

INHERENT REQUIREMENTS

Inherent requirements are abilities that students must possess to successfully complete the MD course. These abilities are reflected in the achievement of the course learning outcomes and are necessary to fulfill the role of a medical student and to prepare for medical practice. They are based around providing safe, effective and professional patient care. Students must have an ability to acquire high volumes and complexity of knowledge, apply this knowledge to diverse situations and problems in a timely manner with a high level of problem-solving, judgment and reasoning, and display high level interpersonal skills, professional behaviours and attitudes.

Medical training is very expensive and highly competitive. The community and health organizations expend a great deal of resources in medical training and have expectations of graduates who can provide high quality medical care. Thus, the ability to achieve these outcomes by medical students is seen as an important part of this resource investment.

This document is advisory and provides examples of outcomes that all medical students must achieve to complete the course. A complete list of outcomes and assessments is available in the unit outlines and guidebooks and from individual teaching and learning activities. Achieving these outcomes could be challenging for students with certain disabilities who may require adjustments in teaching and assessment to accommodate their needs. Some of these disabilities may be permanent, but others may be temporary and occur during the course such as acute illnesses or injuries.

The Faculty is supportive of the inclusion and assistance of students with disabilities by providing reasonable adjustments to the teaching and assessment processes. Often an agreed support plan is implemented to assist the student within reasonable boundaries. Students intending to apply for the medical course should consider whether they might experience challenges in meeting these requirements and seek advice from student and disability services together with the Faculty of Medicine, Dentistry and Health Sciences.

Examples

Students should have sufficient abilities to enable the successful achievement of the following outcomes:

1. Professional and Ethicolegal Behaviours
 - a. Complying with professional behaviour, student conduct and health organisation policies and procedures
 - b. Complying with relevant registration, scope of practice and legislation requirements
 - c. Coping with own emotions and behaving professionally when exposed to difficult, unpredictable and challenging educational and clinical situations
 - d. Functioning effectively in stressful and time-critical situations
 - e. Responding appropriately to feedback and having appropriate insight and judgment into own abilities, limitations and health
 - f. Maintaining life-long learning behaviours (ongoing, voluntary, self-motivated and self-directed personal development)
 - g. Putting patient care above their own interests and maintaining high ethical standards and professional boundaries
 - h. Adhering to infection control procedures and testing and immunization requirements
2. Verbal Communication Skills
 - a. Understanding and participating effectively in educational and clinical discussions
 - b. Conveying spoken English accurately and effectively
 - c. Delivering an accurate and succinct oral clinical summary
 - d. Communicating sensitively with others irrespective of their sex, age, culture, lifestyle, sexual orientation, spiritual beliefs or disabilities.
 - e. Providing effective patient education and counseling
 - f. Actively participating in group discussions during tutorials and functioning in a clinical team
3. Non-Verbal Communication Skills
 - a. Establishing rapport and trust with patients and colleagues.
 - b. Recognising, interpreting and responding to non-verbal communication and cues including emotional changes and distress
 - c. Being sensitive to individual differences and displaying respect, empathy and compassion



4. Written Communication Skills
 - a. Writing essays and other academic work, in English, that meet academic standards
 - b. Writing clinical documentation in an accurate, concise and timely fashion that meets professional standards
 - c. Reading, comprehending and providing a written summary from multiple sources of information in a variety of formats

5. Knowledge and Cognition
 - a. Processing appropriate and relevant information in a timely manner
 - b. Interpreting, conceptualising, integrating and implementing knowledge in academic assessment items and in clinical practice
 - c. Interpreting, calculating and applying numerical data and measurements
 - d. Solving complex problems from obtaining, synthesizing and evaluating information from various sources in a timely manner.
 - e. Displaying clinical reasoning with rational and consistent thought and judgements in a timely manner
 - f. Understanding three dimensional relationships in anatomy, clinical examination and procedures and imaging studies

6. Sensory Abilities
 - a. Performing a physical examination of male and female patients including detecting changes in skin colour, recognizing visual signs of airway obstruction
 - b. Performing a physical examination including palpation of pulses, skin temperature, and anatomical abnormalities
 - c. Performing a physical examination including the ability to hear Korotkoff sounds, heart sounds, abnormal lung sounds and murmurs, auditory signs of airway obstruction
 - d. Accurately choosing and drawing up medications to administer
 - e. Performing certain procedural skills such as airway positioning, intravenous cannulation and bladder catheter insertion in a safe, timely and dexterous manner
 - f. Differentiating sounds, speech and alarms in a clinical environment

7. Mobility and Motor Skills
 - a. Being independently mobile (using aids if necessary) and gathering data including patient notes, computer-based information, printed material and specimens in a timely fashion
 - b. Performing a physical examination including palpation and percussion without injury to the patient, self or others
 - c. Using a stethoscope, auroscope, ophthalmoscope, sphygmomanometer and a tendon hammer as well as certain procedural instruments such as needle-holders and forceps
 - d. Performing certain procedural skills such as airway positioning, skin suturing, intravenous cannulation and bladder catheter insertion in a safe, timely and dexterous manner
 - e. Maintaining a stable position while using both upper limbs for another task such as positioning a patient or equipment, performing a procedure

8. Sustainable and Timely Performance
 - a. Providing consistent care over an appropriate time frame
 - b. Attending a full-time program with demanding workloads and compulsory attendance for most teaching and learning activities, including after-hours attendance during some clinical attachments
 - c. Responding to hazards, safety issues and clinical priorities in a timely fashion.

Sources of Information:

GMC Fitness to Practice; UQ Inherent Requirements for the Completion of Professional Entry Programs; University of Adelaide Inherent Requirements Statements for the MBBS Program; MDANZ review of Inherent Requirements in Medical Education (including the UWS inherent requirements for medicine courses and the Higher Education Occupations Physicians/Practitioners document on Medical Students – Standards of medical fitness to train); Deakin University Statement of Inherent Requirements for the BMBS; Harvard Medical School Technical Standards for Medical School Admission, Continuation, and Graduation Policy.