effectively communicates scholarly information through written, verbal and visual presentation. |
| | | | | **CTSS04.A3B** | Recognises the difference between population data and individual outcomes.

Also relates to CTSS06.D1 | | | | |
| **CTSS04.B1 / SEC02.C1** | Considers the roles of scientific evidence and clinical acumen in the development of clinical reasoning skills. | | | **CTSS04.B3** | Recognises when peers, colleagues and patients have different viewpoints and respectfully participate in discussion to explore differences in approach and perspectives. | | | | |

CRITICAL THINKER, SCHOLAR AND SCIENTIST:

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Y1 LO#	Learning Outcome	Y2 LO#	Learning Outcome	Y3 LO#	Learning Outcome	Y4 LO#	Learning Outcome	GA#	Graduate Attributes
CTSS06.A1	Recognises and describes the different types of health research methods, the level of evidence they provide and the appropriate method to answer specific clinical questions.	CTSS06.A2	Applies knowledge of study design, and error/bias to undertake critical appraisal of a study from the literature. Be able to describe how the study results apply to a specific clinical or public health question. *Also relates to CTSS01.F1, CTSS03.C1, CTSS04.A1, CTSS06.B1, CTSS06.D1*	CTSS06.A3	Develops a research question and appropriate research methods to develop a robust research protocol. *Also relates to CTSS01.F1, CTSS04.A1, CTSS06.A1, CTSS06.B1, CTSS06.C1, CTSS06.D1*			G_CTSS06	**Critically appraises interprets and applies evidence from the medical and scientific literature.**
CTSS06.B1 / SEC03.B1	Demonstrates an understanding of issues of error, bias and risk, and their potential impact on clinical decision making.								
CTSS06.C1	Recognises common statistical analysis methods and interpret the results of statistical analysis.								
CTSS06.D1	Describes the concept of external validity/generalisability								
CTSS07.A1	Demonstrates understanding of the synthesis of research data in the form of narrative and systematic reviews and meta-analyses. Interpret findings from a meta-analysis.	CTSS07.A2	Demonstrates understanding of how clinical risk prediction models (e.g. CVD risk calculator) are developed and applied in clinical practice, and recognises the limitations of these models. *Also relates to CTSS04.A1, CTSS06.A1, CTSS06.B1, CTSS06.C1*			CTSS07.A4	Applies clinical guidelines and risk prediction models appropriately in the clinic by evaluating their relevance to patients in different clinical/community settings. *Also relates to CTSS04.A1, CTSS06.A1, CTSS06.B1, CTSS06.C1*	G_CTSS07	**Responsibly utilises health data to support clinical decision making and research**
		CTSS07.B2	Applies the scientific principles (e.g. sensitivity, specificity, positive predictive value, negative predictive value) underlying the selection and interpretation of diagnostic tests (which includes findings from clinical history and examination) in different settings, as well as application in the setting of screening for asymptomatic disease. *Also relates to CTSS01.B1, CTSS01.E1, CTSS03.C1, CTSS04.A1*			AHI03.A4 / CTSS07.B4	Uses evidence-based screening, including social screening, advises patients of risks and benefits and takes appropriate action in response to outcomes. *Also relates to CTSS01.B1, CTSS01.E1, CTSS03.C1, CTSS04.A1*		
CTSS08.A1	Explains the research cycle.			CTSS08.A3	Contributes to the design and / or implementation of a research project. *Also relates to CTSS03.A1, CTSS04.A1, CTSS06.A1, CTSS08.A1, CTSS08.B1*			G_CTSS08	**Demonstrates the ability to contribute to the generation of new knowledge to improve health outcomes for individuals and communities.**

CRITICAL THINKER, SCHOLAR AND SCIENTIST:

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Y1 LO#	**Learning Outcome**	**Y2 LO#**	**Learning Outcome**	**Y3 LO#**	**Learning Outcome**	**Y4 LO#**	**Learning Outcome**	**GA#**	**Graduate Attributes**
CTSS08.B1	Explains and applies the elements of a clinical research question (PICO).			**CTSS08.B3**	Appreciates the importance of community and stakeholder input in study design and outcomes. *Also relates to CTSS08.A1, CTSS01.F1*				

DYNAMIC LEARNER & EDUCATOR

	Year 1 - FOUNDATIONAL		Year 2 - DEVELOPING		Year 3 - IMMERSION		Year 4 - TRANSITION TO PRACTICE		PROGRAM OUTCOMES
Y1 LO#	**Learning Outcome**	**Y2 LO#**	**Learning Outcome**	**Y3 LO#**	**Learning Outcome**	**Y4 LO#**	**Learning Outcome**	**GA#**	**Graduate Attributes**
DLE01.A1	Questions/challenges own assumptions and reasoning using evidence from a variety of reliable sources.	DLE01.A2	Questions/challenges own and peers' assumptions and reasoning, in an appropriate manner, using evidence from a variety of reliable sources.	DLE01.A3	Participates in discussions in an open-minded, evidence-based manner, within an interprofessional team environment.	CTSS04.B4 / DLE01.A4	Participates in discussions with an open minded, evidence-based manner in situations where there is a difference of opinion among member of healthcare team regarding diagnosis or management approach.	G_DLE01	Is agile, adaptable and open to change.
DLE01.B1	Demonstrates the ability to engage productively with various types of learning activity.	DLE01.B2	Demonstrates the ability to engage with peers across a variety of learning settings, in ways that are productive and enhance learning.	DLE01.B3	Demonstrates the ability to transition confidently, effectively, and productively, from structured to clinical learning encounters, to maximise learning gains.	DLE01.B4	Demonstrates the ability to transition confidently, effectively, and productively, from one learning encounter to another regardless of learning method or context, to maximise learning gains.		
DLE02.A1	Can discern, describe, and values the different contributions, perspectives and abilities of self, peers and teachers in a learning context.	DLE02.A2	Can discern, describe, and values the different contributions, perspectives and abilities of self, peers and teachers in a learning context.	DLE02.A3 / PTP01.A3	Participates in interprofessional healthcare teams, understands the role of other health professionals and reflects on one's own role in accomplishing whole person care across the life course.	DLE02.A4	Participates in interprofessional healthcare teams in clinical settings, describes the contribution other health professionals, patients, patients' families, near-peers, and peers, make to learning and reflects on one's own role in clinical, scholarly, and learning teams.	G_DLE02	Supports and contributes to the learning of others.
DLE02.B1 / PTP02.D1	Identifies one's strengths and limitations, offers and seeks help when required, and responds constructively to feedback, to ensure collaborative learning and continuous improvement.	DLE02.B2	Actively engages in group learning experiences, contributes to the learning of peers through collaboration and the provision of meaningful and sensitive feedback, and publicly role-models self-reflection as a learner.	DLE02.B3	Takes opportunities appropriate to the context and level, to support the learning of peers, groups of peers, interprofessional team members, and patients; through role modelling, shares own learning approaches and experiences, and provides help/feedback to others.	DLE02.B4	Takes opportunities appropriate to the context and level, to role-model a leaderly approach to supporting the learning of peers, groups of peers, interprofessional team members, and patients.		
DLE03.A1	Can articulate the role of feedback in learning; seeks, receives, and responds to, feedback to ensure own learning is optimised.	DLE03.A2	Can articulate an educationally effective model of feedback to support learning; seeks, receives, and responds to, feedback to ensure optimal learning in clinical and interprofessional learning contexts.	DLE03.A3	Seeks, receives, responds to, feedback to ensure best patient care, optimal team function, and development of own clinical skills.	DLE03.A4	Seeks, receives, and responds to, feedback to ensure best patient care, optimal team function and readiness for internship.	G_DLE03	Is a self-regulated learner that reflects on their own professional practice seeks input from others and implements actions as part of continuous learning.
DLE03.B1 / PTP06.A1	Reflects on and engages one's strengths to model collegial relationships, adapting attitudes and behaviours to contribute to a safe and effective learning environment.	DLE03.B2	Using appropriate sources of feedback, reflects on, self-evaluates, and adapts own knowledge, skills, attitudes, professional values, personal biases, behaviours, and power differentials to contribute to own and peers' safe and effective clinical and interprofessional learning.	DLE03.B3	Using appropriate sources of feedback, reflects on, self-evaluates, and implements ways of addressing identified areas for improvement in, own knowledge, skills, attitudes, and behaviours in clinical settings appropriate to the context and level.	DLE03.B4	Using appropriate sources of feedback, reflects on, self-evaluates, and implements ways of addressing identified areas for improvement in, own knowledge, skills, attitudes, and behaviours in clinical settings, to achieve effective transition to practice.		
DLE04.A1	Actively participates in and demonstrates preparedness for learning experiences, and engages in new learning opportunities with a positive mindset.	DLE04.A2	Demonstrates preparedness for and engagement in learning, in order to enhance the quality of the learning experience for self and others.	DLE04.A3	Takes responsibility for actively participating in learning experiences within all learning contexts, especially in clinical settings.	DLE04.A4	Engages in and values learning across the continuum of medical education and is intrinsically motivated to learn, improve, and develop knowledge, skills and professional values.	G_DLE04	Demonstrates engagement in learning experiences in the context of life-long learning.

KIND & COMPASSIONATE PROFESSIONAL:

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Y1 LO#	**Learning Outcome**	**Y2 LO#**	**Learning Outcome**	**Y3 LO#**	**Learning Outcome**	**Y4 LO#**	**Learning Outcome**	**GA#**	**Graduate Attributes**
KCP01.A1	Demonstrates sensitivity; flexibility and attentiveness to patients in order to optimise the therapeutic relationship and develop collaborative care goals.	KCP01.A2 / KCP06.F2	Designs actions that demonstrate high level skills and behaviour in response to and meeting the communication needs of others, within societal norms/community expectations including making an apology and open disclosure process.	KCP01.A3	Implements a communication skillset to navigate professional conversations and difficult interpersonal situations.	KCP01.A4	Demonstrates commitment to self-reflection and continuous development of professional communication skills.	G_KCP01	**Communicates with clarity and sensitivity in all interactions**
KCP02.A1	Develops literacy and understanding of values and qualities (e.g., kindness, compassion, empathy) that impact care delivery.	KCP02.A2	Demonstrates kindness and compassion in clinical and professional encounters.	KCP02.A3	Defines and evaluates the practice of kind and compassionate care and the factors that influence this in the clinical environment.	KCP02.A4	Creates/constructs a personal approach to integrating kindness and compassion into personal practice.	G_KCP02	**Demonstrates kindness and compassion to others.**
KCP03.A1	Describes the multiple dimensions of a patient's wellbeing, and the principles of whole of person care.	KCP03.A2 / SEC09.A2	Displays respect for patients' spiritual, social and cultural values and the attitudes to life and death that can influence healthcare related decision making.	KCP03.A3	Articulates the benefits of the multidisciplinary team in the provision of whole of person quality care.	KCP03.A4	Critically analyses strategies for maintaining a therapeutic alliance with patient through empathy and boundaries.	G_KCP03	**Takes a whole of person, compassionate approach to clinical care across the life course and in a range of settings.**
KCP03.B1 / PTP03.D1	Identifies the role of the doctor in partnering with the patient in their healthcare experience, supporting transitions between primary, secondary, and tertiary care.	KCP03.B2	Demonstrates awareness of thinking preferences, communication models and personality influences on the conduct of health professionals.	AHI02.B3 / KCP03.B3	Practices reflection on own unconscious biases relating to patients from diverse populations.	KCP03.B4	Discusses strategies for being responsive to changing health care goals of the patient over time.		
KCP04.A1	Understands the concept of health literacy including knowledge, skills, attitudes and environments.	KCP04.A2	Evaluates strategies for enhancing health literacy with patients and their families.	KCP04.A3	Examines the intersect between a patient's health literacy and clinical outcomes.	KCP04.A4	Integrates strategies that incorporate patients' health literacy into clinical practice.	G_KCP04	**Empowers patients to manage their own health and wellbeing according to individual preferences and capabilities.**
AHI02.A1 / KCP05.A1	Describes the principles of cultural awareness, competence, proficiency, and humility, and how one's own background can affect the delivery of healthcare.	KCP05.A2	Develops understanding of the many cultural influences that influence the patient's healthcare experience.	KCP05.A3	Utilises advanced communication skills to demonstrate the delivery of culturally sensitive and safe care.	AHI01.A4 / KCP05.A4	Articulates the socio-economic, political, cultural and environmental aspects that impact on the presentation of illness, and devises strategies to reduce the negative impact of cultural dissonance on the delivery of quality health care.	G_KCP05	**Recognises and safeguards vulnerable patients.**
KCP06.A1	Identifies and demonstrates ethical qualities for self and those required for the. practice of medicine.	KCP06.A2	Explores and analyses ethical frameworks used in the practice of medicine.	KCP06.A3	Illustrates how ethical frameworks can be used in clinical practice.	KCP06.A4	Formulates a personal ethical framework for professional practice.	G_KCP06	**Acts in accordance with the fundamental ethical and legal requirements of health professionals.**
AHI06.A1 / KCP06.B1	Describes the Australian Health care system, including how the system is funded, the roles of primary, secondary and tertiary care. Contrasts it with health care systems in other high-income country settings.	KCP06.B2	Develop awareness of the Acts, laws, rules and documents relevant to the practice of medicine across the life course.	KCP06.B3	Work/take an active role within the health care system, demonstrating understanding the systems of funding and roles of federal and state government in primary, secondary and tertiary care.				

KIND & COMPASSIONATE PROFESSIONAL:

Year 1 - FOUNDATIONAL		Year 2 - DEVELOPING		Year 3 - IMMERSION		Year 4 - TRANSITION TO PRACTICE		PROGRAM OUTCOMES	
Y1 LO#	Learning Outcome	Y2 LO#	Learning Outcome	Y3 LO#	Learning Outcome	Y4 LO#	Learning Outcome	GA#	Graduate Attributes
AHI08.A1 / KCP06.D1	Explains concepts of privacy, data access and ethics in the context of clinical information systems.	KCP06.D2 / PTP05.A2	Strives to engender rapport and trust in interactions with peers, other health professional students, clinical, and other staff, and develops and maintains professional boundaries, privacy and confidentiality.	KCP06.D3	Practice demonstrates competency in the concepts of privacy, confidentiality, data access and ethics in the context of clinical information systems, medical records and patient care.				
KCP06.E1	Demonstrates an understanding of common law duty and the concept of medical negligence and its elements.	KCP06.E2	Explore and identify factors that can lead to negligence and factors that are protective against negligent practice.						
		KCP01.A2 / KCP06.F2	Designs actions that demonstrate high level skills and behaviour in response to and meeting the communication needs of others, within societal norms/community expectations including making an apology and open disclosure process.						
KCP06.G1	Understand the concepts of vicarious liability and medical indemnity; and undertake appropriate personal medical indemnity advice/membership; and review annually.								
KCP06.H1 / SEC06.B1	Demonstrates an understanding of the concept and process of shared decision-making, including consent, freedom from coercion and respect for the patient's right to decline recommended therapy.			KCP06.H3 / SEC01.B3	Discuss special situations of consent including substitute decision making; when patients across the life course may refuse treatment and role of guardianship.				
		KCP06.J2	Understands the clinical and legal issues that support the removal and donation of human blood, tissue and organs.			KCP06.J4	Applies knowledge of the clinical and legal issues that support the removal and donation of human blood, tissue and organs.		
				KCP06.K3	Demonstrate understanding and reflection on the ethical and legal principles that inform clinical practice and research in the areas of reproductive medicine.				
KCP06.L1 / SEC09.B1	Demonstrates understanding of the cycle of grief and loss, including reactions to death and dying.	KCP06.L2 / SEC09.B2	Demonstrates understanding of the concept of futile treatments, goals of end of life and palliative care and advance care planning.	KCP06.L3 / SEC09.B3	Demonstrates understanding of what an advance care plan and Advance Health Directive are, and how to document these in the medical record.	KCP06.L4 / SEC09.B4	Assists patients and their carers / families in formulating and finalising advance care plans and Advance Health Directives and does not prescribe or recommend futile or non-beneficial treatments.		

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KCP06.M1	Demonstrate understanding of the PBS Pharmaceutical Benefit Scheme.	AHI08.A2 / SEC11.B2 / KCP06.M2	Explains how to use clinical informatics and their components for decision support and improving patient outcomes.	KCP06.M3 / SEC05.A3 / SEC05.C3	Selects pharmacological and other therapies relevant to the management of common medical conditions, demonstrating an awareness of important side effects and contraindications, and understanding of scheduling classification of drugs and regulation.				
		KCP06.N2	Demonstrate awareness of mandatory and non mandatory reporting requirements and responsibilities when encountering suspected or proven child abuse, elder abuse or domestic and family violence.						
KCP07.A1	Identifies styles of leadership, and explores factors affecting effective leadership and team dynamics.	KCP07.A2 / PTP04.B2	Demonstrates congruent and flexible communication, carefully considering diverse views and perspectives, to contribute to or lead interprofessional clinical and learning teams.	KCP07.A3	Demonstrates positive communication strategies that enhance clinical practice and workplace team engagement.	KCP07.A4 / PTP02.B4	Accepts increasing responsibility for patient care tasks within healthcare teams, demonstrates appropriate leadership and followership, recognises their limits, and proactively seeks support when required.	G_KCP07	**Demonstrates professionalism and leadership in healthcare.**
KCP07.B1	Demonstrates knowledge of professionalism, professional standards in the practice of medicine, structures and governance that support professionalism, and the impact of community expectations on standards of care.	KCP07.B2	Distinguishes the way in which professionalism is fundamental to high quality clinical practice.	KCP07.B3	Shows respect for and understanding of workplace codes of conduct in clinical, educational and research environments.	KCP07.B4 / PTP06.B4	Describes the professional responsibility of caring for one's colleagues and strategies to support them in the workplace, and identifies how to escalate concerns about a colleague's health and wellbeing when appropriate.		
KCP07.C1	Discusses the impact of stress on communication and behaviour and the relevance of this to clinical and interprofessional relationships.	KCP07.C2	Discusses the range of professional skills necessary to support the delivery of compassionate care to patients while maintaining self-compassion.	KCP07.C3	Demonstrates compassion, self-respect and professional conduct throughout interactions with patients, colleagues and others in the workplace.	KCP07.C4	Critically analyses the contribution of the medical professional to the maintenance of a just and respectful workplace culture.		
KCP08.A1	Develops strategies to optimise one's own health.	KCP08.A2	Describes the barriers to maintaining self-care when practicing medicine.	KCP08.A3	Explores workplace resources and support for sustaining health and addressing illness in clinicians.	KCP08.A4	Appropriately uses resources and available support to ensure one's own health and wellbeing.	G_KCP08	**Demonstrates a commitment to self care and to protecting patients and others from any risk posed by their own health.**
KCP08.B1	Outlines factors that influence one's own performance.	KCP08.B2	Develops strategies that optimise one's own clinical performance as a professional.	KCP08.B3	Analyses factors that support consistent and high level performance in clinical practice.	KCP08.B4	Demonstrates the integration of personal strategies that support safe and effective, efficient clinical performance.		

PARTNER AND TEAM PLAYER:

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PTP01.A1	Describes the role of the medical student and medical practitioner in medical education, healthcare, and society and how this contributes to achieving whole person care across the life course.	**PTP01.A2**	Describes the role and contribution of different health professionals, actively engages in interprofessional learning and reflects on how this contributes to achieving whole person care across the life course.	**DLE02.A3 / PTP01.A3**	Participates in interprofessional healthcare teams, understands the role of other health professionals and reflects on one's own role in accomplishing whole person care across the life course.	**PTP01.A4**	Is prepared for the role of intern, understanding their role and other health professionals within healthcare teams in accomplishing whole person care across the life course.	**G_PTP01**	**Collaborates effectively as a member of the heath care team in the provision of whole person care, health-related education and research.**
PTP02.A1	Respectfully contributes to group and team function and applies the principles of time management, teamwork, team dynamics and processes to enable effective collaboration in scholarly and learning teams.	**PTP02.A2**	Respectfully contributes to group and team learning in university and clinical settings and demonstrates effective collaboration, and facilitation skills in clinical, scholarly, and learning teams.	**PTP02.A3**	Respectfully contributes to learning, scholarly, and healthcare teams in hospital, and community settings and demonstrates effective collaboration.	**PTP02.A4**	Respectfully contributes to team decisions with medical and other health professionals in hospital, general practice and community settings and collaborates effectively in the provision of clinical care, health-related education, and research.	**G_PTP02**	**Works effectively as a member of learning, scholarly and research groups, and healthcare teams.**
PTP02.B1	Accepts responsibility in learning groups and teams, demonstrates appropriate leadership and followership, completes delegated tasks and proactively seeks help and support when required.	**PTP02.B2**	Accepts responsibility in scholarly and clinical learning teams, demonstrates appropriate leadership and followership, completes delegated tasks, and proactively seeks support when required.	**PTP02.B3**	Accepts responsibility within learning, scholarly and healthcare teams, demonstrates appropriate leadership and followership, completes delegated clinical tasks, while recognising their limits, and proactively seeks support when required.	**KCP07.A4 / PTP02.B4**	Accepts increasing responsibility for patient care tasks within healthcare teams, demonstrates appropriate leadership and followership, recognises their limits, and proactively seeks support when required.		
PTP02.C1	Works productively with peers to promote understanding, manage differences and address conflict to support a safe and effective collaborative learning culture.	**PTP02.C2**	Works productively with medical and other health professional colleagues to promote understanding, manage differences and address conflicts to support a safe and effective collaborative interprofessional learning culture.	**PTP02.C3**	Works productively with medical and other health professional colleagues to promote understanding, manage differences and address conflicts to support a safe and effective collaborative intraprofessional and interprofessional healthcare culture.	**PTP02.C4**	Works productively to promote understanding, manage differences and address conflicts to support a safe and effective collaborative culture within the healthcare team and workplace.		
DLE02.B1 / PTP02.D1	Identifies one's strengths and limitations, offers and seeks help when required, and responds constructively to feedback, to ensure collaborative learning and continuous improvement.	**PTP02.D2**	Applies the principles of situational awareness in a learning environment, is aware of one's strengths and limitations, seeks and provides help when required, and responds constructively to feedback.	**PTP02.D3**	Applies the principles of situational awareness in a clinical setting, is aware of one's strengths and limitations, seeks and provides help when required and, responds constructively to feedback.	**PTP02.D4 / SEC03.A4**	Demonstrates situational awareness, including when to intervene in an urgent situation, recognises one's strengths and limitations, seeks help when required, provides help when appropriate and responds constructively to feedback.		

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PTP03.A1	Demonstrates basic clinical handover skills, creates simulated medical record notes and referrals, that are accurate, and understandable to peers, academic staff, and clinical supervisors, using formats used in health care settings.	PTP03.A2	Demonstrates clinical handover and creates simulated medical record notes and referrals that are accurate and understandable to peers, other health professional students and clinical supervisors.	PTP03.A3	Demonstrates clinical handover and creates medical record entries and referrals, that are accurate, relevant, and understandable to healthcare colleagues in hospital and the community to facilitate continuity of safe patient care.	PTP03.A4	Delivers clinical handover and creates medical record entries and referrals, that are succinct, timely, accurate, and understandable to colleagues across the continuum of care to ensure safe transitions of care and transfer of professional responsibility.	G_PTP03	**Partners effectively with a diverse range of people to achieve a healthcare system which accomplishes whole person care.**
PTP03.B1	Identifies a whole person approach to care and can describe the benefits of this approach for patients, doctors, and society.	PTP03.B2	Applies a whole person approach to care by considering the physical, psychosocial, spiritual and existential dimensions of the patient in clinical and interprofessional learning contexts.	PTP03.B3	Contributes to a whole person approach to care integrating physical, psychosocial, spiritual and existential dimensions of the patient to understand their suffering and place their needs at the centre of care.	PTP03.B4	Brings a whole person approach to the healthcare team, integrating physical, psychosocial, spiritual and existential dimensions of the patient to understand their suffering and place their needs at the centre of care.		
PTP03.C1	Describes the principle of goals of care and frameworks used to guide this and applies these principles to clinical case discussion.	PTP03.C2	Practises establishing goals of care in collaboration with colleagues and other health professional students in interprofessional learning contexts and simulated settings.	PTP03.C3	Participates in the establishment of goals of care, in collaboration with, patients and their families, clinical supervisors, and the healthcare team.	PTP03.C4	Participates in the establishment and modification of goals of care over time in collaboration with clinical supervisors, patients and their families, and the healthcare team.		
KCP03.B1 / PTP03.D1	Identifies the role of the doctor in partnering with the patient in their healthcare experience, supporting transitions between primary, secondary, and tertiary care.	PTP03.D2	Describes how other health professionals' partner with the patient in their healthcare journey and the common conditions across the lifespan that require interprofessional care to ensure optimal health outcomes.	PTP03.D3	Participates in partnering with patients in their healthcare journey in primary, secondary, and tertiary care contexts and understands their role in maintaining a continuum of care across the health professions.	PTP03.D4	Partners with the patient in their healthcare journey and contributes to maintaining and coordinating seamless integration of care across the healthcare system.		
PTP04.B1	Demonstrates congruent and flexible communication within learning and scholarly teams, carefully considering diverse views and perspectives.	KCP07.A2 / PTP04.B2	Demonstrates congruent and flexible communication, carefully considering diverse views and perspectives, to contribute to or lead interprofessional clinical and learning teams.	PTP04.B3	Demonstrates congruent and flexible communication with patients, colleagues and members of the healthcare team, respecting different views and perspectives.	PTP04.B4	Demonstrates congruent, and flexible communication with patients, colleagues and members of the health care team, respecting different views and perspectives.	G_PTP04	**Relates respectfully to patients, colleagues, healthcare team members and others, is mindful of sociocultural diversity and open to different views and perspectives.**
PTP05.A1	Strives to engender rapport and trust in interactions with peers, , academic and professional staff, and develops and maintains professional boundaries, privacy and confidentiality.	KCP06.D2 / PTP05.A2	Strives to engender rapport and trust in interactions with peers, other health professional students, clinical, and other staff, and develops and maintains professional boundaries, privacy and confidentiality.	PTP05.A3	Strives to engender rapport and trust in interactions with patients, carers and family, clinical supervisors, and team members, and maintains professional boundaries, privacy, and confidentiality.	PTP05.A4	Engenders rapport and trust in interactions with patients, colleagues, and members of the healthcare team, whilst maintaining professional boundaries, privacy, and confidentiality.	G_PTP05	**Maintains appropriate student, academic, professional and therapeutic relationships.**

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DLE03.B1 / PTP06.A1	Reflects on and engages one's strengths to model collegial relationships, adapting attitudes and behaviours to contribute to a safe and effective learning environment.	**PTP06.A2**	Reflects on and engages one's strengths to model collegial relationships, adapting attitudes and behaviour to contribute to a safe and effective interprofessional learning environment.	**PTP06.A3**	Reflects on and engages one's strengths to model collegial relationships, adapting attitudes and behaviour to contribute to a safe and effective clinical learning environment.	**PTP06.A4**	Reflects on and engages one's strengths to model collegial relationships, adapting attitudes and behaviour to contribute to a safe and effective clinical workplace.	**G_PTP06**	**Contributes to a positive, supportive and collegiate workplace and team culture.**
PTP06.B1	Describes the professional responsibility of caring for one's peers and supporting them to experience health and wellbeing.	**PTP06.B2**	Describes the professional responsibility of caring for healthcare colleagues and supporting them to experience health and wellbeing.	**PTP06.B3**	Describes the impact of workplace culture, the professional responsibility of caring for one's colleagues, and strategies to support them to experience health and wellbeing in the workplace.	**KCP07.B4 / PTP06.B4**	Describes the professional responsibility of caring for one's colleagues and strategies to support them in the workplace, and identifies how to escalate concerns about a colleague's health and wellbeing when appropriate.		

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SEC01.A1	Demonstrates understanding of the principles of respectful oral communication in a clinical setting, addressing and engaging with people of different ages or cultural, racial and religious backgrounds.	SEC01.A2	Communicates a patient's history using appropriate terminology to a clinical colleague or peer, and paraphrases medical terminology into words more readily understandable by the patient and family.	SEC01.A3	Explains and provides advice to a patient regarding their likely diagnosis and investigations in a manner that enables the patient to understand.	SEC01.A4 / SEC02.A4	Recognises, holistically assesses and communicates safely with the patient exhibiting behavioural and/or communication challenges.	G_SEC01	**Communicates effectively and with cultural safety.**
SEC01.B1	Demonstrates an understanding of the process and importance of informed consent.			KCP06.H3 / SEC01.B3	Discuss special situations of consent including substitute decision making; when patients across the life course may refuse treatment and role of guardianship.	SEC01.B4	Explains the risks and benefits of basic medical procedures and treatments in a manner that enables the patient to understand and provide informed consent.		
SEC02.A1	Recognises the elements of an accurate and organised medical history and demonstrates medical history taking in a simulated setting.	SEC02.A2	Takes a structured, comprehensive medical history in a systematic fashion.	SEC02.A3	Takes a focused, brief history, concentrating on a specific problem as presented by the patient or their carer, across the life course including people with mental illness.	SEC01.A4 / SEC02.A4	Recognises, holistically assesses and communicates safely with the patient exhibiting behavioural and/or communication challenges.	G_SEC02	**Integrates information from multiple sources including a physical examination, patient history, and the results of appropriately selected investigations.**
SEC02.B1	Demonstrates the ability to appropriately undertake basic physical examination techniques.	SEC02.B2A	Performs an appropriate systems-based physical examination on the cardiovascular, respiratory, gastrointestinal, and neurological (cranial nerves, upper and lower limbs) systems, cognitive and mental state and regional examinations such as joints, thyroid, diabetic foot.	SEC02.B3A	Performs a system-based physical examination of all major systems, and can interpret the physical signs of commonly encountered medical conditions across the life course.	SEC02.B4	Performs a focused and efficient physical examination most relevant to the differential diagnoses under consideration, can interpret abnormal physical examination findings and perform a systematic full body physical examination where indicated.		
		SEC02.B2B	Demonstrates the ability to do Ophthalmic and ENT examinations, and is able to perform "intimate" examinations including breast examination, digital rectal examination, vaginal examination, and testicular examination in a simulated environment.	SEC02.B3B	Undertakes (with consent) "intimate" examinations including breast examination, digital rectal examination, vaginal examination (speculum and bimanual vaginal examination) and testicular examination, respecting patient dignity and privacy, in a manner consistent with patient needs.				
CTSS04.B1 / SEC02.C1	Considers the roles of scientific evidence and clinical acumen in the development of clinical reasoning skills.	SEC02.C2	Integrates findings from history, physical examination and investigations to formulate a structured differential diagnosis.	SEC02.C3	Demonstrates clinical reasoning by constructing a problem list and deriving provisional and differential diagnoses from history and examination findings, including in cases with complex or multiple co-morbidities.	SEC02.C4 / SEC06.A4 / SEC08.A4	Integrates findings from history, examination and investigations to refine diagnosis and multidisciplinary management in increasingly complex patients with multiple comorbidities or disability, using a whole person approach.		
		SEC02.D2	Requests and interprets most useful laboratory and radiological investigations undertaken for commonly encountered medical conditions.			CTSS03.C4 / SEC02.D4	Applies knowledge of the aetiology, clinical, laboratory and radiological features, pathology, natural history and prognosis of common presentations in a variety of settings.		

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				SEC02.E3	Presents an oral summary of a case to a colleague or senior clinician in a manner appropriate to the clinical setting.	SEC02.E4	Presents clinical information to fellow health care professionals efficiently and in a manner appropriate for commonly encountered hospital and community settings.		
SEC03.A1	Demonstrates an understanding of how to integrate foundational evidence-based clinical and biomedical concepts to support clinical decision making.	SEC03.A2	Demonstrates an understanding of how the course of a disease/condition may evolve, requiring a broad and flexible approach to investigation and management.	SEC03.A3	Interprets clinical features and investigations which signify increased illness severity requiring a more urgent response.	PTP02.D4 / SEC03.A4	Demonstrates situational awareness, including when to intervene in an urgent situation, recognises one's strengths and limitations, seeks help when required, provides help when appropriate and responds constructively to feedback.	G_SEC03	Demonstrates sound clinical judgement based on the available evidence and recognises ones own limitations of practice.
CTSS06.B1 / SEC03.B1	Demonstrates an understanding of issues of error, bias and risk, and their potential impact on clinical decision making.	SEC03.B2	Identifies factors that increase the risk of medical error, demonstrating the ability to recognise one's own relative experience and limitations of practice.	SEC03.B3	Identifies strategies for identifying and reporting error in a professional manner.	SEC03.B4	Demonstrates proficiency and clinical maturity around identifying, reporting and responding to error in clinical practice.		
CTSS04.A1 / SEC03.C1	Demonstrates an understanding of the concepts of "clinical judgement", prior probability, and dealing with uncertainty.	SEC03.C2	Demonstrates the understanding that a single given condition may have several differing management options, which have inherent and patient-specific pros and cons.	SEC03.C3	Recognises a non-acute presentation where investigation and management should depend on clinical course, results of previous investigations and the patient's response to treatments.	SEC03.C4	Demonstrates an understanding of the use of time as a diagnostic tool in undifferentiated sub-acute / chronic conditions and can recognise when to refer a patient for another opinion.		
SEC04.A1	Demonstrates familiarity with procedures commonly performed by junior doctors and practise these in a simulated environment.	SEC04.A2	Performs procedures commonly undertaken by junior doctors, in a simulated environment.	SEC04.A3	Performs some basic procedural skills on patients including suturing, venepuncture, and intravenous cannulation.	SEC04.A4	Demonstrates the competent performance of procedures which would be required of a graduating doctor on ward call, within the emergency department and in primary care.	G_SEC04	Performs a range of procedural skills appropriate to the level of a graduating doctor.
SEC05.A1	Explains the scientific basis, efficacy and adverse effects of common therapeutic interventions.	CTSS01.D2 / SEC05.A2	Explains the pharmacology of commonly used drugs and drug classes, and their use in clinical practice.	KCP06.M3 / SEC05.A3 / SEC05.C3	Selects pharmacological and other therapies relevant to the management of common medical conditions, demonstrating an awareness of important side effects and contraindications, and understanding of scheduling classification of drugs and regulation.	SEC05.A4	Demonstrates understanding of the indications and contraindications for common pharmacological interventions, and how to prescribe common parenteral infusions.	G_SEC05	Demonstrates ability to prescribe medications and administer other therapeutic agents safely effectively and economically using up to date evidence.
						SEC05.B4	Recognises the dose, frequency, and route of administration of frequently prescribed drugs used in the management of common medical conditions and medical emergencies.		
				SEC05.A3 / SEC05.C3	Selects pharmacological and other therapies relevant to the management of common medical conditions, demonstrating an awareness of important side-effects and contraindications.	SEC05.C4	Appropriately prescribes a medication using a paper or electronic system including generic drug name, dose, frequency, and route of administration.		

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CTSS01.A1 / SEC06.A1	Incorporates knowledge of biomedical, social and behavioural sciences into the management of clinical problems.	SEC06.A2	Demonstrates basic understanding of the prognosis and management of common medical conditions, and of what constitutes futile or non-beneficial care.	CTSS03.B3 / SEC06.A3	Describes the process for devising management plans, utilizing clinical guidelines where appropriate, for conditions seen commonly in hospital-based medical practice, with respect for whole person care.	SEC02.C4 / SEC06.A4 / SEC08.A4	Integrates findings from history, examination and investigations to refine diagnosis and multidisciplinary management in increasingly complex patients with multiple comorbidities or disability, using a whole person approach.	G_SEC06	**Devises a management plan in collaboration with the patient and their carers that prioritises the patient's goals of care.**
KCP06.H1 / SEC06.B1	Demonstrates an understanding of the concept and process of shared decision-making, including consent, freedom from coercion and respect for the patient's right to decline recommended therapy.	SEC06.B2	Demonstrates an understanding that many conditions have several possible treatment options, including life-style interventions, non-pharmacological treatments and non-intervention.			SEC06.B4	Communicates a whole person care approach to a patient and their family / carers in a manner they will understand, considering the factors which will influence their comprehension of and consent to the proposed treatments.		
SEC07.A1	Demonstrates a basic understanding of the clinical approach to a patient with a potentially life-threatening illness.	SEC07.A2	Demonstrates an understanding of the pathophysiology of common life-threatening illnesses.	SEC07.A3	Recognises patients with critical illness across the life course.	SEC07.A4	Undertakes an ABCDE assessment of a critically ill patient.	G_SEC07	**Recognises and assesses deteriorating and critically unwell patients who require immediate care. Implements immediate emergency and life supporting care.**
SEC07.B1	Demonstrates the principles underlying common procedural skills including basic life support and care of the deteriorating patient.	SEC07.B2	Demonstrates an understanding of symptoms and signs which are indicators of illness acuity and severity.	SEC07.B3	Formulates and institutes the initial care of a critically ill patient and escalates/calls for assistance where required.	SEC07.B4	Processes different sources of information quickly and accurately, simultaneously assessing for aetiology, illness severity and initiating management.		
SEC08.A1	Demonstrates an understanding of associations between diseases, concept of disease risk factors and social determinants of health and the importance of a multidisciplinary approach to patient care.	SEC08.A2	Demonstrates an understanding of the pathophysiology, complications and prognosis of common disease processes and the multidisciplinary principles that underpin their management.	SEC08.A3	Displays a multidisciplinary approach to patients with complex medical problems or disability in collaboration within an interprofessional team.	SEC02.C4 / SEC06.A4 / SEC08.A4	Integrates findings from history, examination and investigations to refine diagnosis and multidisciplinary management in increasingly complex patients with multiple comorbidities or disability, using a whole person approach.	G_SEC08	**Able to effectively manage patients with multiple comorbidities.**
SEC09.A1	Demonstrates an understanding that some self-limiting conditions require no intervention and that interventions can cause harm which may outweigh their benefit.	KCP03.A2 / SEC09.A2	Displays respect for patients' spiritual, social and cultural values and the attitudes to life and death that can influence healthcare related decision making.	SEC09.A3	Explains, in a manner that enables the patient to understand, the limitations and potential harms of invasive treatments or procedures in patients receiving end of life care.	SEC09.A4	Demonstrates understanding of the importance of relief of suffering and can provide relief for distressing symptoms such as pain, nausea, constipation, dyspnoea and anxiety.	G_SEC09	**Demonstrates understanding of the principles of care for patients at the end of their lives with consideration of physical comfort, psychosocial support for the patient and their care givers including when not to intervene.**
KCP06.L1 / SEC09.B1	Demonstrates understanding of the cycle of grief and loss, including reactions to death and dying.	KCP06.L2 / SEC09.B2	Demonstrates understanding of the concept of futile treatments, goals of end of life and palliative care and advance care planning.	KCP06.L3 / SEC09.B3	Demonstrates understanding of what an advance care plan and Advance Health Directive are, and how to document these in the medical record.	KCP06.L4 / SEC09.B4	Assists patients and their carers / families in formulating and finalising advance care plans and Advance Health Directives and does not prescribe or recommend futile or non-beneficial treatments.		
		SEC10.A2	Demonstrates an understanding of the prevalence of different diseases / conditions across the life course.	SEC10.A3	Demonstrates an understanding of the variation in clinical features of different diseases / conditions and approaches to their management across the life course.	SEC10.A4	Holistically treats patients across the spectrum of life from birth through childhood, adolescence, progressing through the stages of adulthood to old age.	G_SEC10	**Contributes to clinical care across the life course.**

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SEC10.B1	Demonstrates an understanding of the physical, psychological and emotional changes which occur across the life phases and the effect of the normal aging process on physiological function.	**SEC10.B2**	Demonstrates an understanding that the psychological response to acute and chronic illness changes with age and stage of life.	**SEC10.B3**	Recognises the difference between the normal physiological processes of aging and disease-related comorbidities.				
SEC11.A1	Demonstrates an understanding of the importance of and legal implications relating to the medical record and patient privacy.	**SEC11.A2**	Composes clearly understandable and accurate verbal, written and electronic clinical communications.	**SEC11.A3**	Completes a full written medical history, examination, problem list, differential diagnosis, and management plan.	**AHI08.A4 / SEC11.A4**	Demonstrates proficiency with all functions of a clinical information system, including decision support, documentation and prescribing.	**G_SEC11**	**Is clear, accurate and appropriate with respect to written and / or electronic documentation.**
		AHI08.A2 / SEC11.B2 / KCP06.M2	Explains how to use clinical informatics and their components for decision support and improving patient outcomes.	**SEC11.B3**	Operates the basic features of an electronic medical record, including how to access previous entries, record and amend notes, order investigations and check results.				