SPECIAL SKILLS PLACEMENT – MEDICAL ADMINISTRATION

1. PURPOSE AND SCOPE

The purpose of these guidelines is to outline the minimum criteria for accreditation of a special skills placement in Medical Administration.

2. ABBREVIATIONS

SSP  Special Skills Placement  
FTE  Full-time equivalent  
LNA  Learning needs analysis  
ITA  In-Training Assessment

3. SUPERVISOR

The supervisor(s) will have either a higher qualification in health administration or have a specific role within the organisation’s Medical Administration or Executive structure.

4. PLACEMENT STRUCTURE

The placement may be undertaken at 0.5 to 1.0 FTE. It should be recognised that differing placement lengths may determine differing learning objectives and duties.

5. DEMOGRAPHICS

The Medical Administration unit in which the trainee will work will be able to demonstrate a sufficient infrastructure for the conduct of its activities.

6. LEARNING OBJECTIVES

Many of the learning objectives should fulfil areas within the ACEM Curriculum Framework domains of Leadership and Management, Communication, and Teamwork and Collaboration. Objectives may include, but are not limited to, developing knowledge and skills in the following:

- General principles – qualities of a good leader and a good manager
- General principles – leading a key clinical support portfolio and/or project
- General principles – effective communication in system and people management
- General principles – the interface between the department and the hospital system
- System management – Continuous improvement methodology and analysis of departmental KPIs
- System management – Identification of departmental service gaps
- System management – Change management principles
- System management – ED design and models of care
- Patient management – Medico-legal aspects of practice
• Patient management – Disaster management
• Patient management – Handling patient complaints
• Patient management – Risk management
• Human resource management – Debriefing and peer review
• Human resource management – Clinician credentialing and establishing scope of practice
• Human resource management – Roster development

Not all of the learning objectives are expected to be covered but a variety should be evident. Selected objectives from every general type of management must be covered.

7. ACTIVITIES / DUTIES

The activities/duties that a trainee undertakes within a Medical Administration placement must reconcile with the selected learning objectives for the placement. For each learning objective, there should be documented activities/duties being undertaken in order for the trainee to achieve the objective.

The trainee will receive formal instruction with respect to many of the learning objectives via:

• Completing workshops, courses or modules; and
• Receiving education from the placement supervisor (or equivalent) – demonstrated by a set curriculum and teaching program

The trainee will undertake a specific project within the placement. This is to be articulated at the beginning of the placement and mentoring for the project is to be provided by the supervisor.

8. SUPERVISION AND ASSESSMENT

Regular formal contact with the placement supervisor is required throughout the placement (e.g. weekly meetings).

For each activity/duty being undertaken to achieve a certain learning objective, it should be clear as to how it will be assessed that the trainee has successfully met the objective during the placement.

Satisfactory completion of the project as determined by the supervisor is a requirement for successful completion of the placement.

An initial orientation meeting at the start of the placement is required to ensure the trainee understands the learning objectives, how they will be achieved and how they will be assessed as being met. A mid-placement assessment is required to review the progress with respect to this.

8.1 Learning Portfolio

The trainee is required to maintain a Learning Portfolio in which all learning outcomes are documented in the ACEM Learning Needs Analysis (LNA). The trainee is to describe the activities they will perform to achieve the learning outcomes during their placement. In addition, the following should be included in the LNA:

• a list of educational sessions delivered and/or attended
• a list of supervisor meetings
• any other related activities
• a copy of the project undertaken

At the end of the placement, the supervisor will sign off that the trainee’s LNA has been reviewed and adequately reflects that the learning objectives have been achieved, demonstrating completion of the placement.
8.2 In Training Assessment (ITA)

An in training assessment must be completed every three months.

9. DOCUMENT REVIEW

Timeframe for review: every two (2) years, or earlier if required.

9.1 Responsibilities

- Document authorisation: Council of Education
- Document implementation: Director of Training and Accreditation
- Document maintenance: Manager Accreditation

9.2 Revision History

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<thead>
<tr>
<th>Version</th>
<th>Date of Version</th>
<th>Pages revised / Brief Explanation of Revision</th>
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<tr>
<td>05</td>
<td>July 2015</td>
<td>Section 7 Changed Learning Portfolio and include LNA information and addition of ITA requirement. Addition of Section 8.</td>
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<tr>
<td>06</td>
<td>Apr 2016</td>
<td>Section 6 Learning Objectives updated against the new Curriculum Framework Section 8.1 refinements to the responsibilities of both trainee and Supervisor</td>
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<td>06-1</td>
<td>Jul 2017</td>
<td>Changed “Term” to “Placement”</td>
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