

## APPRENTICESHIP EXPECTATIONS FOR TRAINEE INTERNS IN THE CLINICAL ENVIRONMENT

April 2019

The main purpose of the Trainee Intern (TI) year is to allow students to function as an apprentice within a healthcare team. As an apprentice, the TI is expected to develop skills in clinical assessment and prioritisation, certain medical procedures, time management and working within a team.

The Otago Medical School (OMS) recognises the dual role of TIs, in being primarily students continuing to be engaged in their undergraduate learning, but also providing some service on the teams that they are attached to.

Nationally and internationally, the issue of workplace wellbeing and working hours has had increased attention. Therefore, OMS recognises the need to put in place processes that safeguard student wellbeing.

Considerations informing the formulation of expectations for Otago Medical school (OMS) TIs are:

- Allowing for TIs to optimise their learning within a working team, recognising opportunities for learning vary widely within and between clinical attachments.
- Maintaining student well-being, by allowing flexibility to balance clinical attachments with academic study requirements and sufficient time for rest and fulfilment of social roles.
- Recognising that TIs are adult learners, about to face the transition to the self-management of continuing professional development that is required by medical practitioners as part of ongoing competency for practice.
- Preparing students for work as a Resident Medical Officer while maintaining positive relationships with future colleagues in District Health Boards, within which TIs will be employed.
- Providing for sufficient practical experience and responsibility in caring directly for patients.

OMS's expectations are as follows:

- A TI will not normally be expected to function as an apprentice within a clinical attachment team/s for more than 10 days (with maximum 2 'long days') in a 14-day period.
- Being an apprentice with a clinical team for full days, 10 days in a row is unlikely to provide an optimal balance of learning opportunities and rest and should be discouraged.
- If TIs have been required to be present over a weekend, TIs and their clinical supervisors are expected to negotiate appropriate absence from their attachment so that it does not disrupt their learning or the clinical team functioning.
- TIs are not expected to attend with a clinical team for any single 'long day' for longer than the usual rostered 15 hours.

- TIs are expected to manage their attendance with their clinical team so that they are able to participate in formal teaching sessions provided as part of their TI module. On days off from clinical team attachment that fall from Monday to Friday, attendance at formal teaching is expected.
- If a TI is required to apprentice on public holidays, they should be allowed one day's leave in lieu of this, to be taken at an appropriate time within the same module. This leave should be discussed with the senior members of the team to arrange a day that is beneficial for all parties and where there are unlikely to be any significant impact on the clinical team as a result of TI absence.

Other considerations relevant to TI workload and time management to be noted are:

1. Trainee Interns receive a training grant from Vote Education that is administered by the University of Otago. They are not paid by the DHB and should not be asked to perform excessive service tasks regardless of perceived educational value.
2. TI's will also need time during the day to prepare for end of run assessments.
3. To maximise their educational experience, every TI should discuss their progress **throughout** their attachment from their team Registrar(s) and Consultant, with a scheduled opportunity midway through the module. Teachers should discuss any concerns with TIs as early as possible, so they have time to demonstrate that they have learnt from feedback.

Any TI who is facing difficulty with applying these guidelines in their clinical attachment should contact the Module Convenor in the first instance but may also wish to contact the Associate Dean Student Affairs.

Any Module convenor with concerns about the fair and just application of these guidelines should speak with their Head of Department.