

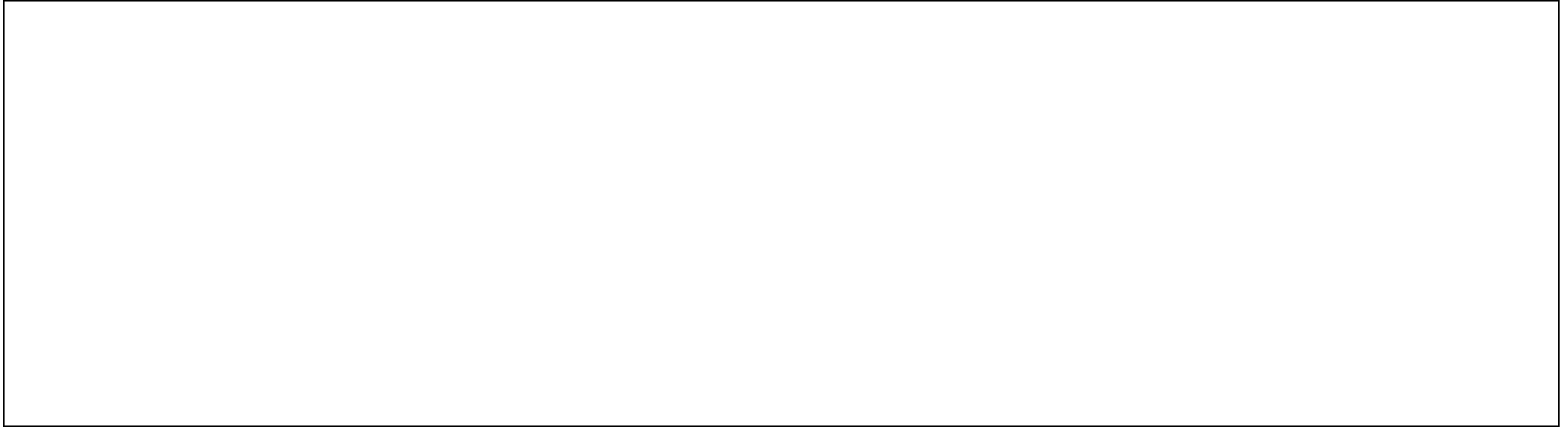
DRAFT FOR INITIAL GRADES AND NOTES ON THE **STAGE 2 ITA** – MID-RUN OR END OF RUN (print off and make notes on paper version)

STAGE 2 LEARNING OUTCOMES Link to Developmental Descriptors		EXPECTATIONS					
		Rarely Met *	Inconsistently Met*	Almost Always Met	Sometimes Exceeded	Consistently Exceeded *	Unable to Comment
1	Medical Expert						
1.1	ASSESSMENT: Conducts a comprehensive psychiatric assessment with an emphasis on development of advanced interviewing skills.						
1.2	DIAGNOSIS: Uses a detailed understanding of the diagnostic system to provide a justification for diagnosis and differential diagnosis, and applies these to a variety of clinical settings and patient groups.						
1.3	FORMULATION: Generates a broad formulation incorporating relevant theoretical constructs to inform a management plan, and applies these to a variety of clinical settings and patient groups.						
1.4	MANAGEMENT: Constructs and implements tailored management plans, with supervision, using evidence-based biological and psychosocial approaches, developing expertise in psychopharmacology and psychotherapeutic skills.						
1.5	PSYCHIATRIC EMERGENCIES: Undertakes the assessment and initial management of psychiatric emergencies in specialty patient groups and a variety of settings.						
1.6	LEGISLATION: Undertakes designated tasks under the mental health legislation and other applicable legislation (Guardianship, Advance Directives, Forensic mental health, legislation relevant to other aspects of mental health and health care service provision) under supervision.						
1.7	REFLECTION: Engages in critical reflection and self-monitoring during clinical practice, integrating and translating new knowledge and skills into changes in clinical practice.						
1.8	REPORT WRITING: Understands the principles of report writing and legal terms with regards to relevant legislation.						
2	Communicator						
2.1	PATIENT COMMUNICATION: Adapts verbal and non-verbal communication to suit a wider range of professional settings, both clinical and non-clinical.						
2.2	CONFLICT MANAGEMENT: Recognises challenging communications, including conflict with patients, families and colleagues, and discusses management strategies in supervision to promote positive outcomes.						

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		Rarely Met *	Inconsistently Met *	Almost Always Met	Sometimes Exceeded	Consistently Exceeded *	
2.3	CULTURAL DIVERSITY: Appropriately adapts assessment and management to the needs of culturally and linguistically diverse populations.						
2.4	SYNTHESIS: Prioritises and synthesises information, and communicates this accurately and succinctly, in a variety of settings.						
2.5	DOCUMENTATION: Provides timely, structured and reasoned written reports and letters in a variety of settings (e.g. medicolegal reports, coronial inquiries, academic work).						
3	Collaborator						
3.1	TEAMWORK: Recognises and applies theories of group participation in multidisciplinary and multi-agency settings.						
3.2	EXTERNAL RELATIONSHIPS: Identifies barriers and uses appropriate techniques to maintain and enhance engagement and therapeutic relationships.						
3.3	PATIENT RELATIONSHIPS: Develops therapeutic relationships with patients, carers and relevant others.						
4	Manager						
4.1	GOVERNANCE: Identifies the principles of clinical governance and organisational structures that interact with mental health service provision.						
4.2	ORGANISATIONAL STRUCTURES: Undertakes expanded roles within own trainee structure (e.g. committee representation, rostering, working parties).						
4.3	WORKLOAD & RESOURCE MANAGEMENT: Demonstrates decision making based on own workload, patient needs, access to services and cost implications. Manages own time, punctuality and availability effectively.						
4.4	QI FOCUS: Participates in quality improvement processes.						
4.5	REGULATION USAGE: Identifies and applies legislative/regulatory requirements and service policies (e.g. adverse outcomes reporting).						
5	Health Advocate						
5.1	ADDRESSING DISPARITY: Aware of health inequalities and disparities in relation to broader health issues and works to mobilise additional resources when needed.						

STAGE 2 LEARNING OUTCOMES Link to Developmental Descriptors		EXPECTATIONS					
		Rarely Met *	Inconsistently Met *	Almost Always Met	Sometimes Exceeded	Consistently Exceeded *	Unable to Comment
5.2	ADDRESSING STIGMA: Identifies principles of prevention, promotion, early intervention and recovery, and applies these to clinical practice.						
5.3	COMMUNITY: Advocates for mental health within clinical settings and the broader community.						
5.4	PATIENT FOCUS: Advocates for the patient within the MDT, with particular emphasis on ensuring patient safety.						
6	Scholar						
6.1	PARTICIPATE IN LEARNING: Develops and presents a professional development plan.						
6.2	RESEARCH: Demonstrates knowledge of research methodologies.						
6.3	FEEDBACK: Develops the skills to provide effective feedback.						
6.4	TEACHING: Applies principles of teaching and learning during case presentation, journal club and other professional presentations.						
6.5	PRESENTING: Presents to colleagues, medical students or members of the public, possibly including patients.						
7	Professional						
7.1	ETHICS: Identifies the influence of various industries and of resource availability in local services, financing agencies and others, and the impact on professional practice and patient care.						
7.2	COMPLIANCE: Identifies and fulfils legislation, regulations and College requirements regarding training, employment and professional registration.						
7.3	SELF-CARE: Develops and applies skills to effectively manage the balancing of personal and professional priorities.						
7.4	INTEGRITY: Aware of pathways and legislation to report unprofessional behaviours or misconduct of colleagues and acts on these as appropriate, using supervision.						
7.5	PROFESSIONAL DEVELOPMENT: Independently self evaluates strengths and weaknesses, and identifies strategies to address areas for development.						

Trainee's three areas of particular strength



Three areas identified as needing particular development

