

Self Assessment Rating Form

How to use this assessment tool

The criteria for this assessment are based on the '*Making Sense of Learning*' Resource which is found in your RACGP Companion. The RACGP exams will be based on the outcomes listed in this criteria, so it is important you are able to assess where you are right now, and where you need to be in the future.

Scoring

Look at each training objective. Think about your current abilities in each area.

If you are not confident in the area, but do not want further development in this area at this time, **choose 1**

If you are NOT yet confident in this area but would like further development **choose 2**.

If you feel that you do meet the criteria (maybe not totally confident) but would like to develop your skills and understanding further **choose 3**.

If you feel that you meet the criteria and perform confidently and competently, **choose 4**.

If you feel that you excel in this area and have developed well beyond the given criteria, **choose 5**.

Examples

You are asked to demonstrate your understanding and application of the principles by giving explicit examples of the criteria. This helps your trainer to understand how you have assessed yourself, and also to prompt you to remember what worked well at the time, and where you feel you may need further development. If possible, use examples from your experience where you have been challenged and stretched to apply these skills.

(It is not important that you were 'perfect' at this stage – more that you tried to apply the knowledge and current skills to the situation/s and that you grew as a result of the experience/s.)

Domain 1 Rating Form For Patient Consultations

Based on: RACGP (1997) The College Examination - A Handbook for Candidates and Examiners, RACGP, Sth Melb

| | How well were you able to: | 1 | 2 | 3 | 4 | 5 | Notes |
|----------|--|---|---|---|---|---|-------|
| 1 | Establish rapport with patient? | | | | | | |
| | greet patient warmly; interested, considerate approach, open, genuine, respectful attitude | | | | | | |
| 2 | Communicate effectively with patient | | | | | | |
| | encourage patient to talk freely | | | | | | |
| | listen attentively | | | | | | |
| | maintain good eye contact (if appropriate) | | | | | | |
| | match patient language | | | | | | |
| | use appropriate body language and touch in an appropriate manner | | | | | | |
| | establish trust in therapeutic relationship | | | | | | |
| | use appropriate questioning skills to elicit patient's issues, problems and concerns | | | | | | |
| | establish common ground with patient regarding problems and expectations | | | | | | |
| 3 | History taking | | | | | | |
| | Focus on relevant data and follow appropriate cues | | | | | | |
| 4 | Physical findings | | | | | | |
| | Elicit relevant physical findings in appropriate sequence | | | | | | |
| 5 | Investigations | | | | | | |
| | Select appropriate investigations | | | | | | |

| | | | | | | |
|-----------|--|--|--|--|--|--|
| 6 | Define Problems and problem solve | | | | | |
| | follow important cues | | | | | |
| | exhibit appropriate problem solving approach | | | | | |
| 7 | Plan management | | | | | |
| | identify and use all appropriate available modalities | | | | | |
| | provide a comprehensive and balanced plan for short term care | | | | | |
| | - for long term care | | | | | |
| 8 | Patient education | | | | | |
| | explain information clearly and simply to patient | | | | | |
| | check patient comprehension | | | | | |
| | use visual aids where appropriate | | | | | |
| | convey information honestly, tactfully | | | | | |
| 9 | Health Promotion and preventive care | | | | | |
| | promote patient's health | | | | | |
| | demonstrate preventive attitude and approach | | | | | |
| | attempt to modify patient's behaviour (if appropriate) | | | | | |
| 10 | Responsibility as a family doctor | | | | | |
| | accept responsibility for global management of patient or relative | | | | | |
| | offer to liaise with specialists or other health workers, or relatives | | | | | |
| 11 | Knowledge of pathological processes | | | | | |
| | demonstrate complete knowledge of | | | | | |
| | physical | | | | | |
| | psychological | | | | | |
| | social processes involved | | | | | |
| 12 | Performance as family doctor | | | | | |
| | Overall rating | | | | | |

Domain 2 Applied Professional Knowledge and Skills

| | I am able to: | 1 | 2 | 3 | 4 | 5 | Comments |
|----------|---|---|---|---|---|---|----------|
| 1 | take a history and perform a physical examination relevant to the presenting problem | | | | | | |
| 2 | develop a working diagnosis based on my knowledge and experience and information gathered | | | | | | |
| 3 | use investigations interpret the results to refine the working diagnosis | | | | | | |
| 4 | identify and manage a significantly ill patient | | | | | | |
| 5 | define probabilities of serious illnesses present in common presentations | | | | | | |
| 6 | manage common problems competently, including undifferentiated illnesses | | | | | | |
| 7 | negotiate, prioritise and implement management plans | | | | | | |
| 8 | make informed decisions about prescribe safely and in a cost effective manner | | | | | | |
| 9 | use hospital and community based expertise, resources and networks effectively | | | | | | |
| 1 | make valid and timely decisions about referral and follow up | | | | | | |
| 0 | | | | | | | |
| 1 | develop and maintain essential procedural skills | | | | | | |
| 1 | | | | | | | |
| 1 | identify my own abilities and limitations and respond accordingly | | | | | | |
| 2 | | | | | | | |
| 1 | accept and manage uncertainty | | | | | | |
| 3 | | | | | | | |
| 1 | use information from a variety of sources in a critical and discriminating manner | | | | | | |
| 4 | | | | | | | |
| 1 | apply universal precaution principles consistently | | | | | | |
| 5 | | | | | | | |

Domain 3 Population Health and the context of General Practice

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| In relation to individual patient's health | | | | | |
| I am able to elicit and take into account, a patient's | | | | | |
| - socio-political, economic, work situation | | | | | |
| - spiritual, cultural background and needs | | | | | |
| - relationships with family and significant others | | | | | |
| A recent example of where I have performed this competency is: | | | | | |
| In relation to the practice population I am able to: | | | | | |
| Respond to the special needs of disease prevention and health promotion | | | | | |
| Respond to the special needs of screening and recall systems | | | | | |
| Respond to access and equity issues | | | | | |
| An example of where I have performed this competency is: | | | | | |
| In relation to local community health, regional health and national health: | | | | | |
| I am able to use my current knowledge to assist in community-based prevention and education strategies | | | | | |
| I am able to effectively access available health services | | | | | |
| I network with other general practitioners, GP Organisations and health care providers | | | | | |
| I am currently involved in, or assist with, public health systems and strategies such as notifiable diseases and environmental issues | | | | | |
| I am able to effectively and efficiently utilize the Australian health care system, including funding, planning, services, policies and community resources | | | | | |
| Examples of at least two of the above are: | | | | | |

Domain 4 Professional and Ethical Role

| In the area of Special Duty of Care: | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I take responsibility for providing optimal care to each patient | | | | | |
| I respond and act on patient cues | | | | | |
| I respect patient-doctor boundaries | | | | | |
| I respect patient confidentiality at all times | | | | | |
| I ensure that any follow up is completed in an effective and timely manner | | | | | |
| Where necessary, and if appropriate, I will undertake an advocacy role | | | | | |
| Examples of where I have performed at least two of the above are: | | | | | |
| In relation to respect for the patient: | | | | | |
| I always show respect for a patient's culture and values | | | | | |
| I take those needs into account and incorporate them into the therapeutic relationship | | | | | |
| Recent examples of where I have carried these out are: | | | | | |
| In relation to the rights of the patients: | | | | | |
| I believe that each patient has the right to competent, compassionate care each and every time, and demonstrate this in my dealings with patients | | | | | |
| I believe that patients should be kept fully informed of their situation and options for care. I always demonstrate this in my dealings with patients. | | | | | |
| I believe that patients have a right to choose what is best for them, not what I think is best for them. I demonstrate this in my dealings with patients. | | | | | |
| Give a description of where you came across this situation and how you dealt with it | | | | | |



Domain 5 Organisational and Legal Dimensions

| In regard to my organizational skills (in practice): | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| I am always organized and my paperwork is up to date | | | | | |
| My time management skills are excellent | | | | | |
| I am able to make accurate recordings of consultations and referrals AND I am able to make legible recordings of consultations and referrals to ensure the continuity of patient care by GPs and colleagues | | | | | |
| Give examples of where your organizational skills and knowledge have been applied, for example good time management and paperwork | | | | | |
| In regard to practice management skills: | | | | | |
| I am able to use patient access guidelines in the practice | | | | | |
| I am able to manage staff | | | | | |
| I am able to work well in a team | | | | | |
| I apply office policies and procedures | | | | | |
| My resource skills are well developed and applied | | | | | |
| My financial skills are well developed and applied | | | | | |
| Give examples of 1) where you have worked as a team member to achieve team goals, and 2) where you have been able to access resources outside your usual knowledge areas: | | | | | |

| In relation to being able to manage information and use data systems: | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| I am able to use and manage clinical standards, guidelines and protocols | | | | | |
| I am able to manage medical record systems | | | | | |
| I am able to use information technology eg computer systems and software | | | | | |
| I am able to communicate and transfer patient information in a clear and concise manner | | | | | |
| I am able to screen, recall and access related systems | | | | | |
| I manage access to, and confidentiality of records in a consistent manner | | | | | |
| Give examples of where you have applied your knowledge of managing confidentiality in regard to patient information, and your current use and knowledge of computer-based management systems: | | | | | |
| In regard to medico legal knowledge and responsibilities: | | | | | |
| Certificates issued by me are medically and legally correct | | | | | |
| I am able to explain the legal and medical consequences of breaking patient confidentiality | | | | | |
| I am able to write a legal report that meets legal and medical responsibilities | | | | | |
| I am able to prescribe according to medical and legal guidelines and criteria | | | | | |
| I am able to explain the responsibilities of 'duty of care' and its medical and legal implications for practice | | | | | |
| I am able to explain the consequences of litigation for the practice, and for me personally and as a GP | | | | | |
| I am able to work within statutory guidelines and can demonstrate applied knowledge | | | | | |
| I am able to meet minimum acceptable practice standards and can demonstrate applied knowledge and skills in this area | | | | | |
| Give examples of a situation which has reminded you of the importance of medico legal issues, and/or where you have been involved with a medico legal situation: | | | | | |