Physician Readiness for Expert Practice

Advanced Training in Adolescent and Young Adult Medicine

2019–20 Program Requirements Handbook

Adult Medicine Division
Paediatrics & Child Health Division
About the 2019–20 handbook

This handbook outlines the complete program requirements for the RACP Physician Readiness for Expert Practice (PREP) Advanced Training in Adolescent and Young Adult Medicine Program. Satisfactory completion of these requirements is necessary for completion of this program.

The 2019–20 handbook applies to all Australian and New Zealand based trainees registered in a PREP program in 2019 and/or 2020, regardless of the year in which they commenced PREP Advanced Training. A trainee is considered to be in a PREP Advanced Training Program if they first enrolled in that program from 2011 onwards. Where not specified as being particular to either Australia or New Zealand, information applies to trainees and supervisors in both countries.

2019–20 Program requirement updates

Overseeing committees evaluate training requirements every two years (previously annually) to ensure that they are in line with educational best practice. Requirements are published and communicated accordingly. Changes to the training program that may substantially impact a trainee’s plan for training will be implemented following an extended period of notice. It is the trainee’s responsibility to ensure that they are following the correct handbook.

*Note that there have been no program requirement changes to this program for 2019–20.*
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Adolescent and Young Adult Medicine
Adolescent and Young Adult Medicine (AYAM) is a branch of medicine focussed on the health and medical care of adolescents and young people aged 10 – 24 years.

Program overview
Advanced Training provides a ‘depth’ of specialty training under supervision to prepare trainees for independent practice as consultants. It builds on the skills developed in preceding training through work-based assessments and learning tools as outlined in this handbook.

<table>
<thead>
<tr>
<th>Program</th>
<th>Advanced Training in Adolescent and Young Adult Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overseeing committee(s)</td>
<td>Advanced Training Committee in Adolescent and Young Adult Medicine</td>
</tr>
</tbody>
</table>
| Entry requirements                         | • Completion of RACP Basic Physician Training, including the RACP Written and Clinical Examinations  
• Current medical registration  
• Appointment to an appropriate Advanced Training position |
| Minimum duration                           | 3 years (36 months) AYAM training component (full-time equivalent (FTE)) However this program must be undertaken with another specialty making it a minimum 4 year (full-time equivalent) dual training program. Post-FRACP trainees may complete this as a stand-alone program. |
| Curricula                                  | • Download the Adolescent and Young Adult Medicine Advanced Training Curriculum (PDF 920KB)  
• Download the Professional Qualities Curriculum (PDF 1.06MB) |
| Qualification                              | Successful trainees receive a letter confirming completion of the Adolescent and Young Adult Medicine Program (this training pathway does not qualify for FRACP and does not result in specialist recognition with the Medical Board of Australia or the Medical Council of New Zealand) |

Quick links
- Apply or re-register
- Program requirements overview
- Important dates
- Advanced Training Portal
- Accredited training sites
- Part-time training
- Membership fees (including training fees)
- Supervision
- Download the Advanced Training supervisor amendment form (DOC 153KB)
- Download the Advanced Training interruption of training form (DOC 1.1MB)

Learning and assessment tool forms
- Download the Adolescent and Young Adult Medicine Logbook (DOC 731KB)
- Download the Adolescent and Young Adult Medicine Supervisor’s Report (DOC 107KB)

Contact us
Phone: +61 2 8247 6218
Email: AdolescentMed@racp.edu.au
Apply for Advanced Training

Eligibility
New trainees can apply for Advanced Training after completing Basic Training, including passing the Divisional Written and Clinical Examinations. They must have current medical registration and appointment to an appropriate Advanced Training position at a suitable training site.

Advanced Training positions
Core training usually needs to be undertaken at accredited training sites that have been accredited by the overseeing committee for Advanced Training in Adolescent and Young Adult Medicine. Some specialty groups conduct a coordinated Advanced Trainee Selection and Matching process for appointing trainees to training positions. Details of participating states, regions and specialties are available from June each year.
Please note that the College is not responsible for trainee recruitment and has no role in the recruitment process.

Approval and certification of training
Once trainees have secured a training position, they must prospectively apply for approval as per the Progression through Training Policy.
Approval of training periods will be determined by the overseeing committee. To be approved, a trainee’s individual training program must be consistent with the training requirements and appropriate for the stage in training.
Upon completion of each rotation or calendar year of training, the overseeing committee considers each trainee’s progress according to the program requirements. If all requirements of training have been satisfactorily completed, the overseeing committee will certify the period of training.

Prospective changes to approval of training
Trainees should inform the relevant committee as soon as possible if information outlined in their application changes. Some changes may require a revision of the approval decision and may affect the certification of training.
Changes to applications which require prospective approval may include changes to supervision, sites, dates of rotations and flexible training arrangements.

How to apply
Both new and current trainees need to apply for Advanced Training each year.
Apply online for Advanced Training by the due dates below.
Where online registration is not available please download, complete and submit the application form to apply for Advanced Training in Adolescent and Young Adult Medicine (DOC 473KB).
Trainees must organise the timely submission of all necessary documentation, keep a copy of the application for future reference and pay required fees.

Closing dates for applications

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 February</td>
<td>Closing date for applications for prospective approval of rotations in the current year</td>
</tr>
<tr>
<td>31 August</td>
<td>Closing date for applications for prospective approval of rotations in the second half of the current year</td>
</tr>
</tbody>
</table>
College training program resources

This handbook should be used alongside the following resources.

Curricula

RACP curricula outline the learning objectives and associated knowledge, skills, attitudes and behaviours required of graduates of College training programs across program-specific/clinical and non-program/non-clinical attributes.

- Download the Adolescent and Young Adult Medicine Advanced Training Curriculum (PDF 920KB)
- Download the Professional Qualities Curriculum (PDF 1.06MB)

Advanced Training Portal

Resources for many of the requirements of this training program can be accessed through the Advanced Training Portal. These include:

- detailed information on training rotations, including approval and certification decisions
- information sheets, workflows, rating forms and interactive video tutorials for online tools
- online teaching and learning and formative assessment tools
- past examination results
- summary of training completed and required.

Education policies

Education policies underpin all training requirements. Key education policies include the following:

- Academic Integrity in Training
- Flexible Training
- Progression through Training
- Recognition of Prior Learning (RPL)
- Special Consideration for Assessments
- Trainee in Difficulty Support (TIDS).

Variations in training and flexible training options

Variations in training processes cover dual, joint, conjoint and post-fellowship training. Flexible training option information covers part-time training, interruptions to training, withdrawing from training and exceptional circumstances.

Trainee responsibilities

All trainees are adult learners who must understand trainee responsibilities and play a role in teaching and mentoring junior doctors.

The College is committed to supporting trainees who are experiencing difficulty in their training. If trainees or supervisors are experiencing difficulty, they should contact their Education Officer and the Training Support Unit. The Training Support Unit has Resources for trainees covering topics including learning support and mentoring.

Supervisor roles and responsibilities

Supervision in PREP training involves a comprehensive level of educationally-focused support for trainees. The College runs supervisor workshops to help develop required skills for this role.

Accreditation of settings

Core training is usually conducted in training positions at accredited training sites that have been accredited by the overseeing committee.
eLearning@RACP

eLearning@RACP is a central, online space which supports College members in their learning. It contains educational resources developed by the RACP or shared by other postgraduate medical colleges. College members can login and access courses and modules designed and developed in collaboration with Fellows, trainees and education committees, on topics including:

- communication
- Indigenous health
- research
- supervisor professional development
- telesupervision.

These courses and modules are optional and completion is not a program requirement.

Admission to Fellowship

Successful trainees will receive a letter confirming completion of the Adolescent and Young Adult Medicine Program (this training pathway does not qualify for FRACP and does not result in specialist recognition with the Medical Board of Australia or the Medical Council of New Zealand). Trainees are eligible to be admitted to Fellowship of the College on the completion of all requirements of training of the RACP Divisional specialty program they do alongside AYAM. The College will invite trainees to apply for Fellowship once the overseeing committee has recommended them for admission. The admission process involves completion of an application form, and the payment of a fee.

New Fellows will receive formal notification from the College that they have been admitted to Fellowship. In addition to the award of Fellowship, individuals who complete training are issued a letter confirming the completion of their training. Fellows who complete another training program subsequent to admission to Fellowship receive a letter confirming all of the RACP training programs that they have completed.

All Fellows in Australia, New Zealand and overseas who are in active practice must meet the requirements of a [Continuing Professional Development (CPD) program](#).
Program requirements

Program requirements are the components of a training program that a trainee must complete in order to progress through training. Mandatory program requirements are linked to the certification of training, progression through training and program completion. Program requirements are made up of formative and summative assessments, teaching and learning activities, the type and duration of rotations, course work and other requirements, such as minimum overall duration of training.

Overseeing committees evaluate training requirements every two years (previously annually) to ensure that they are in line with educational best practice. Requirements are published and communicated accordingly. Changes to the training program that may substantially impact a trainee’s plan for training will be implemented following an extended period of notice.

It is the trainee’s responsibility to ensure that they are following the correct handbook and are aware of the current program requirements. They must also ensure that they are familiar with current RACP education policies and processes, such as those for dual trainees.

Program requirements overview

<table>
<thead>
<tr>
<th>Core training (minimum 24 months)</th>
<th>Non-core training (maximum 12 months)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
</tr>
<tr>
<td>• Adolescent and Young Adult Medicine Advanced Training Curriculum</td>
<td></td>
</tr>
<tr>
<td>• Professional Qualities Curriculum</td>
<td></td>
</tr>
</tbody>
</table>

**Supervision** per rotation:

- 1 supervisor with FRACP practicing in Adolescent and Young Adult Medicine (required)
- 1 supervisor with FRACP (required)

**Supervision** per rotation:

- 1 supervisor with FRACP (required)
- 1 supervisor who may or may not have FRACP (recommended)

**Work-based learning and assessment tools**

**Per rotation:**

- 1 Supervisor’s Report (2 for 12-month rotations)

**Per year:**

- 2 Learning Needs Analysis
- 4 Case-based Discussions
- 1 Mini-Clinical Evaluation Exercise

**By the end of Advanced Training:**

36 months of certified training time consisting of:

- 24 months core training
  - 12 months in core training A
  - 12 months in core training B
- 12 months non-core training
- 1 Logbook
- Working with Young People Module
- Developmental and Psychosocial Training (Paediatrics & Child Health trainees only)
### Time-based requirements - Training time and rotations

**Purpose**
To ensure adequate time for trainees to gain necessary learning experiences across a range of relevant rotations.

**Total training time**
3 years (36 months FTE)

**Training rotations**
36 months certified training time consisting of:

- 24 months of core training:
  - 12 months in core training A
  - 12 months in core training B
- 12 months of non-core training

**Core training**
A minimum of 24 months (FTE) must be spent in accredited training positions. This must include:

**Core training A**
- 12 months of training in a service dedicated to adolescent medicine, young adult medicine, or adolescent and young adult medicine:
  - A proportion of this training must be dedicated to ambulatory care
  - It must include outpatient clinics and multidisciplinary care
  - The position must allow for continuity of care across the 12 months. Approval of two separate six month positions will also be considered. Training positions that are less than six months in duration will not be approved towards Core Training A.
- This rotation can be undertaken in an adult or paediatric hospital, within a dedicated adolescent and/or young adult service

**Core training B**
- 12 months of mental health training and/or high-risk and/or community-based training. This training must include a focus on the health concerns of adolescents or young people. It is strongly recommended that trainees complete at least six months of mental health training.
- High-risk and/or community-based training must be undertaken in one or more of the following areas:
  - Homeless or high-risk youth health
  - Sexual and reproductive health
  - Gay, lesbian, bisexual and transgender (GLBT) health
  - Youth justice health
  - Child protection
  - Indigenous health
  - Refugee/culturally and linguistically diverse (CALD) health
  - Drug and alcohol

Across the 24 months of core training, trainees must undertake training in hospital settings as well as in high-risk and/or community-based settings.

**Non-core training**
A maximum of 12 months of non-core training may be undertaken in:

- Further clinical core training
- Community child health, developmental medicine, adult community disability or rehabilitation
Time-based requirements - Training time and rotations

- Subspecialty training with exposure to adolescent and young adult patients (e.g. General Paediatrics, General Medicine).
- Completion or initiation of a higher degree or research (e.g. Master of Public Health, Master of Adolescent Health and Welfare, or a Doctorate)

Training time in Australia/New Zealand
At least 12 months of Advanced Training in Adolescent and Young Adult Medicine must be undertaken in Australia and/or New Zealand.

Supervision requirements

Purpose
To provide trainees with appropriate support and guidance to complete the training program.

Core training
Per rotation:
- 1 supervisor with FRACP practicing in Adolescent and Young Adult Medicine (required)
- 1 supervisor with FRACP (required)

Non-core training
Per rotation:
- One supervisor with FRACP (required)
- A second supervisor who may or may not have FRACP (required)

More information
- Supervision
- Download the Advanced Training supervisor amendment form (DOC 1.07MB)
Work-based learning and assessment tools

PREP teaching and learning activities are designed to support reflective practice and self-directed learning. A variety of teaching and learning activities and assessments are used throughout PREP training. These activities cater to a range of learning needs, styles and situations that may arise in workplace training, and aim to facilitate learning and enhance the attainment of desired learning outcomes.

Trainees are required to complete all teaching and learning activities, including formative and summative assessments, throughout training.

Formative assessments focus on assessment for learning through feedback and guidance. The College’s formative assessments aid the trainee and supervisor through a formal feedback discussion, prompting areas for discussion highlighted by the trainee’s performance. The College’s formative assessments are based on existing workplace-based assessment methods and best practice in medical education.

Summative assessments focus on judgements about trainee progression, resulting in pass or fail decisions on a trainee’s performance.

### Case-based Discussion (CbD)

**Purpose**
To guide the trainee’s learning through structured feedback and help the supervisor evaluate the expertise and judgement exercised in clinical cases. This is a formative assessment.

**Requirement**
Four per core training year due by 31 January of the following year

**More information**
- Enter CbD rating form data into the [Advanced Training Portal](#)
- [Case-based Discussion information sheet, workflow, rating form and other resources](#)

### Learning Needs Analysis (LNA)

**Purpose**
To embed the process of planning and evaluating learning in the trainee’s practice.

**Requirement**
Two per year, early in the year due by 31 January of the following year

**More information**
- Complete and submit the LNA via the [Advanced Training Portal](#)
- [Learning Needs Analysis information sheet, workflow and other resources](#)
# Logbook

## Purpose
To ensure the trainee has had adequate exposure to all areas and age ranges of adolescent and young adult medicine by the end of training. It is expected that the trainee will see many more cases than those recorded in their logbook. The purpose is not to capture all cases seen but rather to help the trainee identify areas they may need more exposure to.

## Requirement
One logbook is to be maintained over the course of Advanced Training and must be submitted twice. Once in progress at the end of first year of training for review, and then the final logbook is to be submitted by the end of Advanced Training.

## Description
Trainees are to keep a logbook of cases seen covering the following areas:
- Growth and development
- Psychosocial assessments
- Long-term follow-up of patients
- Nutrition (overweight/underweight)
- Mental health and behavioural issues
- Chronic physical illness or disability
- Health risk behaviour including substance abuse
- Sexual and reproductive health (e.g. sexuality, same sex attraction, STIs, contraception, teenage pregnancy, sexual abuse, reproductive health in chronic illness and disability, gender identity disorder, etc.)

For each area:
- A minimum of 20 cases are to be logged (the same cases cannot be repeated over more than one area)
- At least one case from each of the following age ranges must be included: 10–14, 15–19, 20–24 years

## More Information
- [Learning and assessment tool forms](#)

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# Mini-Clinical Evaluation Exercise (mini-CEX)

## Purpose
For the trainee to receive timely, structured feedback on their performance in real clinical situations. This is a formative assessment.

## Requirement
One per core training year, later in the rotation, due by 31 January of the following year.

## More information
- Complete and submit the mini-CEX via the [Advanced Training Portal](#)
- [Mini-Clinical Evaluation Exercise information sheet, workflow, rating form and other resources](#)
### Supervisor’s Reports

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>To evaluate and provide feedback on the trainee’s progress, which informs the certification of training decision. This is a summative assessment.</td>
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<table>
<thead>
<tr>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td>One Supervisor’s Report is due per rotation, two per year</td>
</tr>
<tr>
<td>For Advanced Trainees in 12-month positions:</td>
</tr>
<tr>
<td>• One Supervisor’s Report is to be submitted by 15 July for the first six months of the calendar year.</td>
</tr>
<tr>
<td>• One Supervisor’s Report is to be submitted by 31 January of the following year covering the final six months of the calendar year.</td>
</tr>
<tr>
<td>For Advanced Trainees in positions of six months or less with separate supervisors, or at separate sites:</td>
</tr>
<tr>
<td>• One Supervisor’s Report should be completed for each rotation and submitted to the College by 15 July (for first half of the year) and 31 January the following year (for the second half of the year).</td>
</tr>
<tr>
<td>• Advanced Trainees approaching the end of their training should submit a report that covers the whole second half of the year by 15 October.</td>
</tr>
</tbody>
</table>

The Supervisor’s Report must be completed by supervisors who have directly supervised the trainee. If the supervisor has not directly supervised the trainee throughout the whole rotation, the supervisor should obtain individual reports from those who have directly supervised the trainee and provide a composite report.

Supervisors should discuss the report with the trainee prior to both parties signing the report, and trainees should be provided with a copy of each report.

It is the trainee’s responsibility to ensure that all supervisors receive a copy of the Supervisor’s Report. Failure to do this may result in delays or non-certification of a period of training.

Progression to the next year of training is dependent upon the College receiving satisfactory Supervisor’s Report(s) covering the full year/period of training completed.

Trainees must provide copies of previous Supervisor’s Report(s) to the next year's/rotation’s supervisor. The College may provide subsequent supervisors with copies of past reports (and any other documents deemed relevant to the trainee’s training).

<table>
<thead>
<tr>
<th>More information</th>
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</thead>
<tbody>
<tr>
<td>• More information on Supervisor’s Reports</td>
</tr>
<tr>
<td>• Learning and assessment tool forms</td>
</tr>
<tr>
<td>• Progression Through Training Policy (PDF 189KB)</td>
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</tbody>
</table>

### Other requirements

<table>
<thead>
<tr>
<th>Developmental and Psychosocial Training</th>
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<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>To assist trainees to develop a sophisticated understanding of child development, encompassing physical, cognitive, emotional, behavioural and social areas, which should be gained from the perspective of the child within the family and in the context of the community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td><strong>This is a requirement for Paediatrics &amp; Child Health trainees only.</strong></td>
</tr>
<tr>
<td><strong>Australia</strong>: Once over entire training period (Basic Training and Advanced Training) for six months due by the end of Advanced Training</td>
</tr>
</tbody>
</table>
### Developmental and Psychosocial Training

**New Zealand:** Once over entire training period (Basic Training and Advanced Training) for three months due by the end of Advanced Training

**More information**
- [More information on Developmental and Psychosocial Training](#)
- [Learning and assessment tool forms](#)

### Working with Young People eLearning@RACP Module

**Purpose**
To help trainees develop the knowledge, skills and attitudes required to deliver effective health care to young people.

**Requirement**
To be completed once at any stage during Advanced Training, due by the end of Advanced Training.

**Information and training resources**
- [Adolescent and Young Adult Medicine Working with Young People online resource](#)
- [Download the Adolescent and Young Adult Medicine Working with Young People Module (PDF 684KB)](#)
## Important dates

<table>
<thead>
<tr>
<th>Month</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>January–March</td>
<td>15 February&lt;br&gt;Applications for Approval of Advanced Training due&lt;br&gt;Other activities to be completed this quarter&lt;br&gt;Case-based Discussion&lt;br&gt;Learning Needs Analysis</td>
</tr>
<tr>
<td>April–June</td>
<td>Activities to be completed this quarter&lt;br&gt;Case-based Discussion&lt;br&gt;Learning Needs Analysis self-evaluation</td>
</tr>
<tr>
<td>July–September</td>
<td>15 July&lt;br&gt;Supervisor’s Report due for all trainees</td>
</tr>
<tr>
<td></td>
<td>31 August&lt;br&gt;Applications for Approval of Advanced Training for the second half of the year due&lt;br&gt;Other activities to be completed this quarter&lt;br&gt;Case-based Discussion&lt;br&gt;Learning Needs Analysis</td>
</tr>
<tr>
<td>October–December</td>
<td>Activities to be completed this quarter&lt;br&gt;Case-based Discussion&lt;br&gt;Learning Needs Analysis self-evaluation&lt;br&gt;Mini-Clinical Evaluation Exercise</td>
</tr>
<tr>
<td>October</td>
<td>15 October&lt;br&gt;Supervisor’s Report and all PREP tools due for trainees eligible for December Fellowship</td>
</tr>
<tr>
<td>January</td>
<td>31 January&lt;br&gt;Previous year’s Supervisor’s Report and all PREP tools due for trainees not applying for Fellowship in December</td>
</tr>
</tbody>
</table>
More information

RACP policies

- **Education policies**
- **Privacy Policy for Personal Information**
- **Code of Conduct and Working Together Policy**

RACP initiatives

- **Curated Collections** are learning resource guides based on the contributions and peer review of RACP Fellows and other experts.
- **Evolve** is a physician-led initiative to ensure the highest quality patient care through the identification and reduction of low-value practices and interventions.
- **Pomegranate Health Podcasts** (Pomcast) is a monthly medical podcast created by physicians, for physicians.

Useful contacts

<table>
<thead>
<tr>
<th>Contact the College</th>
<th>Australia</th>
<th>New Zealand</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Member Services Contact Centre</strong></td>
<td>Email: <a href="mailto:racp@racp.edu.au">racp@racp.edu.au</a>&lt;br&gt;Phone: 1300 MyRACP 1300 69 7227</td>
<td>Email: <a href="mailto:racp@racp.org.nz">racp@racp.org.nz</a>&lt;br&gt;Phone: 0508 MyRACP 0508 69 7227</td>
</tr>
<tr>
<td>First point of contact for general enquiries.</td>
<td><strong>Australia</strong></td>
<td><strong>New Zealand</strong></td>
</tr>
</tbody>
</table>

Other College contacts

<table>
<thead>
<tr>
<th>Education Officers</th>
<th>Australia</th>
<th>New Zealand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Officers administer the training program and can respond to training-related enquiries.</td>
<td>Email: <a href="mailto:AdolescentMed@racp.edu.au">AdolescentMed@racp.edu.au</a>&lt;br&gt;Phone: +61 2 8247 6218</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Training Support</th>
<th>Australia</th>
<th>New Zealand</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Training Support Unit supports trainees and supervisors of trainees who are experiencing difficulties in their training.</td>
<td>Email: <a href="mailto:trainingsupport@racp.edu.au">trainingsupport@racp.edu.au</a>&lt;br&gt;Phone: +61 2 9256 5457</td>
<td>Email: <a href="mailto:trainingsupport@racp.org.nz">trainingsupport@racp.org.nz</a>&lt;br&gt;Phone: +64 4 472 6713</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Supervisor Support</th>
<th>Email: <a href="mailto:supervisor@racp.edu.au">supervisor@racp.edu.au</a>&lt;br&gt;Phone: +61 2 8076 6300</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Supervisor Learning Support Unit provides and coordinates supervisor skills training.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>College Trainees’ Committee</th>
<th>Email: <a href="mailto:traineescommittee@racp.edu.au">traineescommittee@racp.edu.au</a></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The <strong>College Trainees’ Committee</strong> (CTC) reports to the College Board and represents and advocates on behalf of trainees.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>New Zealand Trainees’ Committee</th>
<th>Email: <a href="mailto:traineescommittee@racp.org.nz">traineescommittee@racp.org.nz</a></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The New Zealand Trainees’ Committee represents and advocates on behalf of trainees.</td>
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</tr>
</tbody>
</table>
Other contacts

Specialty Societies

Specialty societies are medical/scientific societies that bring together research and clinical scientists and physicians who are actively involved in a particular area of medical practice, e.g. cardiology, geriatric medicine. The specialty societies are independent organisations that contribute to physician education through their members’ involvement in College education committees and activities.

The Australian Association for Adolescent Health (Australia)

The Australian Association for Adolescent Health is the peak professional body representing Adolescent and Young Adult Health Medicine physicians in Australia.

Additional Training

It is strongly recommended that trainees complete coursework in the following areas:

- Child protection/sexual assault
- Cognitive behavioural therapy or introduction to mental health
- Family planning
- Adolescent health and wellbeing
- Methadone prescription
- Nutrition and obesity
- Multicultural health
- Injury and sports medicine