

**Optimising Readiness for Safe Intern Practice (R. for S.I.P.): A consensus gathering exercise on the best preparation for assuring the transition of medical graduates into the clinical workforce. This will address acknowledged gaps in intended learning outcomes; assessment practices; and potentially inform standard setting methodologies.**

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**Abstract**

1. Background: medical students report anxiety<sup>1,2</sup> on their transition from university life to the clinical workforce. Some report being unprepared for clinical responsibility. This transition is categorised by: increased clinical autonomy (including prescribing, recognition and initial involvement in deteriorating patients); work place interactions with team members, patients and their relatives; enhanced requirements for self-monitoring and self-resilience; the replacement of university personal support structures with workforce ones; irregular shift and working hour patterns; the formation of new peer and social groups and potential translocations within Australasia, and increased societal and personal expectations of the new doctor self.

Academic work (guided by national agreement) traditionally focusses on the skills, knowledge, competencies and capabilities of graduating doctors. Preparedness for transition into practice is undertaken across Australian and New Zealand medical schools; bespoke solutions are offered at each individual school. Limited consensus exists on how best to assist the transition of students into practice.

2. Importance of workshop: What are the learning outcomes and assessment activities that best prepare for the “next step”? The Medical Deans of Australia and New Zealand (MDANZ) Assessment Working Group is leading this project to identify gaps in existing preparation for transition. It will report through the Medical Education Collaboration Committee (MECC) to MDANZ. The aim is to engage with key stakeholders to generate a working consensus of best assessment practice in the field of transition.

3. Workshop format: The activities of the workshop are focussed on how medical students can be best prepared to safely take their next step. The workshop will begin by defining a set of common intended learning outcomes; offer guidance on how to constructively align these with their associated assessments; and if possible best practice guidance on assessment methodologies and standard setting. One key overarching intention of the project is to support the quality assurance processes of institutions. The consensus gathering aims to address gaps in curricula learning outcomes and assessment. The activities will comprise:

1. Pre-conference reading.
2. Introduction, 15 minutes
2. Small group work to discuss R. for S.I.P intended learning outcomes, assessment methods, and quality assurance processes. 60 minutes.
3. Group feedback, 15 minutes
4. Participants:

National and International attendees who are: leaders in medical education; directors of medical workforce programs; internship/PGY supervisors (primarily the focus is on Australia and New Zealand workforce); current or recent interns; healthcare workforce employers

5. Level of workshop:

Intermediate

6. Take-home messages / workshop outcomes / implications for further research or practice. By the end of the workshop there will be progress towards:

1. A consensus on the intended learning outcomes of a Readiness for Safe Intern Practice programme.
2. A discussion on the appropriate assessment methods in a Readiness for Safe Intern Practice programme (and their quality assurance)
3. A discussion on the appropriate standard setting methods for the assessments within a Readiness for Safe Intern Practice programme (and quality assurance)
4. Maximum number of participants: 60 participants

### **References (maximum three)**

Hunter K, Willis K, Smallwood N: The workplace and psychosocial experiences of Australian junior doctors during the COVID-19 pandemic. 2022, Internal Medicine Journal (54), 745-754

Medical Deans medical student survey 2022. <https://medicaldeans.org.au/md/2023/05/MSOD-National-Data-Report-2022.pdf>