RACP
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Physician Readiness for Expert Practice

Advanced Training in Clinical Pharmacology

2017–18 Program Requirements Handbook

Adult Medicine Division

Paediatrics & Child Health Division

ASCEPT

About the 2017–18 handbook

This handbook outlines the complete program requirements for the RACP Physician Readiness for Expert Practice (PREP) Advanced Training in Clinical Pharmacology Program.

Satisfactory completion of these requirements is necessary for admission to Fellowship of the College or completion of post-Fellowship training.

The 2017–18 handbook applies to all Australian and New Zealand based trainees registered in a PREP program in 2017 and/or 2018, 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.

2017–18 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.

Changes to program requirements for 2017–18	Rationale for changes
Final Supervisor's Report renamed 'Supervisor's Report; additional Supervisor's Report replaces Mid-Year Progress Report for 12-month positions.	To ensure trainees and committees are better informed about trainee progress throughout the year.

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Clinical Pharmacology

Clinical Pharmacology is the scientific discipline that involves all aspects of the relationship between drugs and humans. Drugs are the main therapeutic tools of physicians and hence clinical pharmacology is a core skill for all physicians.

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.

Program	Advanced Training in Clinical Pharmacology
Overseeing committee(s)	Advanced Training Committee in Clinical Pharmacology (ATC)
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 (full-time equivalent (FTE))
Curricula	• Download the Clinical Pharmacology Advanced Training Curriculum (PDF 1MB) • Download the Professional Qualities Curriculum (PDF 1MB)
Qualification	Fellowship of the Royal Australasian College of Physicians (FRACP)

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 Clinical Pharmacology Supervisor's Report (.doc 288KB)
- Download the Clinical Pharmacology Project Cover Sheet (.doc 147KB)

Contact us

Phone: +61 2 8247 6232
Email: ClinicalPharmacology@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 the relevant specialty.

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.

How to apply

Both new and current trainees need to apply for Advanced Training each year.

Australian Trainees

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 Clinical Pharmacology (.doc 472KB).

New Zealand Trainees

Download, complete and submit the application form to apply for Advanced Training in Clinical Pharmacology (.doc 475KB) by the due dates below.

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

15 February	Closing date for applications for prospective approval of rotations in the current year
31 August	Closing date for applications for prospective approval of rotations in the second half of the current year

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 Clinical Pharmacology Advanced Training Curriculum (PDF 1MB)
- Download the Professional Qualities Curriculum (PDF 1MB)

Advanced Training Portal

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

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

Education policies

Education policies underpin all training requirements.

Key education policies include the following:

- Academic Honesty and Plagiarism
- Flexible Training
- Progression through Training
- Recognition of Prior Learning
- Special Consideration for Assessments
- Trainee in Difficulty Support Policy

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.

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

Trainees are eligible to be admitted to Fellowship of the College on the completion of all requirements of training. 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 clinical 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

Core training (minimum 24 months)	Non-core training (maximum 12 months)
Content	
• Clinical Pharmacology Advanced Training Curriculum • Professional Qualities Curriculum	• Clinical Pharmacology Advanced Training Curriculum • Professional Qualities Curriculum
Supervision	
Supervision per rotation: • 1 supervisor with FRACP • A second supervisor, FRACP not essential (recommended)	Supervision per rotation: • 1 supervisor with FRACP • A second supervisor, FRACP not essential (recommended) *It is recommended that all trainees also have a mentor during non-core training who is a Clinical Pharmacologist.*
Teaching and learning requirements	
Per year: • 2 Learning Needs Analysis • 2 Professional Qualities Reflections (recommended)	Per year: • 2 Learning Needs Analysis • 2 Professional Qualities Reflections (recommended)
Assessments	
Per rotation: • 1 Supervisor's Report (2 for 12-month rotations) Per year: • 4 Case-based Discussions • 1 Research Project	Per rotation: • 1 Supervisor's Report (2 for 12-month rotations) Per year: 1 Research Project

By the end of Advanced Training:

36 months of certified training time consisting of:

- 24 months of core training (minimum)
- 12 months of non-core training (maximum)
- Developmental and Psychosocial Training (Paediatric & 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 of Advanced Training in Clinical Pharmacology, of which 24 months must be in a core training position as accredited by the overseeing committee. Up to 12 months may be certified as non-core training.

Core training

A minimum of 24 months (FTE) must be spent in accredited clinical training positions. At least one core year must be in a full-time clinical registrar position. The second core year may include supervised research as part of study towards a Doctorate or Master's degree. Core years must include sufficient training activities, such as drug information, drug committee, ethics committee and therapeutic drug monitoring, to satisfy the learning goals outlined in the curricula.

Non-core training

A maximum of 12 months of non-core training may be undertaken in clinical training in other disciplines, or in research.

Training time in Australia/New Zealand

At least 12 months of Advanced Training in Clinical Pharmacology must be undertaken in Australia and/or New Zealand. This is to ensure that trainees receive adequate exposure to local practices and health services.

Other requirements

It is strongly recommended that trainees complete their Advanced Training at more than one training site.

Supervision requirements

Purpose

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

Core training

- 1 supervisor with FRACP
- A second supervisor, FRACP not essential (recommended)

Non-core training

- 1 supervisor with FRACP
- A second supervisor, FRACP not essential (recommended)

During a non-core year, trainees may be working in an environment where there are no consultant physicians. In such circumstances, trainees must nominate an appropriate senior colleague who will be acceptable to the overseeing committee to act as their supervisor.

It is recommended that all trainees also have a mentor during non-core training who is a Clinical Pharmacologist.

More information

- Supervision
- Download the Advanced Training supervisor amendment form (.doc 153KB)

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, one per three-month period, 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, one per six month period, early in the rotation due by the end of training rotation (core and non-core)

More information

- Complete and submit the LNA via the Advanced Training Portal
- Learning Needs Analysis information sheet, workflow and other resources

Professional Qualities Reflection (PQR)

Purpose

To help trainees to articulate and formalise ideas and insights about their professional development through the process of reflection.

Requirement

Two per year due by 31 January of the following year (core and non-core) (recommended)

More information

- Complete and submit the PQR via the Advanced Training Portal
- Professional Qualities Reflection information sheet and workflow

Research Projects

Purpose

To enable trainees to gain experience in research methods; in interpretation of research literature; in participation in research at some stage of their career; and to develop quality improvement skills.

Requirement

One project to be assessed as satisfactory by the end of each training year, one of these must be a major research project

Years 1 & 2 trainees: due by 15 December

Final year trainees: due by 15 September (to be eligible for Fellowship)

Any application for extension should be submitted prior to the due date.

Throughout the research projects, trainees should:

- consider and define a clinical problem(s) in the context of the existing literature
- provide evidence of the systematic acquisition, synthesis and interpretation of data
- demonstrate effective and succinct written communication.

Whilst completing the research projects, a trainee will be required to demonstrate an understanding of research methodology. This will help broaden their knowledge of the type of scientific material they will be exposed to during their practice as clinical pharmacologists. They must also demonstrate an ability to communicate original thought in an articulate and succinct manner.

NB: Documentation of research activity during the non-core year is expected; however, this may be a clinical pharmacology-related project from another discipline. Work undertaken as part of a Doctorate or Master's studies may be submitted as a project.

Acceptable standard

Research projects are a major requirement for physician training, and should be of a standard equal to that of a paper published in a peer-reviewed journal. Projects are assessed on:

- relevance to the discipline of clinical pharmacology
- evidence of investigator initiative
- unique and honest intellectual content, e.g. a literature review must be comprehensive and demonstrate an original argument and hypothesis (the ability to accurately paraphrase the literature is not adequate)
- research quality, e.g. choice of question, appropriateness of methods, analysis of results.
- presentation quality, e.g. written language, putting findings in context of existing knowledge
- ability to provoke thought/discussion relevant to the discipline.

Trainees should present their research projects at hospital, state or national meetings, and are encouraged to submit for publishing within a peer-reviewed journal.

Supervision

The project supervisor may be a different individual to the training supervisor.

The role of the project supervisor is to assist the trainee in the selection and design of the project and to guide the trainee through the project to completion.

The project supervisor is required to ensure the project is appropriate for the training programme and the trainee.

The trainee should be the primary author of the project report. The project supervisor is asked to certify that the project is ready for submission and the extent of the trainee's contribution. Trainees must allow adequate time for their project supervisor to read and provide feedback prior to the submission date.

Research Projects

Submission

Projects should be written:

- in sound English
- in a legible typeface, at least 11 point, and 1.5 line spacing
- with a standard and consistent method of citing literature.
- specify if the project is submitted as a minor or major project.

The nature and extent of the trainee's involvement should be explicitly and succinctly discussed in an accompanying cover sheet. Progress report cover sheets should also briefly outline how the project(s) contributed to training in clinical pharmacology.

Please submit the project and cover sheet in pdf format to:

clinicalpharmacology@racp.edu.au

The Education Officer

Advanced Training in Clinical Pharmacology

The Royal Australasian College of Physicians

145 Macquarie Street

SYDNEY NSW 2000

Review

All projects will be marked independently by two markers using the RACP Research Projects marking criteria. Markers will approved by the ATC lead in assessment. If there are not two 'satisfactory' ratings, the project will be referred to the Markers Panel, who may resolve to pass or fail the project, seek a third review, or invite submission of a revised project.

Extensions

Extensions may be granted under exceptional circumstances. Please apply to the overseeing committee for an extension prior to the due date with the length of extension requested and the reason for requesting an extension. Please note any delays in the final year of training may delay eligibility for fellowship.

Acceptable types of projects

Projects fall into several categories. The following is only a guide, and is not prescriptive. Other projects demonstrating scholarship in clinical pharmacology may be submitted for consideration. If you are unsure please ask.

Major research projects

Original scholarship[2]

Results of original work done by an individual trainee or as part of a team. The extent of the trainee's involvement should be clear.

Sample length[1]: 3000–5000 words

Literature review

Comprehensive review of a topic including the search strategy used.

Sample length[1]: 3000–5000 words

Minor research projects

Case report and review[3]

Review of a case and literature review. Case reports should be of publishable standard, i.e. providing novel knowledge or insights.

Sample length[1]: 2000–3000 words

Research proposal

A completed proposal for research including background, literature review, estimated cost, and how ethics approval will be sought, e.g. the plan for the major project

Research Projects

Sample length[1]: 2000 words

Audit or quality assurance

Audits should generally be substantial and lead to recommendations for clinical care or quality improvement.

A major audit may meet the criteria for original scholarship (see previous page).

Sample length[1]: 2000 words

[1] The recommended length is indicative only.

[2] Includes scholarly work, such as original research, written in IMRD (introduction, methods, results, discussion) format.

[3] Only one case report can be submitted during the course of Advanced Training.

More information

- Learning and assessment tool forms

Supervisor's Reports

Purpose

To evaluate and provide feedback on the trainee's progress, which informs the certification of training decision. This is a summative assessment.

Requirement

One Supervisor's Report is due per rotation, two per rotation for 12 month rotations (core and non-core)

For Advanced Trainees in 12-month positions:

- One Supervisor's Report is to be submitted by 15 July for the first six months of the calendar year.
- One Supervisor's Report is to be submitted by 31 January of the following year covering the final six months of the calendar year.

For Advanced Trainees in positions of six months or less with separate supervisors, or at separate sites:

- 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).

Advanced Trainees approaching the end of their training should submit a report that covers the whole second half of the year by 15 October.

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).

Supervisor's Reports
More information • More information on Supervisor's Reports • Learning and assessment tool forms • Progression Through Training Policy

Other requirements

Developmental and Psychosocial Training
Purpose 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.
Requirement **This is a requirement for Paediatrics & Child Health trainees only.** ***Australia:*** Once over entire training period (Basic Training *and* Advanced Training) for six months due by the end of Advanced 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

Important dates

January–March
15 February • Applications for Approval of Advanced Training due *Other activities to be completed this quarter* • Learning Needs Analysis • Case-based Discussion • Commence Project
April–June
Activities to be completed this quarter • Learning Needs Analysis self-evaluation • Case-based Discussion
July–September
15 July • Supervisor's Report due for all trainees *31 August* • Applications for Approval of Advanced Training for the second half of the year due *15 September* • Research Project due for trainees eligible for December Fellowship *Other activities to be completed this quarter* • Learning Needs Analysis • Case-based Discussion
October–December
15 October • Supervisor's Report and all PREP tools due for trainees eligible for December Fellowship *15 December* • Research Project due for Years 1 and 2 trainees *Other activities to be completed this quarter* • Learning Needs Analysis self-evaluation • Case-based Discussion
January
31 January • Previous year's Supervisor's Report and all PREP tools due for trainees *not* applying for Fellowship in December

More information

RACP policies

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

RACP initiatives

Pomegranate Podcasts (Pomcast) is a monthly medical podcast created by physicians, for physicians.

Evolve is a physician-led initiative to ensure the highest quality patient care through the identification and reduction of low-value practices and interventions.

Useful contacts

Contact the College	
Member Services Contact Centre First point of contact for general enquiries.	***Australia*** Email: racp@racp.edu.au Phone: 1300 MyRACP 1300 69 7227 ***New Zealand*** Email: racp@racp.org.nz Phone: 0508 MyRACP 0508 69 7227

Other College contacts	
Education Officers Education Officers administer the training program and can respond to training-related enquiries.	Email: ClinicalPharmacology@racp.edu.au Phone: +61 2 8247 6232
Training Support The Training Support Unit supports trainees and supervisors of trainees who are experiencing difficulties in their training.	***Australia*** Email: trainingsupport@racp.edu.au Phone: +61 2 9256 5457 ***New Zealand*** Email: trainingsupport@racp.org.nz Phone: +64 4 472 6713
Supervisor Support The Supervisor Learning Support Unit provides and coordinates supervisor skills training.	Email: supervisor@racp.edu.au Phone: +61 2 8076 6300
College Trainees' Committee The College Trainees' Committee (CTC) reports to the College Board and represents and advocates on behalf of trainees.	Email: traineescommittee@racp.edu.au
New Zealand Trainees' Committee The New Zealand Trainees' Committee represents and advocates on behalf of trainees.	Email: traineescommittee@racp.org.nz

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.

Australasian Society of Clinical and Experimental Pharmacologists and Toxicologists

The Australasian Society of Clinical and Experimental Pharmacologists and Toxicologists is the peak professional body representing Clinical Pharmacology physicians/paediatricians in Australia and New Zealand.

www.racp.edu.au

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