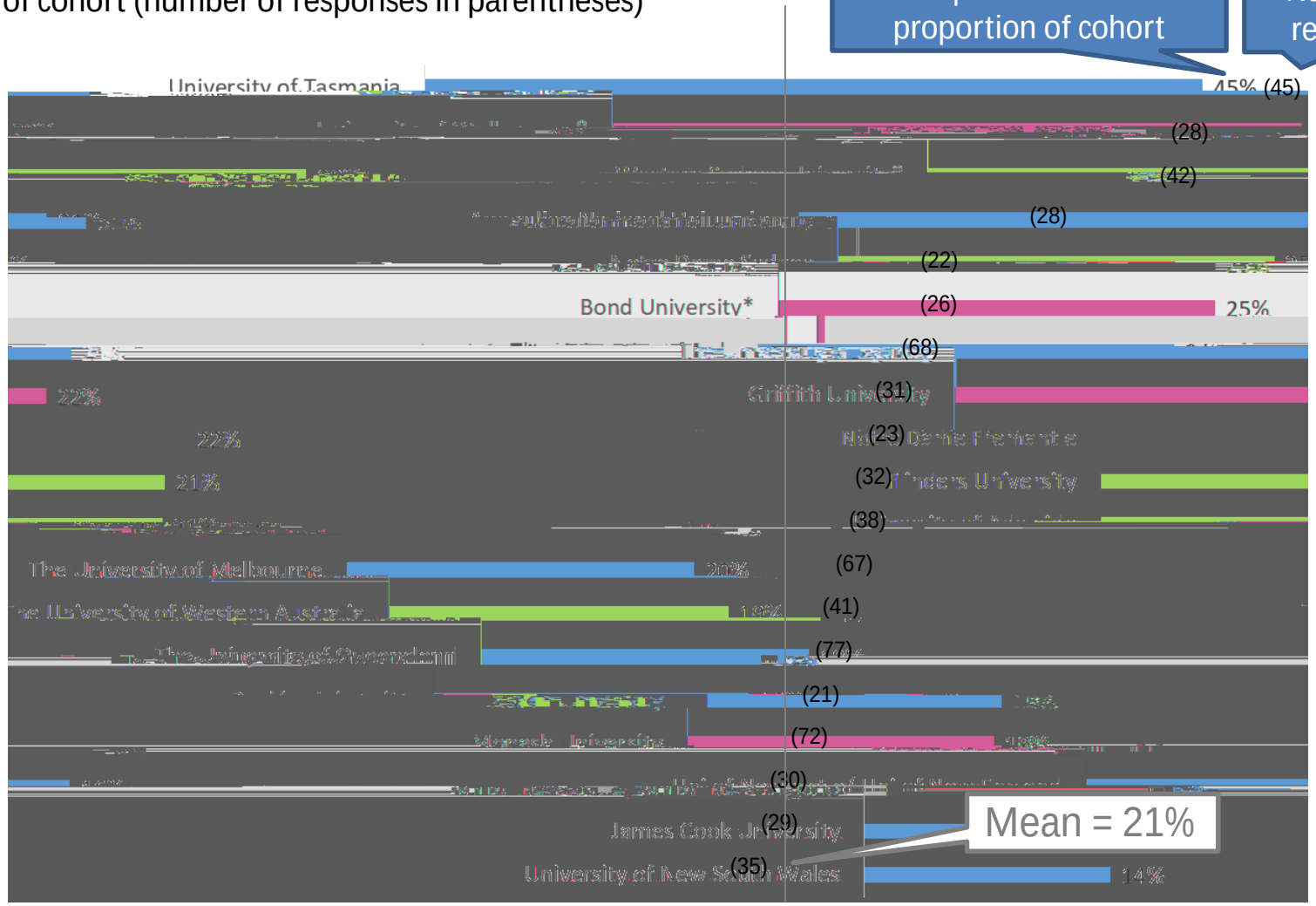
Australian Medical Council and Medical Board of Australia

2018 Preparedness for Internship Survey

The average survey response rate was 21%

SURVEY RESPONSE RATE*
Percent of cohort (number of responses in parentheses)



*University of Wollongong, Western Sydney University and Bond University had responses from 2017 and 2018 combined to improve statistical reliability

About 75% of respondents were located in NSW, VIC or

LOCATION OF INTERNS UNDERTAKING SURVEY BY STATE/ TERRITORY AND REGION TYPE*

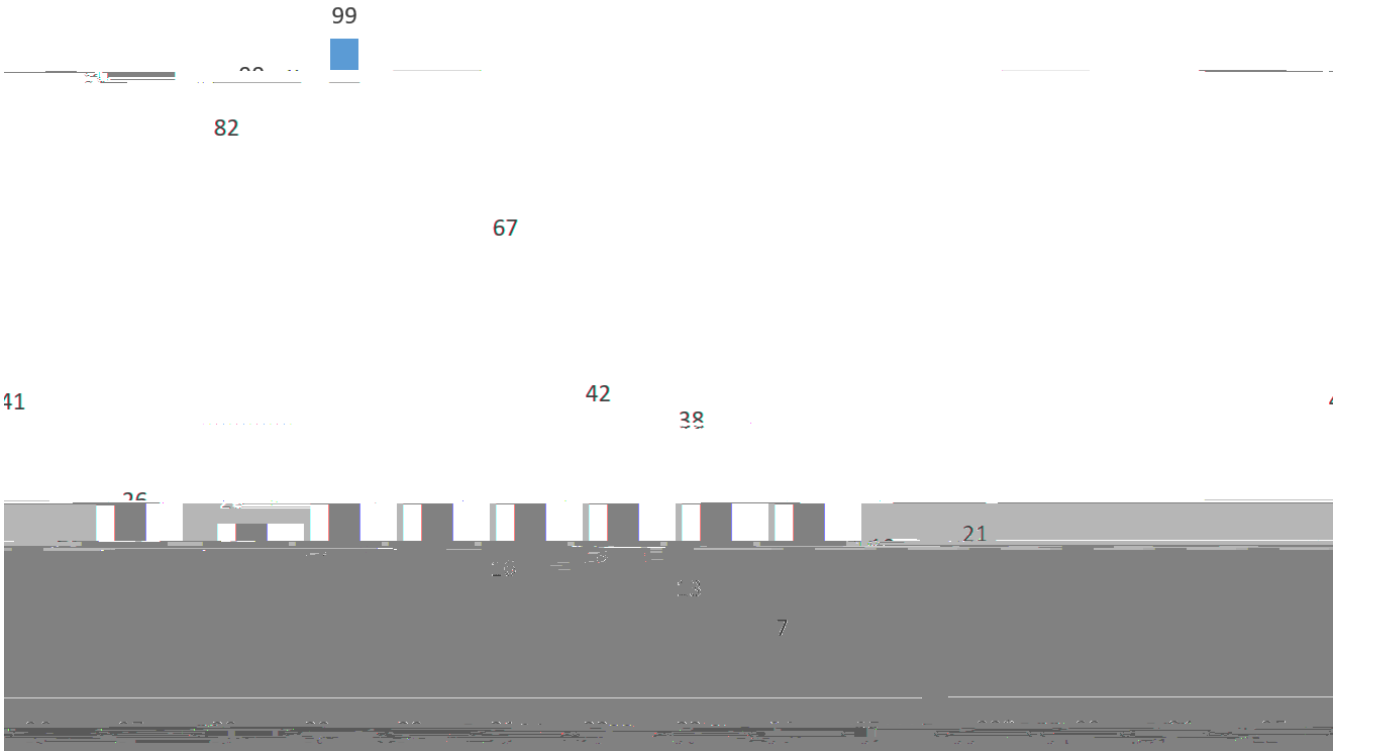
The proportion of graduates working in smaller towns or rural areas varied considerably by medical school

LOCATION OF INTERNS UNDERTAKING SURVEY BY MEDICAL SCHOOL AND REGION TYPE*

* City = state and territory capitals; Regional = Gold Coast-Tweed Heads, Newcastle-Maitland, Central Coast, Sunshine Coast, Wollongong, Geelong, Townsville, Cairns, Toowoomba, Launceston; Other = neither City nor Regional

What was your age (in years) on January 1, 2018?

NUMBER OF RESPONDENTS OF EACH AGE*

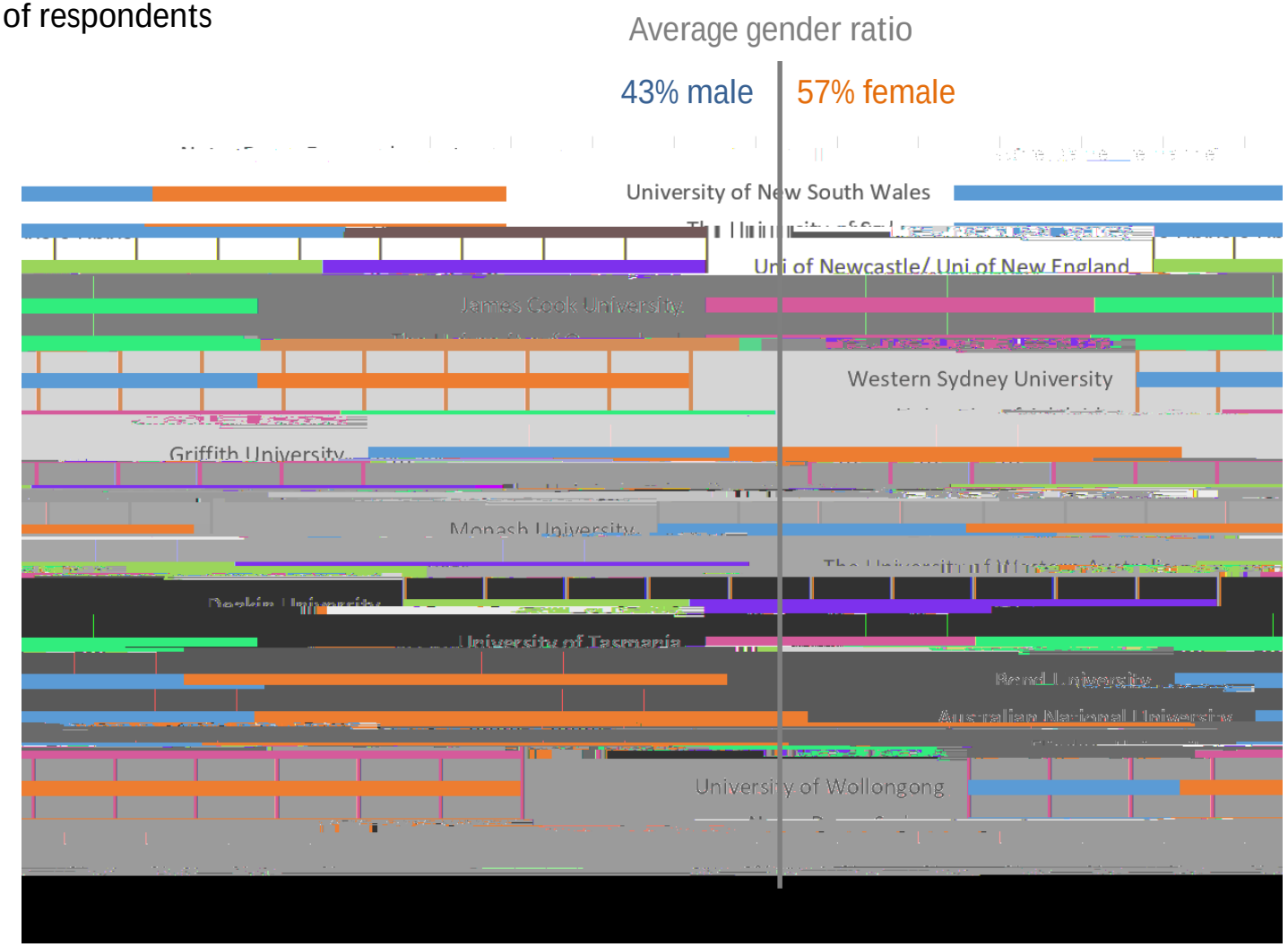


Respondents 22 years old and younger

Note: a substantial number of respondents did not answer this question

What is your gender?

DISTRIBUTION OF RESPONDENT GENDER BY MEDICAL SCHOOL
Percent of respondents

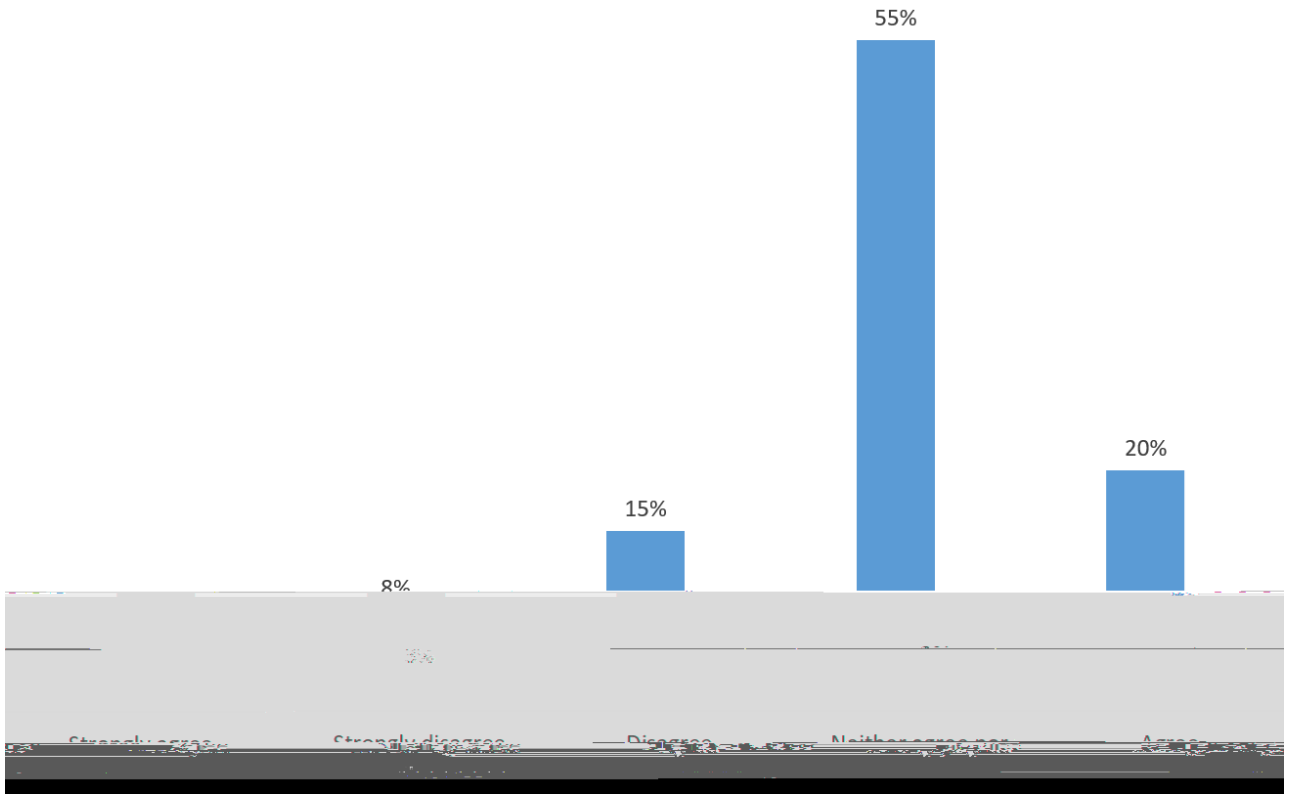


Agenda

- Demographics
- **Overall perceived preparedness**
- Capabilities, satisfactions and challenges
- Pre-internship programs
- Preparedness for prescribing
- Preparedness to treat Indigenous patients
- Perceived preparedness by skills group
- Intern and supervisor perceptions of intern skills

Overall preparedness - please indicate your level of agreement with the statement: “Overall I felt my medical education was sufficient to undertake the role and responsibilities of an intern”

PERCEPTIONS OF LEVEL OF PREPAREDNESS BY RESPONDENTS
(Percentage of Respondents Expressing Level of Agreement on Five Point Likert scale)



Note: The national average results for the same question from the 2017 survey were as follows: Strongly disagree 2%; Disagree 8%; Neutral 15%; Agree 59%; Strongly agree 16%.

At a national level, within the range of ages for which the

Agenda

In your view, which of the following capabilities did you bring to the job at the beginning of your internship?*

SURVEY GENERAL POPULATION SELF-PERCEIVED CAPABILITIES

* Text of the question as follows: In your view, which of the following capabilities did you bring to the job at the beginning of your internship? Please rank the following options from 1 most developed capability to 5 least developed capability: a) Ability to apply medical knowledge to patient care (2017 result: 4%), b) Communication skills with patients (2017 result: 38%) , c) Interpersonal skills that could add value to teams (2017 result: 22%) , d) Conscientiousness enabling others to entrust me with tasks (2017 result: 26%) , e) Ability to prioritise and manDQ EMC /P <MCID 20>2 9 Tfw]W*2%)

Do you have other relevant capabilities not listed above?*

SURVEY GENERAL POPULATION THEMES FROM TEXT ANSWERS REGARDING RELEVANT CAPABILITIES

* i.e. capabilities not listed in the previous question, which listed the following capabilities: a) Ability to apply medical knowledge to patient care, b) Communication skills with patients, c) Interpersonal skills that could add value to teams, d) Conscientiousness enabling others to entrust me with tasks, e) Ability to prioritise and manage workload

Which of the following factors most contributed to your satisfaction when you transitioned from medical school to internship?*

SURVEY

Were there other factors not listed above?*

SURVEY GENERAL POPULATION THEMES FROM SURVEY TEXT ANSWERS REGARDING SOURCES OF SATISFACTION

Themes	Examples
Applying knowl536UE38aCN#	

* i.e. other factors than those raised in the previous question, which listed the following sources of satisfaction: a) Interacting with and helping patients, b) Working with colleagues, c) Acquiring additional medical knowledge and skills, d) Starting to build a career in medicine, e) Having more financial freedom

Were there other factors not listed above?*

SURVEY GENERAL POPULATION THEMES FROM SURVEY TEXT ANSWERS REGARDING CHALLENGES

Themes	Examples
Patient responsibility	After hours shifts Managing the uncertainty inherent in medicine
Workplace issues	Knowing how and when to be assertive in the workplace

If you did not feel prepared for one or more of the situations described above, please describe what would have helped you to be more prepared:*

THEMES FROM SURVEY TEXT ANSWERS REGARDING PREPAREDNESS FOR SITUATIONS REQUIRING SUPPORT

Themes	Examples
Student support	Better support for students with psychological distress, many of whom feel that they have to hide their problems
Teaching about support	Specific studies in the form of case-based> BDC.1W* 0 1 206.52 393

Agenda

- Demographics
- Overall perceived preparedness
- Capabilities, satisfactions and challenges
- **Pre-internship programs**
- Preparedness for prescribing
- Preparedness to treat Indigenous patients
- Perceived preparedness by skills group
- Intern and supervisor perceptions of intern skills

Agenda

Please indicate how effective the following factors were in preparing you to prescribe medications safely*

EFFECTIVENESS OF FACTORS IN PREPARING RESPONDENTS TO PRESCRIBE SAFELY

*Average of responses from programs where respondents expressed high levels of preparedness to prescribe safely.

Are there other factors which were helpful to you in learning how to prescribe safely?

THEMES FROM TEXT COMMENTS ON PREPAREDNESS TO PRESCRIBE SAFELY

Demonstrations from clinicians

Doing practice drug charts

NIMC online modules

Practical hands on experience

Simulations of prescribing for common ward calls

Pre-internship training from pharmacy department

Agenda

Please indicate how effective the following factors were in preparing you to provide care to Indigenous patients

* Average of responses from programs where respondents expressed high levels of preparedness to treat Aboriginal and Torres Strait Islander patients. Likert scale average in response to the following question: Please indicate how effective the following factors were effective in preparing you to provide care to Indigenous patients: - 1. Teaching about cultural safety 2. Teaching about Indigenous people and their history and culture 3. Teaching about the role of Australian history, colonisation and racism in Indigenous health outcomes 4. Teaching by Indigenous teachers including clinicians 5. Clinically relevant Indigenous health learning opportunities (such as cultural immersion days, clinical placements) 6. My

Are there other factors which were helpful to you in learning how to provide care to Indigenous patients?

THEMES FROM TEXT COMMENTS ON PREPAREDNESS FOR

Clinical placements in Aboriginal communities

Placements in an Aboriginal Medical Service GP clinic

Learning from Aboriginal doctors and health care workers

Tutorials led by Aboriginal teachers

Rural placements in communities such as those where a large part of the population are Indigenous

Agenda

Demographics

Overall perceived preparedness

Capabilities, satisfactions and challenges

Pre-internship programs

Preparedness for prescribing

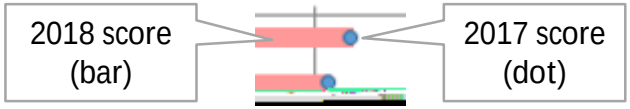
Preparedness to treat Indigenous patients

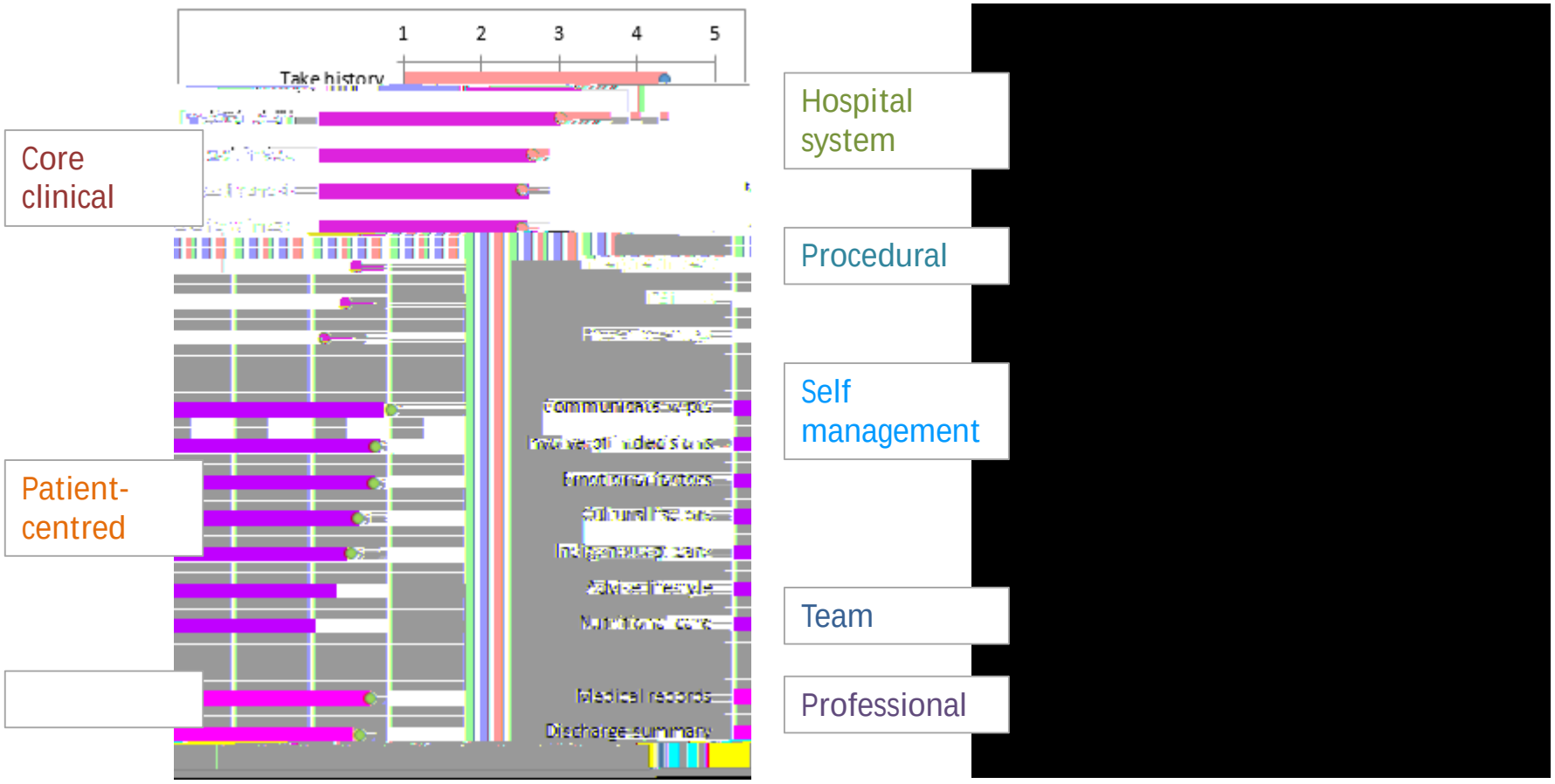
Perceived preparedness by skills group

Intern and supervisor perceptions of intern skills

Reflecting on the following issues that arise in clinical work as an intern, please indicate how prepared you feel you were to:*

AVERAGE NATIONAL RATINGS FOR INTERN SKILL PREPAREDNESS
1 = not at all prepared, 5 = very well prepared





* Average of Likert scale response. See following page for more detailed skill description key
** Skills without a dot represent new questions in the 2018 survey

Key for skill profiles

KEY TO ABBREVIATIONS (FOR 36 SKILLS LISTED ON PREVIOUS PAGE)

CORE CLINICAL

Take history	Taking a history
Physical exam	Examining patients
Select invest	Selecting appropriate investigations
Deteriorating pt	Recognising a deteriorating patient
Make diagnosis	Using clinical diagnosis and making a diagnosis
Interpret invest	Interpreting the results of investigations
IV fluids	Ordering IV fluids and blood products
Prescribe drugs	

Agenda

Demographics

Overall perceived preparedness

Capabilities, satisfactions and challenges

Pre-internship programs

Preparedness for prescribing

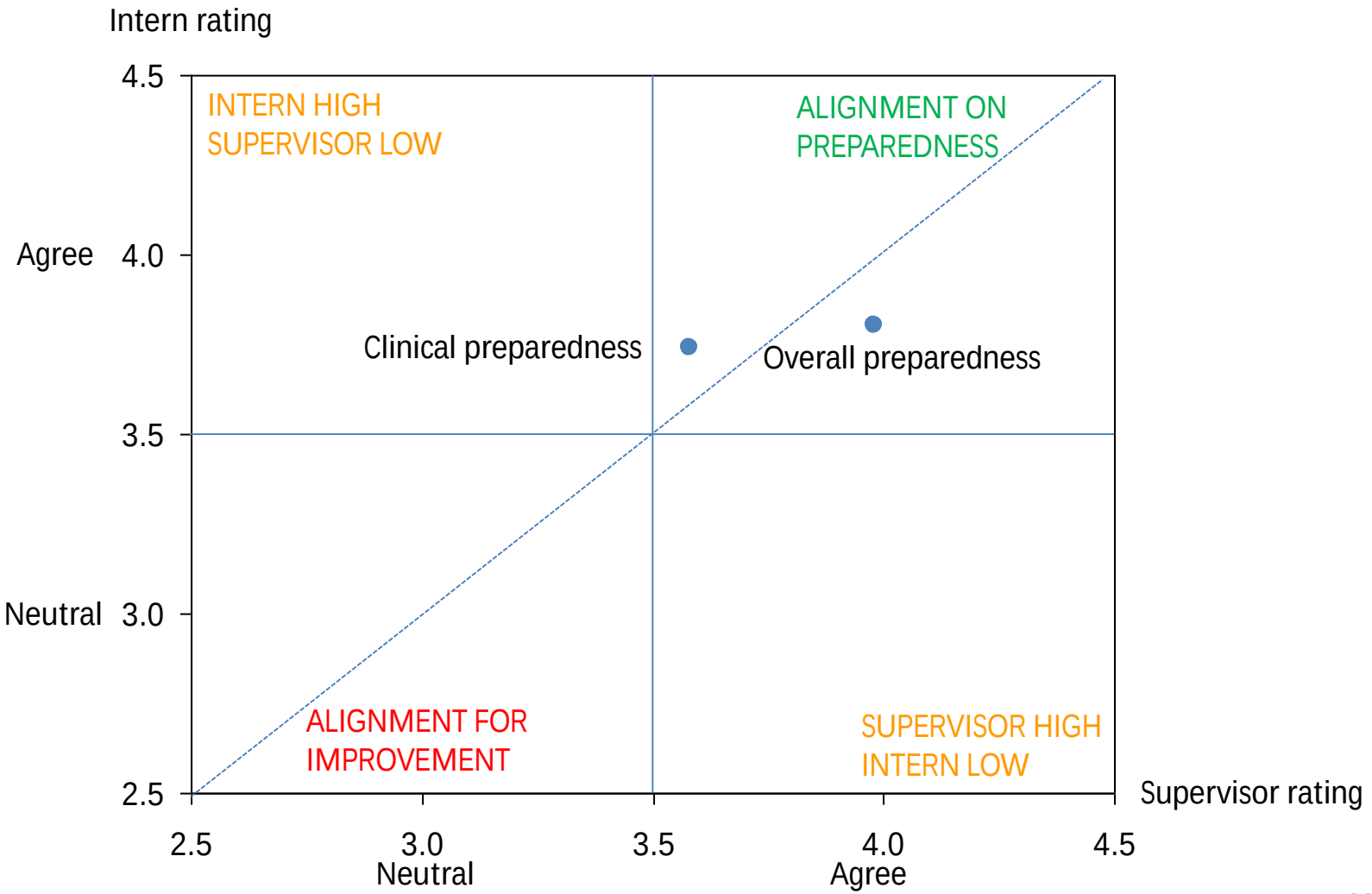
Preparedness to treat Indigenous patients

Perceived preparedness by skills group

Intern and supervisor perceptions of intern skills

Respondents and supervisors agreed that medical school provided adequate preparation for internship, both in terms of overall preparedness and clinical preparedness

INTERN AND SUPERVISOR SKILL RATINGS: OVERALL AND CLINICAL PREPAREDNESS*

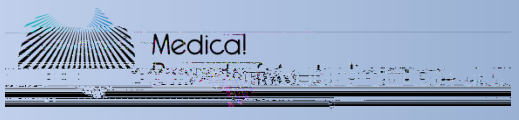


* Likert scale average based on questions about whether medical school prepared respondents in terms of overall and general clinical preparedness: 1 = Strongly disagree, 2 = Agree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree. Includes survey responses by 50 supervisors such as DCTs, MEOs and Term Supervisors

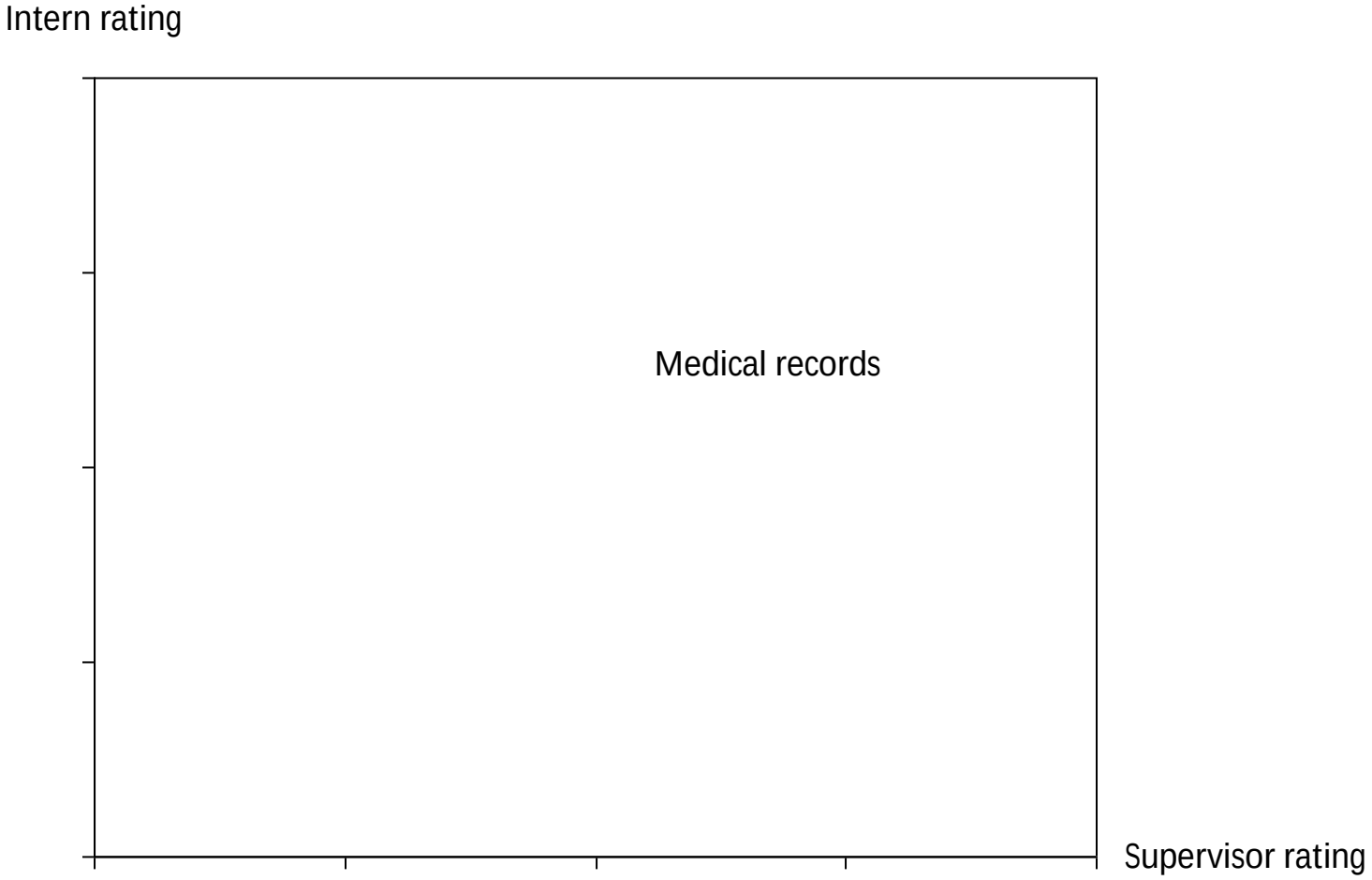
A strong correlation exists between interns and supervisor ratings across all skills, although interns systematically rate themselves slightly more highly than supervisors

INTERN AND SUPERVISOR SKILL RATINGS: ALL SKILLS*

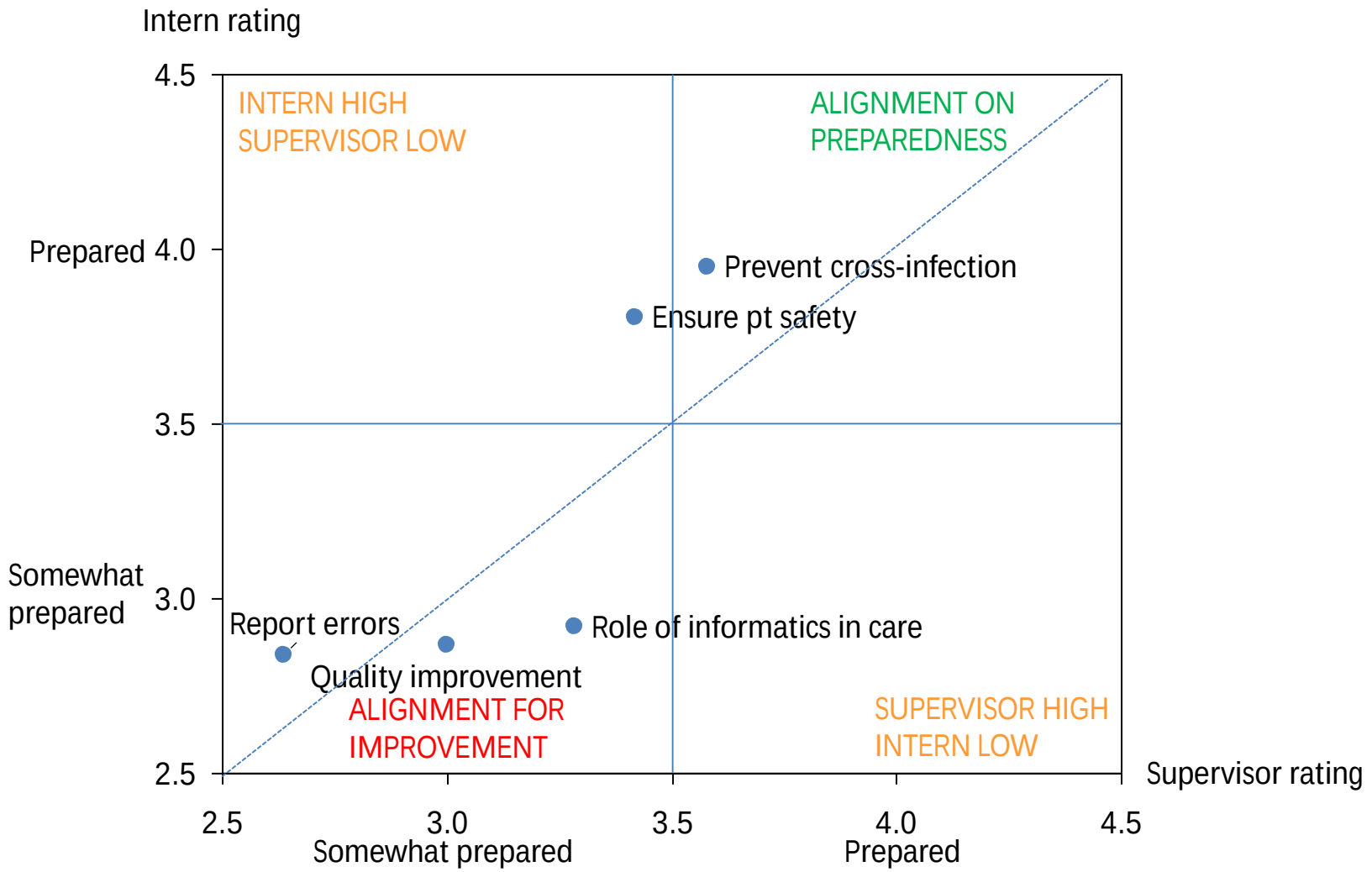
* Likert scale average based on the following question: Based


Medical

Document Skills

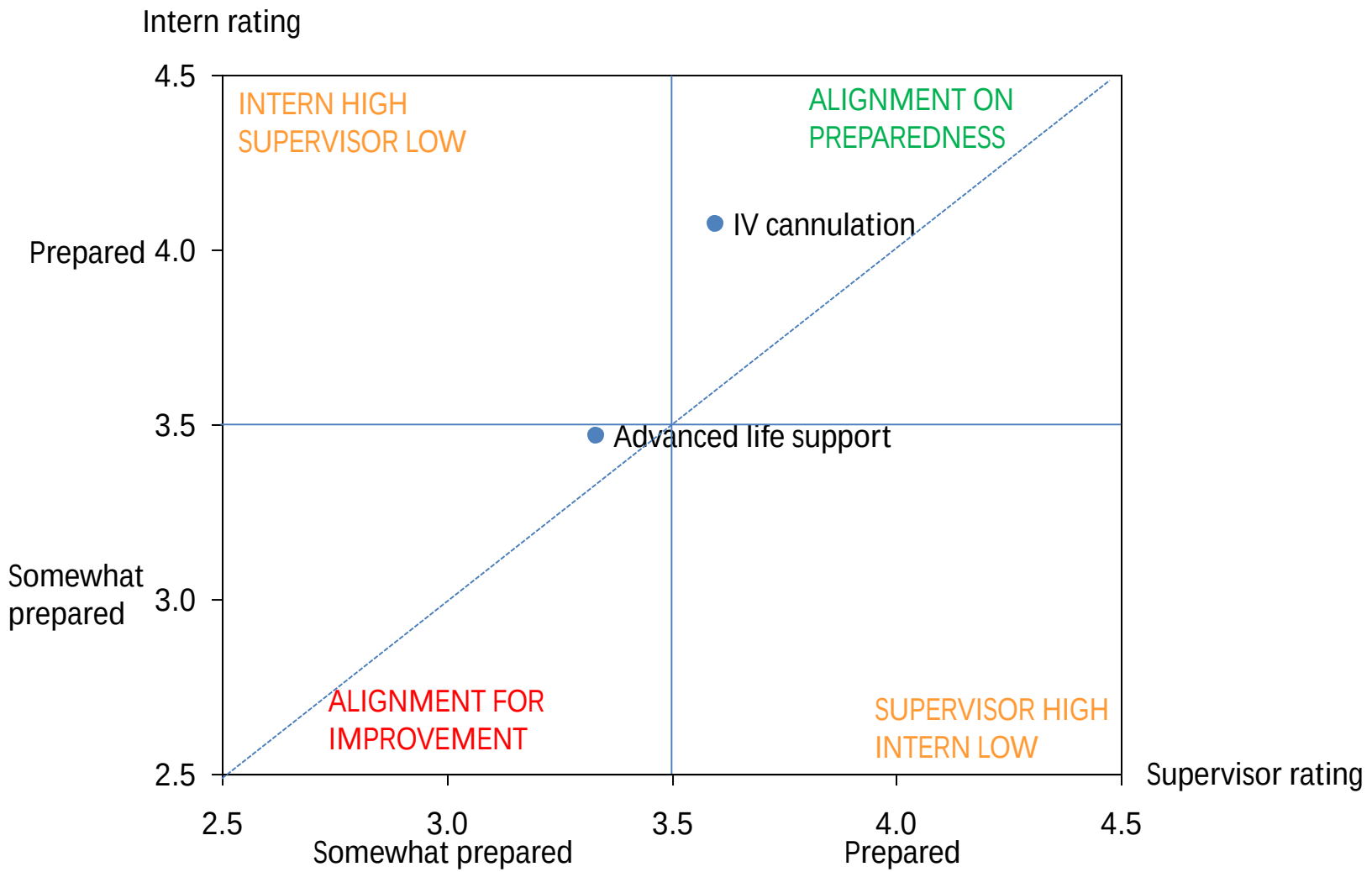


INTERN AND SUPERVISOR SKILL RATINGS: HOSPITAL SYSTEM SKILLS*



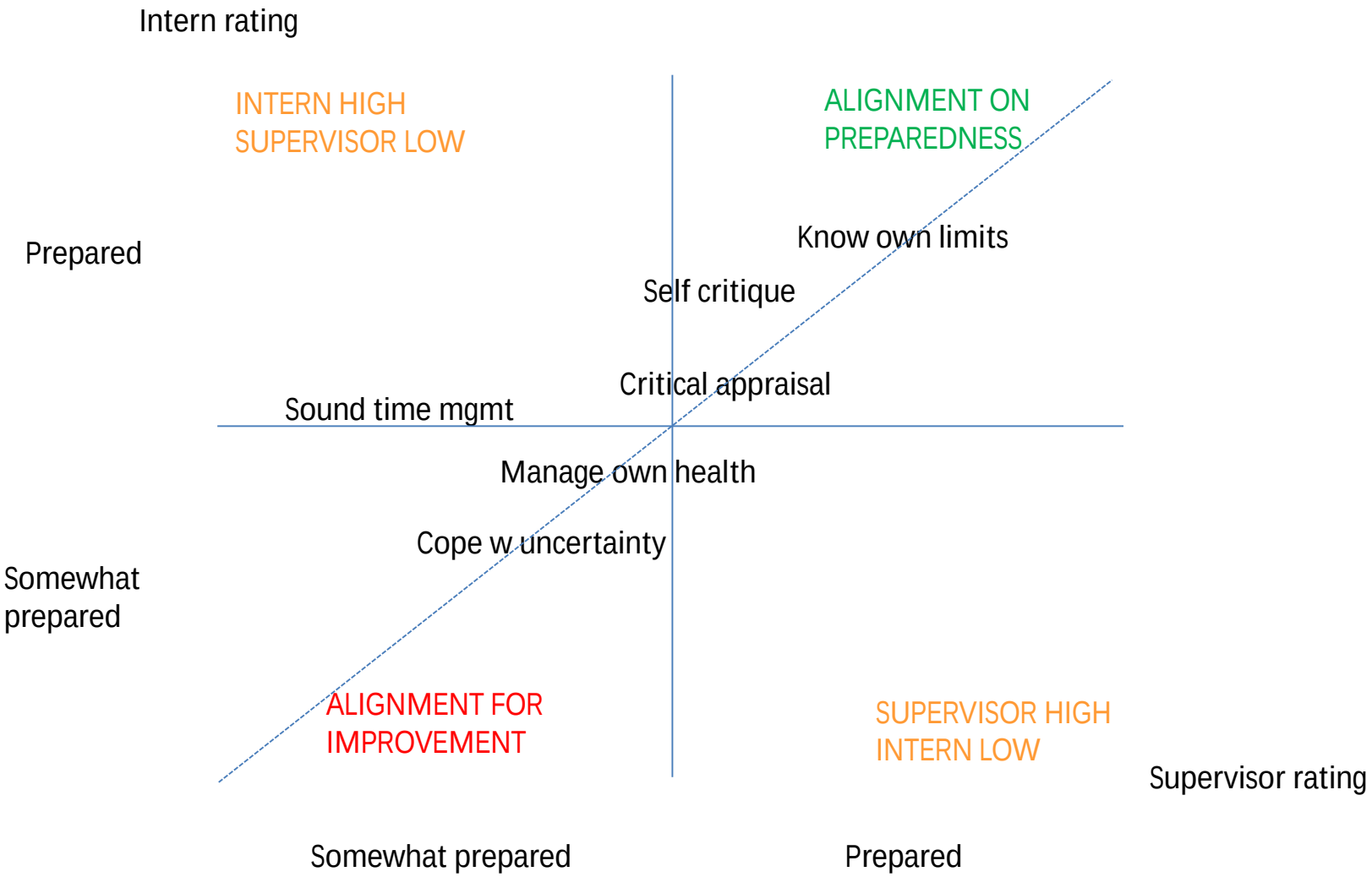
* Likert scale average based on the following question: Based on what you learned and experienced at medical school, how prepared do you now feel you were for the following in clinical work [insert skill here]: 1 = Not at all prepared, 2 = Not prepared, 3 = Somewhat prepared, 4 = Prepared, 5 = Very prepared. Includes survey responses by 50 supervisors such as DCTs, MEOs and Term Supervisors (please see page 30 for key to abbreviations)

INTERN AND SUPERVISOR SKILL RATINGS: PROCEDURAL SKILLS*



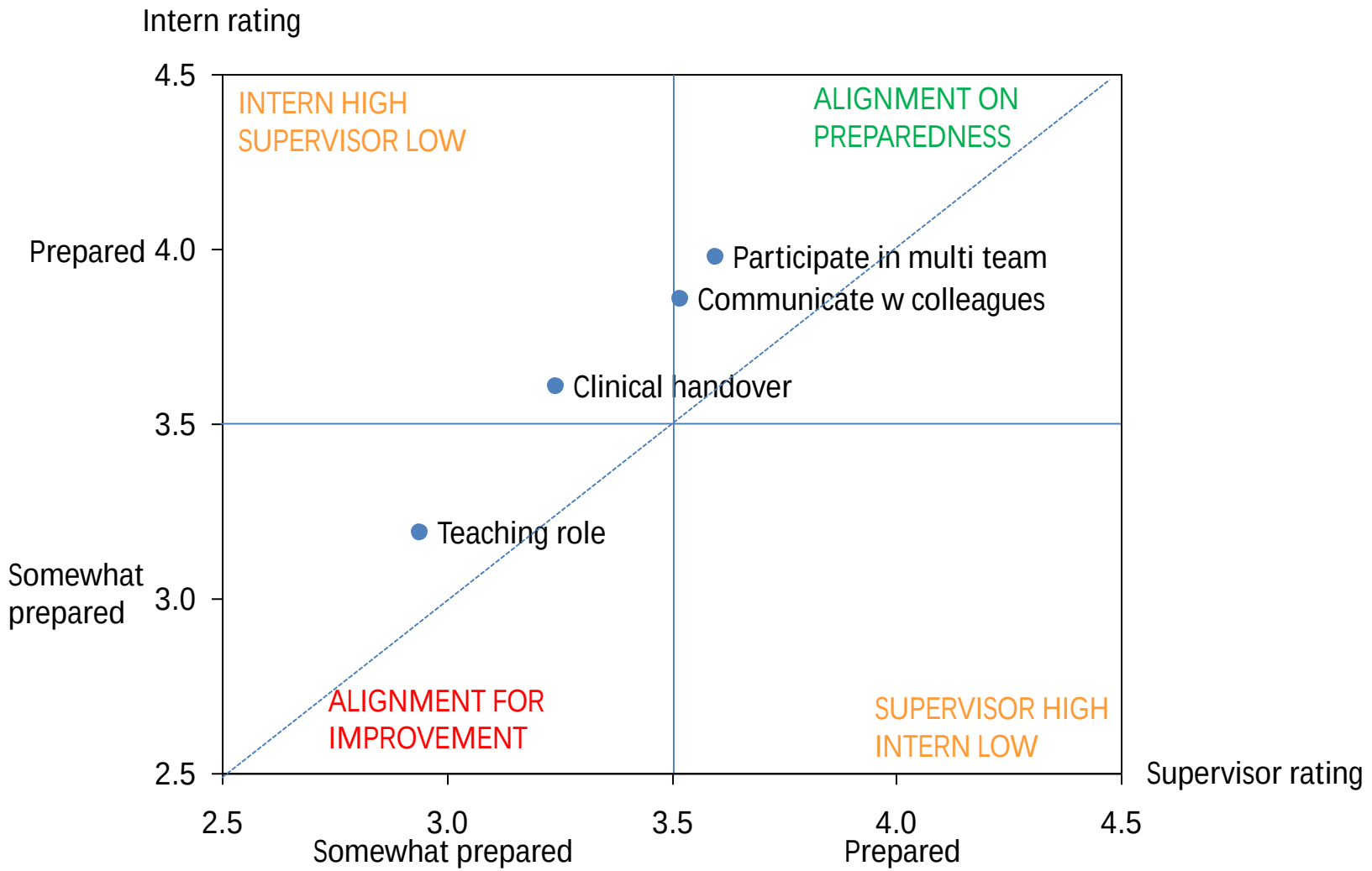
* Likert scale average based on the following question: Based

INTERN AND SUPERVISOR SKILL RATINGS: SELF MANAGEMENT SKILLS*



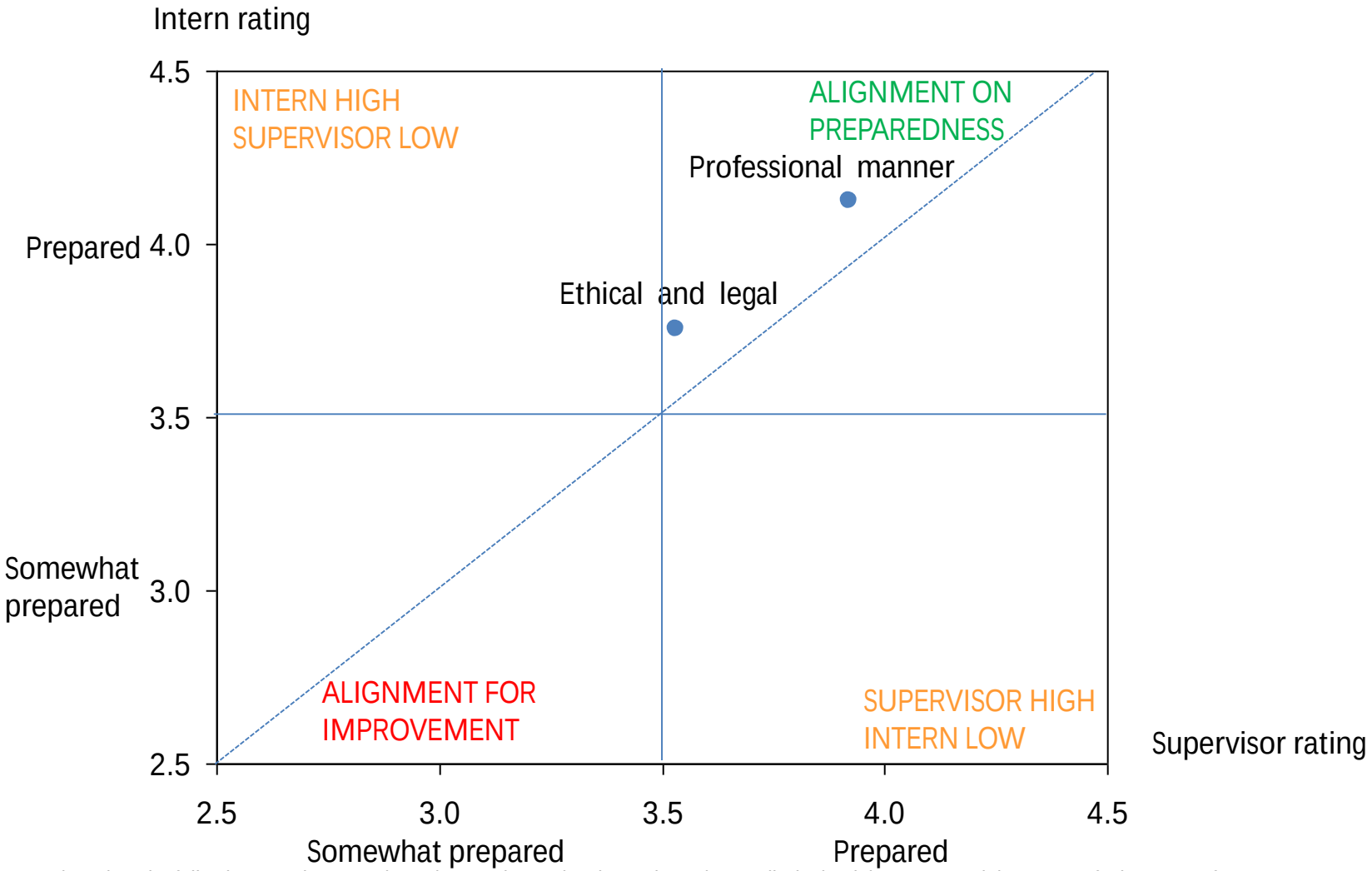
* Likert scale average based on the following question: Based on what you learned and experienced at medical school, how prepared do you now feel you were for the following in clinical work [insert skill here]: 1 = Not at all prepared, 2 = Not prepared, 3 = Somewhat prepared, 4 = Prepared, 5 = Very prepared. Includes survey responses by 50 supervisors such as DCTs, MEOs and Term Supervisors (please see page 30 for key to abbreviations)

INTERN AND SUPERVISOR SKILL RATINGS: TEAM SKILLS*



* Likert scale average based on the following question: Based

INTERN AND SUPERVISOR SKILL RATINGS: PROFESSIONAL SKILLS*



* Likert scale average based on the following question: Based on what you learned and experienced at medical school, how prepared do you now feel you were for the following in clinical work [insert skill here]: 1 = Not at all prepared, 2 = Not prepared, 3 = Somewhat prepared, 4 = Prepared, 5 = Very prepared. Includes survey responses by 50 supervisors such as DCTs, MEOs and Term Supervisors (please see page 30 for key to abbreviations)