**Self-assessment tool** for IMG GP registrars

**Instructions**

Complete the following self-assessment tool by rating yourself for each item where 1 – very good, 2 – good, 3 – poor, and 4 – very poor. Include comments where relevant. Discuss with your supervisor once completed.

|  |  |  |  |
| --- | --- | --- | --- |
| Cultural aspects | Rating 1-4 | Comments | Resources |
| Understanding of the Australian health care system, Medicare, PBS and the Australian ‘medical culture’ |  |  | Toolkit –  [Fact sheet 1.6](https://gpsupervisorsaustralia.org.au/download/8302/) [Fact sheet 1.7](https://gpsa.org.au/fact-sheet-1-7-australian-health-system-and-medicare/)  [MBS education for health](https://www.servicesaustralia.gov.au/organisations/health-professionals/subjects/mbs-education-health-professionals) [professionals](https://www.servicesaustralia.gov.au/organisations/health-professionals/subjects/mbs-education-health-professionals)  [PBS education for health](https://www.servicesaustralia.gov.au/organisations/health-professionals/subjects/pbs-education-health-professionals) [professionals](https://www.servicesaustralia.gov.au/organisations/health-professionals/subjects/pbs-education-health-professionals) |
| Understanding of Australian culture |  |  |  |
| Cultural capability, including Aboriginal and Torres Strait Islander people |  |  | [GPSA guide Aboriginal and](https://gpsupervisorsaustralia.org.au/download/7155/) [Torres Strait Islander Health in](https://gpsa.org.au/aboriginal-and-torres-strait-islander-health-in-general-practice-guide/) [General Practice](https://gpsupervisorsaustralia.org.au/download/7155/) |
| Other |  |  |  |
| Communication skills | | |  |
| Spoken English |  |  | [Doctors Speak Up](https://doctorsspeakup.com/)  [Star pronunciation](https://www.starpronunciation.com/) |
| Non-verbal communication |  |  |  |
| Written English |  |  |  |
| Understanding Australian slang |  |  | Toolkit – Factsheets [4.17](https://gpsa.org.au/austalian-slang-dictionary/), [4.18](https://gpsa.org.au/r4-18-slang-terms-in-the-consulting-room-information-sheet/), [4.19](https://gpsa.org.au/r4-19-body-slang-exercise-worksheet/)  [I feel crook, Doc!](http://www.examprepwebsite.com/uploads/3/8/8/3/38836793/i_feel_crook_doc_2006_version3.pdf) |
| Communication in challenging scenarios e.g. breaking bad news, saying no to patients |  |  | [Toolkit](https://gpsa.org.au/supervision-menu/supervision-support/consultation-skills-toolbox/) |
| Other |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Clinical skills (continued) | Rating 1-4 | Comments | Resources |
| Clinical knowledge of common Australian general practice presentations |  |  | BEACH |
| History taking, including sensitive areas like sexual history taking |  |  | [STI Guidelines – how to take a](https://sti.guidelines.org.au/sexual-history/) [sexual history](http://www.sti.guidelines.org.au/resources/how-to-take-a-sexual-history) |
| Physical examination, including sensitive areas like pelvic examination |  |  |  |
| Rational use of investigations |  |  |  |
| Rational prescribing |  |  |  |
| Formulating a ‘patient-centred’ management plan |  |  |  |
| Other |  |  |  |
| Consultation |  |  |  |
| Awareness of models of the consultation |  |  | [Consultation models](https://journals.sagepub.com/doi/pdf/10.1177/1755738013475436) |
| Building the doctor-patient relationship and developing rapport |  |  |  |
| Opening the discussion |  |  |  |
| Understanding the patient’s perspective and identifying the patient’s agenda |  |  |  |
| Sharing information with the patient, explanations |  |  |  |
| Reaching agreement and negotiating a management plan |  |  |  |
| Providing closure, follow-up and safety netting |  |  |  |
| Other |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Clinical reasoning skills | Rating 1-4 | Comments | Resources |
| Ability to weigh up,  synthesise and interpret information |  |  | [IM Reasoning podcasts](https://imreasoning.com/) |
| Other |  |  |  |
| Professional, ethical and medicolegal issues |  |  |  |
| Professional and ethical issues e.g. boundaries |  |  | MDO website |
| Medicolegal issues e.g. consent, confidentiality |  |  | MDO website |
| Other |  |  |  |
| Teaching and learning skills | | | |
| Identification of learning needs |  |  |  |
| Effective study and learning |  |  |  |
| Reflective practice |  |  |  |
| Receiving feedback from others |  |  |  |
| Calling for help in the consultation |  |  |  |
| Other |  |  |  |
| Personal issues |  |  |  |
| Wellbeing |  |  | [Doctors Health Advisory Service](http://www.dhas.org.au/contact/contact-dhas-in-nsw.html) |
| Other |  |  |  |