



**The Royal Australian and New Zealand
College of Ophthalmologists**

A.C.N. 000 644 404

94 – 98 Chalmers Street,
SURRY HILLS NSW 2010 AUSTRALIA
Telephone 61 2 9690 1001 Facsimile 61 2 9690 1321
E-mail: ranzco@ranzco.edu
<http://www.ranzco.edu>

Social and Professional Responsibilities Curriculum Standard

December 2007

Table of Contents

Purpose.....	2
Structure.....	3
Assessment Method.....	3
References and Learning Resources.....	4
Learning outcomes and performance criteria	5
SPR1 Communicator	
SPR2 Collaborator	
SPR3 Manager	
SPR4 Health Advocate	
SPR5 Scholar	
SPR6 Professional	

Acknowledgement

The content of this standard is drawn largely from the CanMEDS 2005 Physicians Competency framework with reference to the CDAMS Indigenous Health Curriculum Framework (2004), the National Patient Safety Education Framework (2005), the Australian Curriculum Framework for Junior Doctors (2006), MCNZ Statement on Cultural Competency (2006) and the Treaty of Waitangi (1840). The College acknowledges with thanks the contribution of the authors of these documents and their organisations.

College policy is to publish its standards in the public domain. They are thus available to be used by other educational institutions. The College would appreciate formal acknowledgement by any body using this document for their own purposes.

Purpose

The work of an ophthalmologist requires the mastery of a complex body of knowledge and skills. An integral part of being a good ophthalmologist is the acknowledgment that it involves more than clinical competence in diagnosis and treatment of eye disease. Central to the work of an ophthalmologist is the incorporation of a range of roles, beyond that of a medical expert: a communicator, a collaborator, a manager, a health advocate, a scholar, and a professional. The attitudes and behaviours, that each of these roles entail, form the basis of the social contract between the medical practitioner and society. Society, in return, grants profession-led regulation with the understanding that its members are accountable to those it serves. The purpose of this curriculum standard is to outline the six roles that extend beyond that of medical expertise. Learning outcomes and performance criteria underpin the work-based training experiences that trainees encounter throughout the Vocational Training Program.

Underpinning the Social and Professional Responsibilities standard are the values encapsulated in the College Oath with its emphasis on the practice of medicine as an Ophthalmologist being both an “art” as well as a “science”:

In acknowledging the privilege of practising medicine and ophthalmology, and in accepting Fellowship of this College, I make this declaration sincerely in the presence of my family, friends, colleagues and teachers.

Patients are my first concern and in caring for them I undertake to use my knowledge and skill to the best of my ability.

I will seek actively to maintain my skills and abilities throughout my professional life, to practise within those abilities and to contribute wherever possible to the science of ophthalmology.

I will seek to enhance the quality of patients’ lives, maintain their dignity, support their carers, and treat all people equitably.

I will strive at all times to be worthy of my patients; respect and never to abuse their trust of confidence. My clinical decisions will not be influenced by personal gain.

I extend these commitments beyond individuals to the health and wellbeing of the community.

I will treat with courtesy my colleagues and all who contribute to the wellbeing of my patients.

May these affirmations guide and inspire me in practising the art and science of medicine as an ophthalmologist.

Structure

This curriculum standard is structured in the six roles that extend beyond a medical expert (communicator, collaborator, manager, health advocate, scholar and professional) and their associated learning outcomes and performance indicators.

Assessment

The six roles of an ophthalmologist, which extend beyond those of a medical expert (communicator, collaborator, manager, health advocate, scholar and professional) are assessed as part of the work-based assessment report - Form 5: End of Term Supervisor's Assessment of Trainee). Supervisors complete this form at the conclusion of each rotation. Trainees' performance in each of the roles is graded as follows:

- A++ (Excellent level at all times)
- A+ (Performs at a high level)
- A (Performs well in this area)
- B (Performs at a minimum standard in this area)
- C (Performs below minimum standard in this area)

The learning outcomes and performance indicators below are itemised in considerable detail and it is expected that this will assist the trainee and their supervisors in identifying areas where the trainee's competence has already been shown to exist and also to identify areas which require further development through study and supervision.

References

Australian Council for Safety and Quality in Healthcare (2005) *National Patient Safety Education Framework*.

Committee of Deans of Australian Medical Schools (2004) *Indigenous Health Curriculum Framework*.

Confederation of Postgraduate Medical Education Councils (2006) *Australian Curriculum Framework for Junior Doctors*.

State Services Commission (2006 – electronic resources - 1840) *The Treaty of Waitangi*. Wellington, NZ: State Services Commission.

The Royal College of Physicians and Surgeons of Canada (2005) *The CanMEDS 2005 Physicians Competency Framework*.

Statement on Cultural Competence (2006) Medical Council of New Zealand.

Learning Resources

American Academy of Ophthalmology (AAO) *The Ethical Ophthalmologist: A primer*. (1993 – revised 1999).

Centre for the Study of Ethics in Medicine and Society, Monash University –
The Monash University Clinical Ethics Course

<http://mnhs-teaching1b.med.monash.edu.au/Public/Clinical%20Ethics/>

Alternatively, the course can be accessed from the Centre's website

<http://www.cems.monash.org/>

Statement on best practices when providing care to Maori patients and their whanau (2006) Medical Council of New Zealand.

Best Health Outcomes for Maori: Practice implications (2006) Medical Council of New Zealand.

1. Communicator

Effective written and oral communication is critical for optimal patient outcomes. Written communication involves the maintenance of clear, legible, accurate and appropriate records (e.g. written or electronic) of clinical encounters and plans as well as correspondence with relevant stakeholders including patients and other health care professionals. Oral communication, as well as speaking, involves both attentive and accurate listening and the appreciation of non-verbal cues. Given our multicultural communities the development of cultural competence is essential in engaging in effective communication with patients and other health care professionals. The competencies related to this role are essential for establishing rapport and trust, formulating a diagnosis, gaining and delivering information, striving for mutual understanding and facilitating a shared plan of care.

Learning Outcome	Performance criteria
SPR1.1 Develop rapport, trust and ethical therapeutic relationships with patients, carers and families	SPR1.1.1 Establish positive therapeutic relationships with patients, carers and their families that are characterised by understanding, trust, respect, honesty, empathy and politeness SPR1.1.2 Respect patient confidentiality, privacy and autonomy SPR1.1.3 Listen accurately and attentively SPR1.1.4 Be aware of and responsive to nonverbal cues and understand that these may differ culturally SPR1.1.5 Demonstrate a willingness to understand your own cultural values and the influence these have on your interactions with patients SPR1.1.6 Elicit a patient's cultural issues which might impact on the doctor-patient relationship SPR1.1.7 Demonstrate an awareness that cultural information may not apply to specific patients and that individual patients should not be thought of as stereotypes SPR1.1.8 Recognise that effective doctor-patient communication can foster patient satisfaction, and improved clinical outcomes

Learning Outcome	Performance criteria
SPR1.2 Accurately elicit and synthesise relevant information and perspectives of patients, carers and families, colleagues, the patient's general practitioner and other relevant health professionals	SPR1.2.1 Gather information about a disease in a manner which respects a patient's beliefs, culture, concerns, expectations and illness experience SPR1.2.2 With the patient's full knowledge and consent, seek out and synthesise relevant information from other sources, such as a patient's family, carers and other professionals
SPR1.3 Accurately convey relevant information and explanations to patients, carers and families, colleagues and other professionals	SPR1.3.1 Clearly outline the options available to patients and carers SPR1.3.2 Deliver information to a patient, carers and family, colleagues and other professionals in a humane manner and in such a way that it is understandable, encourages discussion and participation in decision-making SPR1.3.3 Involve interpreters when treating patients of Non-English Speaking Background (NESB), when language level requires access to such services, particularly when gaining consent SPR1.3.4 Demonstrate effective and culturally safe communication with indigenous patients and patients from diverse cultural groups SPR1.3.5 Identify features of discrimination in interactions between patients and health professionals and systems, identify ways to address such occurrences and acquire skills to advocate for their resolution SPR1.3.6 Take notice of the choices made by patients and carers SPR1.3.7 Avoid information overload SPR1.3.8 Acknowledge and respect a patient's right to seek a second opinion or to refuse a service

<p>SPR1.4 Develop a common understanding on issues, problems and plans with patients, carers, families and other professionals to develop a shared plan of care</p>	<p>SPR1.4.1 Effectively identify and explore problems to be addressed from a patient encounter</p> <p>SPR1.4.2 Respect diversity and difference, including but not limited to the impact of gender, religion and cultural beliefs on decision making</p> <p>SPR1.4.3 Encourage discussion, questions and interaction in the encounter</p> <p>SPR1.4.4 Engage patients, carers, families and relevant health professionals in shared decision-making to develop a plan of care</p> <p>SPR1.4.5 Effectively address challenging communication issues such as obtaining informed consent, delivering bad news and addressing anger, confusion and misunderstanding</p> <p>SPR1.4.6 Communicate honestly with patients and relevant professionals following an adverse event (open disclosure)</p>
<p>SPR1.5 Convey effective oral and written information about a medical encounter</p>	<p>SPR1.5.1 Maintain clear, legible, timely, accurate and appropriate records (e.g. written or electronic) of clinical encounters and plans</p> <p>SPR1.5.2 Effectively present verbal reports of clinical encounters and plans</p> <p>SPR1.5.3 When appropriate, effectively present medical information to the public or media about a medical issue</p>

2. Collaborator

Ophthalmologists work in partnership with others who are appropriately involved in the care of patients. Healthcare teams may include not only a group of professionals working closely together at one site but also extended teams with a variety of perspectives and skills in multiple locations. It is, therefore, essential for ophthalmologists to be able to collaborate effectively with patients, carers, families and an interprofessional team of expert health professionals for the provision of optimal eye health care, education and scholarship.

Learning Outcome		Performance criteria	
SPR2.1	Participate effectively and appropriately in an interprofessional healthcare team	SPR2.1.1	Recognise and respect the roles and responsibilities of other professionals within the healthcare team
		SPR2.1.2	Work with others to assess, plan and integrate care for patients
		SPR2.1.3	Where appropriate, work with others to assess, plan, provide and review other tasks, such as research problems, educational work, program review or administrative responsibilities
		SPR2.1.4	Ensure accurate and timely information reaches those who need it
		SPR2.1.5	Arrange timely and appropriate referral where necessary
		SPR2.1.6	Manage effectively the handover of patient care
		SPR2.1.7	Participate appropriately in interprofessional team meetings
		SPR2.1.8	Respect team ethics, including confidentiality, resource allocation and professionalism
		SPR2.1.9	Commit to the ongoing development of your own cultural awareness and practices and those of your colleagues
		SPR2.1.10	Where appropriate, demonstrate leadership in a healthcare team

SPR2.2	Effectively work with other health professionals to prevent, negotiate, and resolve interprofessional conflict	SPR2.2.1	Reflect on interprofessional team function
		SPR2.2.2	Participate equitably as part of an interprofessional team when dealing with the workload of patient care in clinics and theatre
		SPR2.2.3	Demonstrate a respectful attitude towards other colleagues and members of an interprofessional team including appropriate use of positional power
		SPR2.2.4	Negotiate with other professionals to prevent conflicts
		SPR2.2.5	Recognise one's own differences, misunderstandings and limitations that may contribute to interprofessional tension
		SPR2.2.6	Respect differences, misunderstandings and limitations of other professionals
		SPR2.2.7	Provide constructive feedback to individuals irrespective of their level of seniority

3. Manager

Ophthalmologists are required to prioritise, effectively execute tasks collaboratively with colleagues and make systematic choices when allocating scarce healthcare resources.

The managerial role describes the active engagement of all ophthalmologists as integral participants in decision-making in the operation of the healthcare system.

Learning Outcome		Performance criteria	
SPR3.1	Participate in activities that contribute to the effectiveness of their healthcare organisations and systems	SPR3.1.1	Work collaboratively with others in their organisations
		SPR3.1.2	Participate in systematic quality process evaluation and improvement, such as patient safety initiatives
		SPR3.1.3	Understand the structure and function of the healthcare system as it relates to ophthalmology
SPR3.2	Manage their practice and career effectively	SPR3.2.1	Set priorities and manage time to balance patient care, practice requirements, outside activities and personal life
		SPR3.2.2	Implement processes to ensure practice improvement
		SPR3.2.3	Employ information technology appropriately for patient care
SPR3.3	Manage fatigue and stress to ensure that personal health and patient safety is not compromised	SPR3.3.1	Identify the hazards associated with shift work
		SPR3.3.2	Identify when you are stressed or tired
		SPR3.3.3	Take sufficient breaks
		SPR3.3.4	Comply with safe working hours regulations

SPR3.4	Manage risk	SPR3.4.1	Report known hazards and risks in the workplace
		SPR3.4.2	Review any risk strategies that have been implemented
		SPR3.4.3	Keep accurate and complete records
		SPR3.4.4	Ensure that records are secure
		SPR3.4.5	Self assess to reduce the risk of errors caused by inadequate knowledge and skills
		SPR3.4.6	Participate in meetings that discuss risk management and patient safety
		SPR3.4.7	Respond appropriately to patients and carers after adverse events
SPR3.5	Serve in administration and leadership roles, as appropriate	SPR3.5.1	Chair or participate effectively in committee meetings
		SPR3.5.2	Lead or implement a change in healthcare
SPR3.6	Allocate finite healthcare resources appropriately	SPR3.6.1	Recognise the importance of just allocation of healthcare resources, balancing effectiveness, efficiency and access with optimal patient care
		SPR3.6.2	Apply evidence and management processes for cost-appropriate care
SPR3.7	Manage complaints	SPR3.7.1	Advise a patient or carer about how to make a complaint about a service
		SPR3.7.2	Respond to a complaint in a timely manner
		SPR3.7.3	Give information about a complaint when asked
		SPR3.7.4	Show respect and respond sensitively to patients or carers who make a complaint about a service
		SPR3.7.5	Support workers who have had a complaint made about them appropriately and non-judgmentally
		SPR3.7.6	Maintain confidentiality at all times

4. Health Advocate

Health advocacy involves ophthalmologists responsibly using their expertise and influence to advance the health and well-being of individual patients, communities and populations. Efforts may focus on changing specific practices or policies both by individual and collective action.

Learning Outcome		Performance criteria	
SPR4.1	Respond to individual patient health needs and issues as part of patient care	SPR4.1.1	Identify and respond appropriately to the health needs of an individual patient
		SPR4.1.2	Utilise opportunities for advocacy, health promotion and disease prevention with patients
SPR4.2	Respond to health needs of the communities	SPR4.2.1	Identify the practice communities that you serve
		SPR4.2.2	Identify opportunities for advocacy, health promotion and disease prevention with individuals to whom you provide care
		SPR4.2.3	Appreciate the possibility of competing interests
SPR4.3	Identify the determinants of health for populations of eye healthcare consumers in Australia or New Zealand	SPR4.3.1	Identify the determinants of health of the populations, including barriers to access to care and resources
		SPR4.3.2	Identify vulnerable or marginalised populations within those served and respond appropriately
		SPR4.3.3	Demonstrate an awareness that cultural factors influence health and illness including disease prevalence and response to treatment
		SPR4.3.4	Australian trainees must recognise the unique place of Australian indigenous peoples in Australian society and understand issues relevant to Indigenous health.
		SPR4.3.5	New Zealand trainees must be familiar with the principles of the Treaty of Waitangi. They must

Learning Outcome	Performance criteria
	recognise the unique place of Maori in New Zealand society and understand issues relevant to Maori health.
SPR4.4 Promote the health of individual patients, communities and populations	SPR4.4.1 Describe how public policy impacts on the health of the populations served SPR4.4.2 Identify points of influence in the healthcare system and its structure SPR4.4.3 Describe the ethical and professional issues inherent in health advocacy, including altruism, social justice, autonomy, integrity and idealism SPR4.4.4 Appreciate the possibility of conflict inherent in your role as a health advocate for a patient or community with that of manager or gatekeeper SPR4.4.5 Describe the role of the medical profession in advocating collectively for health and patient safety

5. Scholar

Ophthalmologists engage in a lifelong pursuit of mastering their domain of expertise. As learners, they recognise the need to be continually learning and model this for others. Through their scholarly activities, they contribute to the creation, dissemination, application and translation of medical knowledge. As teachers, they facilitate the education of patients, colleagues and others.

Learning Outcome		Performance criteria	
SPR5.1	Maintain and enhance professional activities through ongoing learning	SPR5.1.1	Identify learning needs and strategies
		SPR5.1.2	Integrate new learning into practice
		SPR5.1.3	Evaluate the impact of any change in practice
		SPR5.1.4	Document the learning process
SPR5.2	Critically evaluate medical information and its sources and apply this appropriately to practice decisions	SPR5.2.1	Critically appraise evidence in order to address a clinical question
		SPR5.2.2	Integrate this evidence into clinical care
SPR5.3	Facilitate the learning of patients, carers, families, other health professionals and the public	SPR5.3.1	Identify the learning needs and desired learning outcomes of others
		SPR5.3.2	Select effective teaching strategies and content to facilitate others' learning
		SPR5.3.3	Teach identified learning needs using appropriate teaching strategies
		SPR5.3.4	Assess learning outcomes
		SPR5.3.5	Provide effective feedback
		SPR5.3.6	Evaluate and reflect on a teaching encounter to improve practice
SPR5.4	Contribute to the creation, dissemination, application and translation of new knowledge and practices	SPR5.1.1	Pose a scholarly question
		SPR5.1.2	Conduct a systematic search for evidence
		SPR5.1.3	Select and apply appropriate methods to address the question
		SPR5.1.4	Appropriately disseminate the findings of the study

6. Professional

Ophthalmologists are committed to the eye health and well-being of individuals and society through ethical practice, profession-led regulation, and high personal standards of behaviour.

Learning Outcome		Performance criteria	
SPR6.1	Demonstrate a commitment to patients, the profession and society through ethical practice	SPR6.1.1	Exhibit appropriate professional behaviours in practice, including honesty, integrity, commitment, compassion, respect and altruism
		SPR6.1.2	Demonstrate a commitment to delivering the highest quality care and maintenance of competence
		SPR6.1.3	Recognise and appropriately respond to ethical issues encountered in practice
		SPR6.1.4	Appropriately identify and manage conflicts of interest
		SPR6.1.5	Maintain appropriate relations with drug representatives and pharmaceutical companies including an awareness of the influence reciprocal obligations may have on clinical decision making
		SPR6.1.6	Recognise the principles and limits of patient confidentiality as defined by professional practice standards and the law
		SPR6.1.7	Maintain appropriate relations with patients and avoid inappropriate relationships
SPR6.2	Demonstrate a commitment to patients, the profession and society through participation in profession-led regulation	SPR6.2.1	Appreciate the professional, legal and ethical codes of practice
		SPR6.2.2	Fulfill the regulatory and legal obligations required of current practice
		SPR6.2.3	Demonstrate accountability to professional regulatory bodies
		SPR6.2.4	Recognise and respond to the unprofessional behaviours of others
		SPR6.2.5	Participate in peer review

SPR6.3	Demonstrate a commitment to patients, the profession and society through sustainable practice	SPR6.3.1	Balance personal and professional priorities to ensure personal health and a sustainable practice
		SPR6.3.2	Consistently report incidents arising from hazards related to shift work and extended hours
		SPR6.3.3	Recognise one's own limitations and seek support when required
		SPR6.3.4	Recognise other professionals in need and respond appropriately