

Competencies arranged by Milestone

FOUNDATION LEVEL

The specialist GP as a communicator

| Capability | Theme | Foundation level competencies |
|---|--|---|
| Communicate effectively with patients and families | Patient-centred communication | Adapt communication to patient needs, health literacy and context |
| | Communication where there are language barriers | Tailor communication style to effectively interact with patients where there are language barriers in the general practice context |
| | Navigating challenging conversations | Communicate effectively with patients and carers in challenging situations, assessing understanding and enabling patients to make informed decisions about next steps |
| | Shared decision making | Acknowledge and explain to patients when there are options, so they understand there is choice and the benefits and harms |
| | Therapeutic relationship | Establish therapeutic relationships in the general practice context |
| | Navigating transference and countertransference | Being aware of the impact of transference and countertransference on the consultation |
| Practice culturally respectful, responsive and safe communication | Communicating with Aboriginal and Torres Strait Islander Peoples | Demonstrate cultural sensitivity by using culturally appropriate communication and rapport building skills with Aboriginal and Torres Strait Islander Peoples |
| | Communicating with culturally and linguistically diverse peoples | Demonstrate culturally safe communication in consultations with patients of culturally and linguistically diverse backgrounds, including ensuring understanding and the use of interpreters when needed |

| Capability | Theme | Foundation level competencies |
|---|---|--|
| Communicate relevant information efficiently to others involved in a patient's care | Team communication and handover | Effectively communicate with the care team including highlighting important information for patient care |
| | Communication with others in the practice | Demonstrate through their communication, respect for others who work in the practice and their roles within the practice |

The specialist GP as a clinician

| Capability | Theme | Foundation level competencies |
|--|---|---|
| Provide person-centred and comprehensive care, using a biopsychosocial approach | Person-centred approach | Identify psychological, social and cultural factors that impact the patient and the opportunities for person-centred care |
| | Comprehensive care with continuity | Provide care considerate of the patient's physical, mental and social health and facilitate continuity of care when possible |
| | Strengths based approaches with Aboriginal and Torres Strait Islander Peoples | Recognise the cultural strengths and values of Aboriginal and Torres Strait Islander Peoples to support the delivery of person-centred care |
| | Trauma-informed | Demonstrate an understanding of the health and wellbeing impacts of trauma, and describe the principles of trauma-informed care in practice |
| Conduct consultations to effectively facilitate care | Consultation management | Demonstrate a structured approach to consultations including agenda negotiation, setting reasonable expectations for what is achievable, and planning follow up |
| Apply expert medical knowledge and skills in assessing and diagnosing conditions | Clinical information gathering | Obtain relevant history, perform a focused examination and rationally select investigations relevant to the general practice context to inform care |
| | Diagnostic reasoning | Interpret and synthesise complex clinical assessment and diagnostic information to reach high probability diagnoses |

| Capability | Theme | Foundation level competencies |
|---|---|---|
| Manage the full range of presentations including providing first contact access | Urgent, emergent, time sensitive care | Identify clinical deterioration, escalate care and manage appropriately within the general practice context |
| | Management planning | Develop management plans that are considerate of patient preferences and evidence, identifying opportunities for patient self-care and management |
| | Prescribing | Prescribe safely and lawfully, including management of polypharmacy |
| | Procedures | Safely undertake procedures in general practice context with appropriate supervision |
| Manage uncertainty and assess undifferentiated presentations | Management of uncertainty | Address uncertainty and complexity in clinical encounters in a safe manner |
| | Assessment and management of undifferentiated presentations | Assess and manage a range of conditions, including first contact undifferentiated presentations, and seek assistance when needed |
| Promote health and deliver preventive care | Promoting health and wellbeing | Identify and prioritise preventive care opportunities in consultations including opportunistic preventive actions and education |
| | Health education and health literacy | Proactively provide some opportunistic health education about potential future health needs |
| | Aboriginal and Torres Strait Islander Peoples | Understand the importance of specific preventative health screening for Aboriginal and Torres Strait Islander Peoples and apply it in clinical practice |
| | Public health | Identify public health risks seen in general practice and manage appropriately within the consultation |

The specialist GP as a health advocate and leader

| Capability | Theme | Foundation level competencies |
|---|--|--|
| Advocate for access to care | Advocate for individual patients | Recognise potential approaches to addressing barriers to healthcare for patients |
| | Addressing health inequality and inequity | Identify culturally appropriate health services to support individuals from specific population groups to optimise health |
| | Aboriginal and Torres Strait Islander health | Understand the key social, colonial, historical and systemic factors contributing the health inequities experienced by Aboriginal and Torres Strait Islander Peoples |
| | Systemic causes of inequity, including discrimination and racism | Identify potential approaches to addressing systemic healthcare barriers |
| Coordinate care and lead healthcare teams | Working within a multi-disciplinary team | Identify patient care needs and coordinate care with relevant team members |
| | Aboriginal and Torres Strait Islander health | Identify opportunities for Aboriginal and Torres Strait Islander health experts to be part of the healthcare team |
| Responsibly steward healthcare system utilisation | Rational use of Australian healthcare system | Use the healthcare system in the context of general practice and rationally use resources |
| Promote practice quality, safety and viability | Technology | Use eHealth systems appropriately in the delivery of patient care |
| | Practice systems | Utilise core practice systems in general practice to provide safe quality care |
| | Near misses and adverse events (including critical incidents) | Identify and discuss with supervisor, near misses and adverse events (including critical incidents) in the general practice context |
| | Quality improvement initiatives | Understand how quality improvement principles can be applied in general practice |
| | General practice as a business | Recognise the value of clinical services provided and how that contributes to the practice as a business |
| | Safe workplaces | Participate in ensuring the general practice work environment is physically, mentally and culturally safe and supported |

The specialist GP as a professional

| Capability | Theme | Foundation Level Competencies |
|--|---|---|
| Behave in a professional and ethical way | Professional behaviour | Integrate professional codes of conduct into practice in the general practice setting |
| | Therapeutic boundaries | Recognise threats to therapeutic boundaries and know how to access support in maintaining therapeutic boundaries |
| | Ethical issues | Understand key ethical issues in the general practice context |
| Practice self-care | Self-care | Recognise the importance of personal health and wellbeing and practice self-care in the GP context and identify strategies to achieve this, including seeking professional advice when needed |
| Engage in reflective practice and ongoing learning | Feedback and learning | Seek, engage and respond to feedback on performance. Identify learning needs, and access resources and support to address those in the general practice context |
| | Reflective practice | Engage in reflective practice during consultations and engage in dialogue about own performance |
| Understand own professional competency | Self-evaluation to enhance care provision | Identify professional limitations and seek appropriate help as required in the general practice context |
| | Cultural competency | Understand and use basic strategies to manage the impact of your cultural lens and privilege on patient care, in the context of general practice |
| Meet legal and duty of care responsibilities | Legal obligations | Understand and respect duty-of-care and legal responsibilities in the general practice context |
| | Medical records and reports | Provide and/or access resources to support provision of accurate medico-legal documentation |

The specialist GP as a scientist, educator and researcher

| Capability | Theme | Foundation Level Competencies |
|---|---|--|
| Integrate best available scientific evidence into practice | Critical appraisal and integration of evidence | Access and appraise clinical guidelines to assist in clinical decisions in the GP context |
| Support learning and improvement through education, mentoring, and engagement with research | Educator and mentor | Provide support and education to others in the practice |
| | Research literacy | Identify common research methods used in the general practice context to address clinical questions |
| | Research engagement | Identify the benefits and challenges of participation in research for patients and practitioners in the general practice setting |
| | Aboriginal and Torres Strait Islander health research | Identify and understand the principles of Aboriginal and Torres Strait Islander and community-led research that respects Aboriginal and Torres Strait Islander priorities, knowledge systems and ways of being and doing |