

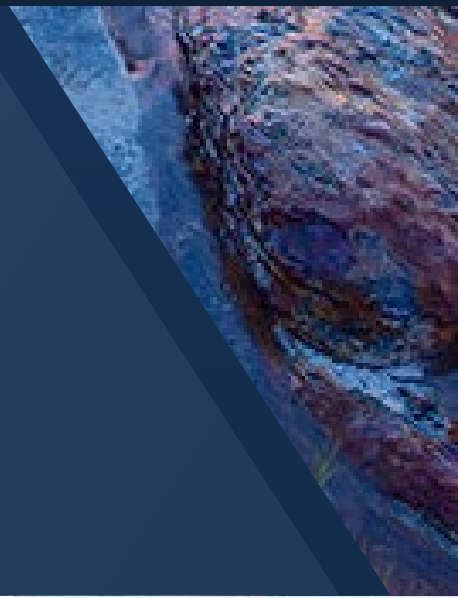


PREVOCATIONAL MEDICAL
ASSURANCE SERVICES



Transfer of Information Guideline V1.2

A guideline to assist medical graduate's transition into internship successfully



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Introduction and Background

The Prevocational Medical Assurance Services (PMAS), NT regional health services and graduating universities are committed to ensuring processes assist medical graduates to transition to the workplace successfully and into an environment that allows them to thrive.

The purpose of this guideline is to provide information on the support and support personnel available within the NT regional health services, to support the transition of medical graduates into internship and that enables individuals that require support early on, to have ample opportunity to succeed.

This guideline uses a strengths-based approach to identify areas for development. It provides an opportunity for medical students to share their story with the employing regional health service to facilitate successful and positive transition from medical school into internship. Examples where students may wish to share their story include matters that have affected their studies and may affect future work needs or performance such as:

- Elite athlete status at university
- An access plan at university
- Identified specific performance areas of concern
- Health issues which may impact work performance
- Caregiving issues which may impact work performance
- Returning from prolonged leave of absence from university.

All information provided by the medical graduate to their employing regional health service is confidential and for the dual purpose of ensuring:

- The intern is adequately supported throughout their internship to ensure success, and
- Patient safety is optimised at all times.

Sharing this information with the employing regional health service allows those who will be supporting new graduates during their internship, to have insight into any areas where an intern may require extra support for a successful transition and to enable workforce planning.

Principles

It is the professional responsibility of all medical practitioners to ask for assistance to provide safe and effective patient care. The Transfer of Information (TOI) process is designed to support medical students in their transitions from graduating university to entering the medical workforce. This guideline supports graduates to transfer select information including achievements and strengths, as well as areas for development to the regional health services to facilitate appropriate support during internship.

This is a voluntary process which is separate and independent from both the employment and Ahpra registration process. Regional health services, graduating universities and PMAS are committed to providing an environment for medical students and doctors in training to allow them to thrive.

The disclosure of information will be done without fear of consequences to training or career progression. Transferring information to an employing regional health service allows for identification and implementation strategies to address the needs of new graduates. If a graduate has anything to disclose which may impact on either patient safety or the ability to maintain personal psychological and/or physical health, the first step should be a confidential discussion with either the appropriate support person within the graduating university or Director of Clinical Training (DCT) / Medical Education Officer (MEO) of the employing regional health service.

Exclusions

Circumstances which have affected the academic performance and results of a graduate but are unlikely to impact on the ability of the graduate to work as a medical practitioner and/or in a particular location, will not be considered under this guideline.

A graduate may refer to such circumstances as part of their job application process.

A graduate who has any conditions imposed on their registration, should disclose the circumstances to the regional health service.

Inclusions

The circumstances under which a graduate may seek to transfer information should be of an ongoing nature and may impact the graduates:

- Ability to work full time in any accredited internship position
- Ability to work a rotating or after-hours roster
- Requirement for extra health, psychological or educational supports
- Requirement for special equipment or adjustments to support their work as an intern

Governance

While PMAS has assisted in the development of this guideline, PMAS does not have a role in gathering or transmitting information regarding medical graduates' transfer of information .

Processes/Procedures

Transfer of information to the employing regional health service will occur after the intern application process has been finalised by PMAS. The TOI process is initiated by the medical graduate after employment offer and acceptance to ensure there is no undue influence on the employment process.

Responsibilities of the graduate

Medical graduates will reflect on professional practice thus far, including performance during university and provide relevant information in the TOI form template ([Appendix 4](#))

Consultation with a treating doctor is encouraged and inclusion of any previous disability plan can inform the medical graduate's TOI. Medical graduates can choose to provide the TOI directly to the employing regional health service or to use the TOI form template as a guide for a confidential face-to-face discussion with the DCT or MEO within the employing regional health service.

As a clinician and professional, reflective practice will become an important aspect of career development. The primary rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential and entering internship is no exception.

What information should be shared by the graduate?

- a) Details of circumstances in relation to psychological, physical or caregiving factors that are ongoing and may impact the graduate's:
 - Ability to work full time in any accredited internship position
 - Ability to work a rotating or after-hours roster
 - Requirement for health, psychological or education supports
 - Requirement for special equipment or adjustments to support their work
- b) Identifying details e.g. culturally/linguistically diverse, ethnicity, sexual orientation or gender identity. Include the following:
 - Cultural obligations that may require leave for special circumstances or roster changes
 - Requirement for supports i.e. Aboriginal Liaison Officer (ALO) at term discussions and orientation
- c) Details of specific learning objectives and identify achievements and strengths

Responsibility of the university

University staff (i.e. Course Coordinator, Academic Advisor) are the initial contact person to discuss the TOI process and to assist the graduate to complete the TOI form template.

The university has a responsibility for counselling medical students specifically when there may be a need for additional support in the workplace.

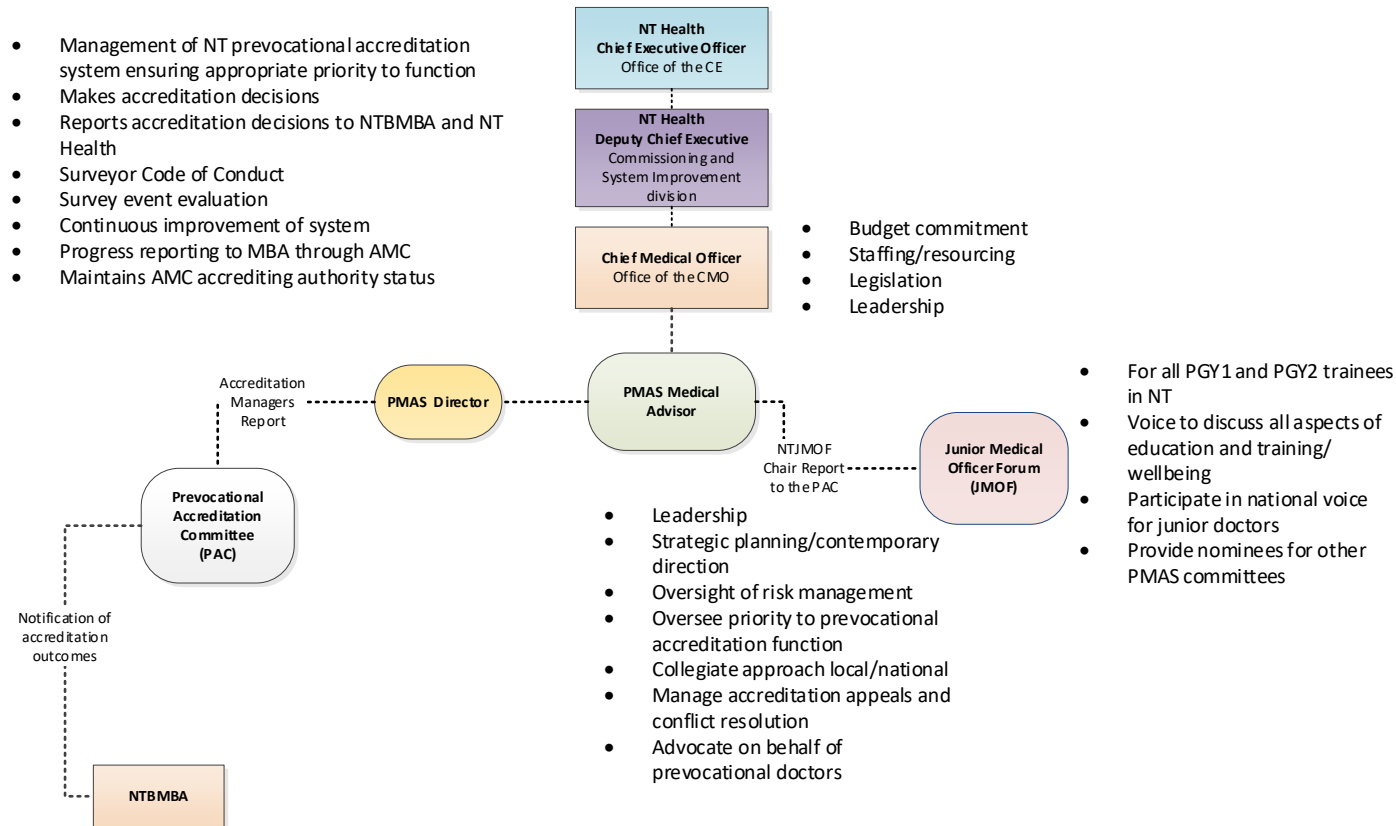
Responsibility of the regional health services

The DCT or MEO at the employing regional health service is responsible for receiving the completed TOI to ensure intern confidence is limited to those that need to know. A confidential conversation should be arranged by the DCT/MEO with the medical graduate. The DCT/MEO will be responsible for considering the TOI when planning term rotations and the degree at which they will require support, if any, appropriate for each individual supporting the intern to thrive.

Appendices

1. Prevocational Medical Assurance Services (PMAS) Structure and Function
2. Prevocational Medical Assurance Services (PMAS) Contacts
3. Transfer of Information (TOI) process for universities and medical graduates
4. Form: Request for Transfer of Information (TOI)

Appendix 1: Prevocational Medical Assurance Services (PMAS) Structure and Function



Appendix 1 cont.: Medical Education Unit Structure and Function

Medical Education Unit (MEU)

The Medical Education Unit (MEU) is a professional education team who provide advice and assistance with the processes of teaching supervision, assessment and evaluation for prevocational doctors.

This includes supporting all prevocational doctors in training as well as the supervisors who support them.

Director of Medical Services (DMS)

The Director of Medical Services (DMS) is responsible for the management of:

- Medical Education Unit
- Clinical governance including credentialing of medical staff, patient safety and quality improvement
- Clinical information systems development
- Research governance
- Relationships with relevant professional bodies and universities
- Medico legal and coroner's matters

Director of Clinical Training (DCT)

The Directors of Clinical Training (DCT) is an advocate for prevocational doctors and an important support network during the doctor's prevocational years. Other responsibilities include:

- Defining training needs of prevocational doctors
- Establishing objectives for prevocational doctor training
- Designing strategies to ensure that those needs and objectives are met
- Evaluating the training program
- Initiating any necessary change
- Welfare and support of prevocational doctors

Medical Education Officer (MEO)

The Medical Education Officer's (MEO) primary responsibility is for prevocational training and support. The MEO works closely with the DCTs and also provides support for the personal welfare of prevocational doctors and aims to enhance education and training by promoting an environment conducive to learning. Specifically the MEO is responsible for:

- Ensuring each prevocational doctor has a broad-based educational experience that meets the requirements to obtain full registration
- Facilitates intern training by developing support structures and educational and organisational initiatives
- Implement, evaluate and maintain educational programs within the hospital
- Support the DCT and Medical Education Registrar (MER) in the development, delivery and evaluation of educational resource material for prevocational education programs.

Administration Officer

The administration officer assists with distributing and collecting all intern assessments and evaluations of terms, and typically the point of contact if assessments are late or missing. The administration officer coordinates various training and teaching sessions not administered by individual divisions and will be the one most able to locate DCT and MEO should you need them.

Medical Education Registrar

Regional health services may have a medical education registrar. The role of the registrar is to assist with the education and training of the prevocational doctors, and are a valuable addition to the medical education unit. The medical education registrar often acts as a mentor providing additional support to prevocational doctors.

Term Supervisor

During each term there will be an allocated Term Supervisor. This person is noted in each Term Description which prevocational doctors will receive prior to commencing the term. Term Supervisors, or their delegate, are responsible for orientating prevocational doctors to the unit and collating feedback about their term. It is the prevocational doctor's responsibility to ensure the term assessments are completed. It is important that a Term Supervisor provides honest feedback.

Junior Medical Officer (JMO) Workforce Unit

This unit will generally consist of a manager and support staff. The function of the JMO Workforce unit may vary in each regional health service. Often this unit will be involved in creating rosters, recruitment, allocating annual leave, professional development claims and credentialing for prevocational doctors. Prevocational doctors can often approach the JMO Workforce Unit for any human resource issues. The JMO Workforce Unit and the MEU are typically separate units, however will work closely together regarding prevocational doctor management as many duties of the roles will correlate.

Appendix 2: Medical Education Unit (MEU) Contacts

Top End Regional Health Service (TERHS)*

Medical Education Unit (Royal Darwin Hospital)

Telephone: (08) 8922 7717

(08) 8922 6857

Email: MedicaleducationunitRDPH.health@nt.gov.au

Junior Medical Officer (JMO) Workforce Unit

Telephone: (08) 8944 8212

Email: jmoworkforcerdph.health@nt.gov.au

**Primary allocation centre for East Arnhem Region (Gove District Hospital) and Big Rivers Region (Katherine Hospital)*

Central Australia Regional Health Service (CARHS)*

Medical Education Unit (Alice Springs Hospital)

Telephone: (08) 8951 7828

(08) 8958 2554

Email: CAHSMedicalEducation.Unit@nt.gov.au

Medical Recruitment CARHS

Telephone: (08) 8951 7989

Email: MedicalRecruitmentAsh.THS@nt.gov.au

**Primary allocation centre for Barkley Region (Tennant Creek Hospital)*

Appendix 3: Transfer of Information (TOI) process for universities and medical students

1. Graduating universities will provide an information session on the TOI process. The session should focus on:

- Why it is important to share information with the employing regional health service.
- Who will have access to the information?
- How sharing information will help medical students transition into the workplace.
- What the TOI process will involve and who is responsible at each stage.



2. A medical student enters the TOI process understanding the purpose. All students are provided with a copy of the TOI template and asked to reflect on their professional practice recognising there is a legitimate purpose for sharing information if it:

- Promotes capability development of medical graduates during internship.
- Promotes patient safety.
- Protects the medical graduates' health and wellbeing.
- Supports employers to be more effective at addressing potential risks and reduce harm.



3. The graduating university will support medical students to complete their TOI and provide:

- Counselling to medical students about the TOI.
- Encouraging participation of medical students:
 - To promote successful transition to internship,
 - Who would benefit from transition to practice support?



4. The TOI is provided to the DCT at the regional health service by the medical student.

- The DCT and medical graduate communicate strengths and areas for development.
- The DCT and medical graduate communicate how the transition into the workplace can be supported.
- The graduating university may be included in communication to support interactions and identify appropriate options.

Appendix 4: Form – Request for Transfer of Information (TOI)

Instructions: Please use the form to either provide directly to the employing regional health service or use as a guide for confidential discussion with the DCT or MEO within the employing regional health service.

If providing the form directly, please complete the relevant sections of the form and provide information as requested.

Please complete at least one of the sections 5 and/or 6 which are relevant to your circumstances.

Section 7 requires you to declare that the information provided is true and correct.

Section 8 provides substantiation from the graduating university ***if applicable***.

1. Your personal information

Name of student/graduate	
Graduating university	
Expected date of graduation	

2. Regional health service

List the regional health services you intend to provide the TOI form to or discuss the TOI form in person

Regional health service for internship	Choose an item.
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3. Educational Progress *(if applicable)*

Please provide details of any educational challenges during your medical training.

- You may meet with University staff to determine what supports or adjustments that were made during medical school that may need to be continued into your intern training i.e. disability plan.
- Consider how your education needs may impact on the way you work during your intern training program.
- Consider if there are specific areas that require additional training to build knowledge/skills/capabilities.

4. Health and Wellbeing *(if applicable)*

Please provide specific details of how your health issue(s) may impact the way you work during your intern training program.

- You may meet with your health provider i.e. GP or Psychologist to determine what adjustments are required.
- Consider what supports/or adjustments that were made during medical school may need to be continued into your intern training (e.g. disability plan).
- Caregiving adjustments and supports

5. Skills/Knowledge/Behaviour Development

Please provide specific details on the skills/knowledge/behaviour development which you have identified during your medical training which will assist the employer to provide feedback and guidance on how to build your capabilities in these areas.

6. Your achievements and strengths

Please list your achievements and strengths.

1. Declaration by graduating University representative (if applicable)

Please provide comments or additional information that may assist and support the student during their transition/intern training period.

Name: _____

Signature: _____

Date: _____

2. Declaration by student

I confirm that the information I have provided in this form is true and correct.

I agree that this information may be used for the purposes for which it is provided and in accordance with the Transfer of Information guidelines.

Name: _____

Signature: _____

Date: _____

Glossary

ACRONYM	DEFINITION
ALO	Aboriginal Liaison Officer
CARHS	Central Australia Regional Health Service
DCT	Director of Clinical Training
DMS	Director of Medical Services
JMO	Junior Medical Officer (Prevocational Doctor)
MEO	Medical Education Officer
MEU	Medical Education Unit
PMAS	Prevocational Medical Assurance Services
TERHS	Top End Regional Health Service
TOI	Transfer of Information



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