Clinical readiness tool

This form is designed for you to critically reflect on your clinical readiness prior to NPTP

Ideally this should be used at least a year before you intend to apply for our national programme to gauge your strengths and learning needs and build on your skills to ready yourself.

Partnership with a clinical mentor and your organisation to build your skill is highly recommended. Ideally this should be the beginning of your clinical mentor relationship and be with the person you intend to complete the NPTP year with

Key.

1. Not ready Yet
   1. I currently do not have any experience, and this is not part of my usual practice
2. Getting ready
   1. I have limited experience but have access to clinical role models/mentors to help facilitate my learning
3. Almost ready
   1. I am developing my expertise by doing this as part of my everyday clinical work but still required support and supervision
4. Ready
   1. I am integrating these skills into my clinical work independently and have support to manage cases outside my current expertise.

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| --- | --- | --- | --- | --- | --- |
|  | **Level of Readiness** | | | | **Learning Goals** |
|  | **1** | **2** | **3** | **4** |  |
| **1. History taking skills**  *Obtains an organised, structured & comprehensive health history. Asks questions pertinent to presenting complaint/problem & utilises collateral sources effectively.*  [*Access learning resources here*](https://padlet.com/soster7/nptp-2023-vb6ye05b1k123j21) |  |  |  |  |  |
| **2. Patient examination skills**  *Demonstrates focussed, systematic & structured physical examination. Able to detect & discuss normal & abnormal findings. Sensitive to patient’s comfort & modesty.* |  |  |  |  | E.g., Seeking opportunities to develop expert clinical examination skills within my workspace |
| **3. Diagnostic tests**  *Demonstrates critical thinking in relation to selection and interpretation of diagnostic tests pertinent to presenting problem. Able to rationalise extraneous results.* |  |  |  |  | E.g., Spend time with workplace mentors learning to interpret lab findings |
| **4. Diagnostic decision making & synthesis**  *Ability to integrate subjective & objective data (including potentially conflicting data) in order to compile & sift appropriate differential diagnoses. Correctly identifies red flags & working diagnosis based on available evidence.* |  |  |  |  |  |
| **5. Knowledge Base**  *Demonstrates knowledge of anatomy & pathophysiology relevant to the presenting problem & differential diagnoses. Effectively applies knowledge to case & identifies gaps.* |  |  |  |  |  |
| **6. Therapeutic Plan**  *Demonstrates ability to devise a safe, rational, client-centred & culturally sensitive plan of care. Considers patient choice, risks & benefits of interventions (tests, treatment, disposition).* |  |  |  |  |  |
| **7. Evidence Based Practice**  *Appropriately utilises decision support tools, resources, clinical guidelines & primary research to inform evidence-based diagnostic & treatment plans.* |  |  |  |  |  |
| **8. Safe prescribing**  *Demonstrates appropriate use of medicines pertinent to the diagnosis as well as patient’s age & PMH (including cautions, side effects, tolerance, allergies, monitoring & interactions).* |  |  |  |  |  |
| **9. Professional Practice**  *Demonstrates collaborative & professional relationships with MDT members & seeks advice appropriately. Provides succinct case summary/presentation.* |  |  |  |  |  |
| **10. Communication skills**  *Demonstrates effective communication skills that are respectful, empathetic, responsive, considered & culturally sensitive. Responds appropriately to patient/family concerns.* |  |  |  |  |  |

**Strengths**

**Plan for development**

**Who will support you**