About the 2017–18 handbook

This handbook outlines the complete program requirements for the RACP Physician Readiness for Expert Practice (PREP) Advanced Training in Community Child Health 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.

<table>
<thead>
<tr>
<th>Changes to program requirements for 2017–18</th>
<th>Rationale for changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Research Project requirement for trainees commencing training in 2017 onwards.</td>
<td>To align with College-wide implementation of research projects to enable trainees to gain research skills and experience.</td>
</tr>
<tr>
<td>Final Supervisor’s Report renamed ‘Supervisor’s Report’; additional Supervisor’s Report replaces Mid-Year Progress Report for 12-month positions.</td>
<td>To ensure trainees and committees are better informed about trainee progress throughout the year.</td>
</tr>
<tr>
<td>Developmental and Psychosocial Training now considered complete on completion of Advanced Training in Community Child Health. Previously this was distinguished separately</td>
<td>To acknowledge that completion of this program meets the requirements of Developmental and Psychosocial Training.</td>
</tr>
</tbody>
</table>

Changes to be implemented in 2018

<table>
<thead>
<tr>
<th>Changes to be implemented in 2018</th>
<th>Rationale for changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarification of Child Protection Training requirements and new Child Protection Case Assessment.</td>
<td>To ensure that trainees are exposed to necessary skills in child protection clinical training and provide clarity.</td>
</tr>
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</table>
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Community Child Health

The specialty of community child health involves an understanding of the complex interplay between physical, social and environmental factors, and human biology affecting the growth and development of all young people.

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 Community Child Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overseeing committee(s)</td>
<td>Advanced Training Committee in Community Child Health (ATC)</td>
</tr>
<tr>
<td>Entry requirements</td>
<td>Completion of RACP Basic Physician Training, including the RACP Written and Clinical Examinations</td>
</tr>
<tr>
<td></td>
<td>Current medical registration</td>
</tr>
<tr>
<td></td>
<td>Appointment to an appropriate Advanced Training position</td>
</tr>
<tr>
<td>Minimum duration</td>
<td>3 years (full-time equivalent (FTE))</td>
</tr>
<tr>
<td>Curricula</td>
<td>Download the Community Child Health Advanced Training Curriculum (PDF 1MB)</td>
</tr>
<tr>
<td></td>
<td>Download the Professional Qualities Curriculum (PDF 1MB)</td>
</tr>
<tr>
<td>Qualification</td>
<td>Fellowship of the Royal Australasian College of Physicians (FRACP)</td>
</tr>
</tbody>
</table>

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

Child Protection Case Assessment

- Child Protection Case Assessment Logbook (DOC 45KB)
- Child Protection Case Assessment Workflow (PDF 162KB)
- Child Protection Case Assessment Form (DOC 45KB)
- Child Protection Case Assessment Guide (PDF 272KB)

Supervisor's Reports

- Download the Community Child Health Supervisor's Report (.doc 116KB)

Project

- Download the Community Child Health Paediatrics project report cover sheet (.doc 138KB)
- Download the Community Child Health Project Supervisors report (.doc 146KB)
Community Child Health Entrustable Professional Activities Pilot

Entrustable Professional Activities or EPAs are a relatively recent innovation in medical education, with the potential to transform our training programs. They are the essential work activities that supervisors need to be able to entrust their trainees to carry out. The College invited interested Community Child Health supervisors and trainees to participate in a pilot of EPAs in the first six months of the 2015 training year. The pilot aimed to explore the usefulness of EPAs in terms of both curricula design and workplace application for a College training program.

For more information including the pilot handbook and evaluation report, please visit the homepage for the pilot of Entrustable Professional Activities in Community Child Health.

Contact us

Phone: +61 2 8247 6231
Email: CommunityChildHealth@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 Community Child Health (.doc 472KB).

New Zealand Trainees
Download, complete and submit the application form to apply for Advanced Training in Community Child Health (.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

<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 Community Child Health 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

<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><strong>Content</strong></td>
</tr>
<tr>
<td>• Community Child Health Advanced Training Curriculum</td>
<td>• Community Child Health Advanced Training Curriculum</td>
</tr>
<tr>
<td>• Professional Qualities Curriculum</td>
<td>• Professional Qualities Curriculum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Supervision</strong> per rotation:</th>
<th><strong>Supervision</strong> per rotation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 supervisor with FRACP or equivalent</td>
<td>1 supervisor with FRACP or equivalent</td>
</tr>
<tr>
<td>A second supervisor who may or may not have FRACP (recommended)</td>
<td>A second supervisor who may or may not have FRACP (recommended)</td>
</tr>
</tbody>
</table>

### Teaching and learning requirements

<table>
<thead>
<tr>
<th>Per year:</th>
<th>Per year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4 Learning Needs Analysis</td>
<td>• 4 Learning Needs Analysis</td>
</tr>
<tr>
<td>• 2 Professional Qualities Reflection (recommended)</td>
<td>• 2 Professional Qualities Reflection (recommended)</td>
</tr>
</tbody>
</table>

### Assessments

<table>
<thead>
<tr>
<th>Per rotation:</th>
<th>Per rotation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 Supervisor’s Report (2 for 12-month rotations)</td>
<td>• 1 Supervisor’s Report (2 for 12-month rotations)</td>
</tr>
<tr>
<td>Per year:</td>
<td>Per year:</td>
</tr>
<tr>
<td>• 4 Case-based Discussions (clinical rotations only)</td>
<td>• 4 Case-based Discussions (clinical rotations only)</td>
</tr>
<tr>
<td>4 mini-Clinical Evaluation Exercises* (clinical rotations only)</td>
<td>4 mini-Clinical Evaluation Exercises* (clinical rotations only)*</td>
</tr>
</tbody>
</table>

**By the end of Advanced Training:**

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

- 12 months at an accredited Program of Excellence
- 6 months in community-based multidisciplinary paediatrics
- 6 months in behavioural & developmental paediatrics
- 3 months of child protection training or completion of 15 **Child Protection Case Assessments**
- 6 months of non-clinical activities
- Balance of non-core training in relevant community child health settings
- **Research Project requirement:**
  - 1 **Research Project** (for trainees commencing training in 2017 onwards)
  - 1 **Research Project** (for trainees who commenced training before 2017)
- **Developmental and Psychosocial Training**
- **2 Developmental-Behavioural mini-Clinical Evaluation Exercises (DB-CEX)**
*Each DB-CEX replaces one mini-Clinical Evaluation Exercise in the year it is completed*
### 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)

**Core training**
Advanced Trainees in Community Child Health must complete the following core training requirements:
- A minimum of 12 months attendance at an accredited Program of Excellence
- A minimum of six months in community-based multidisciplinary paediatrics.
- A minimum of six months in developmental & behavioural paediatrics.
- A minimum of three months in child protection or completion of 15 Child Protection Case Assessments
- A minimum of six months in a non-clinical area of community child health, such as in research or health promotion and management. Trainees can also meet this requirement by undertaking a postgraduate course with a population health focus (i.e. a Masters of Public Health). Trainees are strongly recommended to seek confirmation of the acceptability of a course prior to enrolment.

The balance of the 36 months must be in relevant community child health clinical settings. Some training positions may allow trainees to meet these core requirements concurrently, for example developmental and behavioural paediatrics and community-based multidisciplinary paediatrics; however, a trainee cannot be certified for more than 1.0 FTE in any given training period (i.e. a trainee cannot complete more than 12 months of training time in a 12-month period).

**Non-core training**
The balance of the 36 months of Advanced Training may be undertaken in further clinical training in disciplines such as behavioural and developmental paediatrics (including child and adolescent psychiatry), child protection, and community paediatrics, or in research. Other training rotations may be considered depending on their relevance to community child health, and must be prospectively approved. General paediatrics does not qualify as non-core training.

A maximum of 12 months FTE may be spent in an approved postgraduate university course with a population health focus. Prospective approval is essential prior to commencement of the course.

**Training time in Australia/New Zealand**
At least 24 months of Advanced Training in Community Child Health must be undertaken in Australia and/or New Zealand. This is to ensure that trainees receive adequate exposure to local practices and health services.
# Supervision requirements

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

**Core and non-core training**
Per rotation:
- 1 supervisor with FRACP or equivalent
- A second supervisor who may or may not have FRACP (recommended)

**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.

<table>
<thead>
<tr>
<th>Case-based Discussion (CbD)</th>
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</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Requirement</strong></td>
</tr>
<tr>
<td>Four per clinical year, one per three-month period, late in the rotation (clinical core and non-core) due by 31 January of the following year</td>
</tr>
<tr>
<td><strong>More information</strong></td>
</tr>
<tr>
<td>• Enter CbD rating form data into the Advanced Training Portal</td>
</tr>
<tr>
<td>• Case-based Discussion information sheet, workflow, rating form and other resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child Protection (CP) Case Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>The Child Protection (CP) case assessments are available as an alternative to three months child protection training time required to complete Advanced Training in Community Child Health. The CP case assessments guide trainees to consider ways to improve safety and promote wellbeing whenever they consult with children. The CP case assessments ensure trainees acquire differing levels of expertise and competency in recognising children’s vulnerability to harm as well as actual harms that occur as a result of child abuse and neglect.</td>
</tr>
<tr>
<td><strong>Requirement</strong></td>
</tr>
<tr>
<td>Trainees may complete 15 over the course of Advanced Training as an alternative to Child Protection training time.</td>
</tr>
<tr>
<td>• Case assessments are to include cases across primary, secondary and tertiary child protection. Siblings count as one case.</td>
</tr>
<tr>
<td>• Of the 15 case assessments:</td>
</tr>
<tr>
<td>o five cases must form the bases for Case-based discussions (CbD)</td>
</tr>
<tr>
<td>o two of these cases must be tertiary child protection cases and assessed by a child protection/forensic paediatrician.</td>
</tr>
<tr>
<td>o Assessments can be completed face to face or via video/teleconference with a</td>
</tr>
</tbody>
</table>
Child Protection (CP) Case Assessment

- Where Trainees wish to complete their Child Protection training requirement through a mix of training time and case assessments, the Trainee will need to complete the five case assessments, including two tertiary case assessments first in order for training time to be accredited. The completion of further primary and secondary case assessments is encouraged. The completion of five case assessments will equate to one month of child protection training.

- The trainee must also maintain a Child Protection Case Logbook for the 15 cases. The College may request to view this logbook for the training requirement to be fulfilled.

Case assessments must be submitted to the CCH supervisor/s for approval and must be recorded in the Supervisors Report for that training period to count towards the requirement.

More information
- Learning and assessment tool forms

Developmental-Behavioural Mini-Clinical Evaluation Exercise (DB-CEX)

Purpose
To be used as a structured teaching and learning activity based upon the direct observation of clinical skills in Developmental-Behavioural Paediatrics.

Requirement
Two over the course of training, late in the rotation (clinical core and non-core) due by 31 January of the following year

Note that each DB-CEX replaces one mini-Clinical Evaluation Exercise in the year it is completed

The DB-CEX has been designed to support diagnostic practice in Developmental-Behavioural Paediatrics. Developmental-Behavioural Paediatrics relies on the synthesis of information from a variety of domains of individual and family function obtained through interview, behavioural observations, direct elicitation of skills, physical examination, collateral history and investigations of various functional abilities. The DB-CEX includes clinical parameters specific to Developmental-Behavioural Paediatrics content.

It is suggested that 90 – 120 minutes should be adequate for observation and feedback during any given Developmental-Behavioural consultation. The observation could take place during protected supervision time at the end of a designated teaching clinic, when the supervisor and trainee operate their clinics in parallel, and follow with a meeting at the end.

Scheduling observations at different points of a training rotation is advisable. This will provide a longitudinal perspective of a trainee’s skill development. Observations performed earlier in a term will provide a baseline snapshot, whilst those undertaken later will allow further feedback to build upon earlier recommendations.

The trainee must enter the data from the completed RACP DB-CEX Evaluation Exercise rating form into the Advanced Training Portal as part of their record of training.

More information
- Contact your Education Officer

Learning Needs Analysis (LNA)

Purpose
To embed the process of planning and evaluating learning in the trainee’s practice.
### Learning Needs Analysis (LNA)

**Requirement**
Four per year, one per three-month period, early in the rotation (core and non-core) 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](#)

### 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**
Four per clinical year, one per three-month period, late in the rotation (clinical core and non-core) due by 31 January of the following year

Note that the number of mini-CEX assessments required is reduced by the number of DB-CEX assessments completed in the same 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](#)

### 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, one per six-month period, early in the rotation (core and non-core) due by 31 January of the following year (recommended)

**More information**
- Complete and submit the PQR via the [Advanced Training Portal](#)
- [Professional Qualities Reflection information sheet and workflow](#)

### Research Project

**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. Submission of a research project provides evidence of the skills of considering and defining research problems; the systematic acquisition, analysis, synthesis and interpretation of data; and effective written communication.

**Research Project (for trainees commencing training in 2017 onwards)**

**Requirement**
For trainees commencing training in 2017 onwards:

One over the course of training due by the annual submission date of 15 September in any year before the end of Advanced Training.

The research project must be marked as satisfactory prior to admission to Fellowship. It is recommended that trainees submit their research project by the annual submission date in their penultimate year of training to allow time for marking and resubmission of research projects initially marked ‘Resubmit’.

More information

- More information on Research Projects
- Research Projects eLearning@RACP module
- Education policies

Research Project (for trainees who commenced training before 2017)

Requirement

For trainees who commenced training before 2017:

One over the course of training due by 31 March or 31 August in the trainee’s second year of training

Preparation of a project requires the trainee to demonstrate an understanding of research methodology in order to have a better understanding of scientific material that they will be exposed to during their practice as community paediatricians. Projects require the trainee to demonstrate an ability to communicate original thought in an articulate and succinct manner.

The project is a major requirement for Advanced Training and should be of an appropriate standard. They are marked by at least two independent reviewers. The projects are assessed on scientific merit, relevance to the field of community child health, interpretation of the material, and the relevance of the literature review to the case study or research being presented. Projects are assessed on their unique and honest intellectual content. The ability to accurately paraphrase the literature is not adequate; excellent summaries of the literature are already widely available (e.g. “UpToDate”). Work that is of publishable standard is usually satisfactory; a project that is scientifically sound, but could have been undertaken by a medical student, or junior doctor, is not.

The project should be presented in a standard scientific format. Care should be taken with the presentation, including spelling and grammar. PowerPoint and other electronic formats are not acceptable, although a project discussing an online production or PowerPoint presentation may be acceptable. Trainees are required to seek advice from a member of the overseeing committee before embarking on such a project.

Role of the project supervisor

The role of the project supervisor is to guide trainees with respect to choice of project, methodology, statistical analysis, interpretation, and quality of presentation. The project supervisor is not a joint author. Physicians are expected to be able to write clear, succinct reports. Trainees who have language difficulties should undertake additional courses or training to address this problem.

The project supervisor is asked to certify that the project is ready for submission. Trainees must allow adequate time for their project supervisor to read and provide feedback prior to the submission date.

It is important that trainees choose project supervisors carefully. In some circumstances, trainees may require both a clinical supervisor and a project supervisor. If a trainee nominates the same supervisor for both roles, it is important that the project supervisor has the skills required to appropriately supervise the project. Trainees are advised to consider choosing an additional supervisor for their project, rather than expect their clinical supervisor to fill both roles.

Acceptable standard for projects
Research Project (for trainees who commenced training before 2017)

The written piece must have direct relevance to the practice of community child health. Emphasis will be placed on evidence of ongoing research over time throughout the period of Advanced Training.

Projects should be novel and incorporate original thought. Trainees will sometimes be working as part of a larger group or project. In such circumstances, trainees must be able to demonstrate that they have made an original contribution to the planning or interpretation of their study.

Projects should be presented in a standard suitable for publication to a peer-reviewed journal and should adhere to the usual norms of scientific writing. Projects should provide defined aims, clearly articulated objectives and prospectively defined methodology. The conclusions should relate to the aims. Discussion should place the new work in the context of the existing published literature. In addition, projects should be written in sound English and be free from grammatical and typographical errors. A standard, consistent method of citing the literature should be used.

Projects can take any of the following formats:

- Clinical or laboratory research presented in a form suitable for, or already submitted for, publication to a peer-reviewed journal (using the Vancouver guidelines).
- A substantial research proposal, including background, rationale, hypothesis, methodology, feasibility, ethics issues and approval, parent information sheet, and budget, accompanied by a comprehensive literature review (standard equivalent to an NHMRC Project Grant Application or Health Research Council New Zealand).
- A report and commentary on a substantial piece of original work, which is complete, e.g. doctorate (PhD, MD, Masters) or thesis for another higher degree (this piece of work must be relevant to the practice of paediatrics and child health). The project reviewers must receive the official academic record certifying completion. Completion of a higher degree alone does not fulfil the project requirement.
- NB: Trainees should be aware that a higher degree-based project will not be deemed complete until the overseeing committee has reviewed the transcript of the academic record certifying completion of the project from the relevant institution. Often there is a significant time delay, i.e. months, between completing coursework and thesis work, marking and rewrites, and the institution issuing an academic transcript certifying completion. A similar delay in the receipt of FRACP may result. The overseeing committee will not make exceptions, even if job opportunities are pending.
- Quality assurance, action research or an audit linked to evaluation of a service or clinical program, accompanied by a literature review; ideally, this should follow the paradigm of 'joined-up research', which would begin by assessing a problem, moving on to implementing change, and completing the circle by evaluating change over an appropriate period. Projects incorporating an advocacy element are encouraged. A single cross-sectional audit may not be accepted.
- A systematic review of the literature adhering to the Cochrane, or equivalent, methodology.

Further guidelines with respect to projects

By the end of the first year of Advanced Training, trainees should submit a project plan and name their supervisor in their application for approval for the following year of training. If a trainee intends to meet their project requirement through completion of original work for an acceptable higher degree, documentary evidence of enrolment and topic will be required at this time.

Trainees must have a project submitted by the end of their second year of training in order for their third and final year of training to be approved. Trainees who submit projects in their final year of training must be aware that admission to Fellowship may be delayed as a result of the assessment process. The overseeing committee will not, under any circumstance, assess projects out of session.
Research Project (for trainees who commenced training before 2017)

More information
• Learning and assessment tool forms
• Education policies

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).

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

Other requirements
Developmental and Psychosocial Training

NB: Completion of the Developmental and Psychosocial Training can be satisfied by completing all the requirements of Advanced Training in Community Child Health under the supervision of the ATC in Community Child Health. However, undertaking only a
**Developmental and Psychosocial Training**

*part of Advanced Training in Community Child Health will not satisfy this requirement.*

**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

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<tr>
<th>January–March</th>
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<tr>
<td><strong>15 February</strong></td>
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<tr>
<td>• Applications for Approval of Advanced Training due</td>
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<td><strong>Other activities to be completed this quarter</strong></td>
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<tr>
<td>• Learning Needs Analysis and self-evaluation</td>
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<td>• Mini-Clinical Evaluation Exercise</td>
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<th>April–June</th>
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<td><strong>Activities to be completed this quarter</strong></td>
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<td>• Professional Qualities Reflection</td>
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<th>July–September</th>
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<td><strong>15 July</strong></td>
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<tr>
<td>• Supervisor’s Report due for all trainees</td>
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<td><strong>31 August</strong></td>
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<tr>
<td>• Applications for Approval of Advanced Training for the second half of the year due</td>
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<td><strong>Other activities to be completed this quarter</strong></td>
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<th>October–December</th>
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<td><strong>15 October</strong></td>
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<tr>
<td>• Supervisor’s Report and all PREP tools due for trainees eligible for December Fellowship</td>
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<td><strong>Other activities to be completed this quarter</strong></td>
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<tr>
<td><strong>31 January</strong></td>
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<tr>
<td>• Previous year’s Supervisor’s Report and all PREP tools due for trainees not applying for Fellowship in December</td>
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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

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<tr>
<th>Contact the College</th>
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<tbody>
<tr>
<td><strong>Member Services Contact Centre</strong></td>
<td>First point of contact for general enquiries.</td>
</tr>
<tr>
<td><strong>Australia</strong></td>
<td>Email: <a href="mailto:racp@racp.edu.au">racp@racp.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Phone: 1300 MyRACP 1300 69 7227</td>
</tr>
<tr>
<td><strong>New Zealand</strong></td>
<td>Email: <a href="mailto:racp@racp.org.nz">racp@racp.org.nz</a></td>
</tr>
<tr>
<td></td>
<td>Phone: 0508 MyRACP 0508 69 7227</td>
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<tr>
<th>Other College contacts</th>
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<tbody>
<tr>
<td><strong>Education Officers</strong></td>
<td>Email: <a href="mailto:CommunityChildHealth@racp.edu.au">CommunityChildHealth@racp.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Phone: +61 2 8247 6231</td>
</tr>
<tr>
<td><strong>Training Support</strong></td>
<td>Email: <a href="mailto:trainingsupport@racp.edu.au">trainingsupport@racp.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Phone: +61 2 9256 5457</td>
</tr>
<tr>
<td><strong>Australia</strong></td>
<td>Email: <a href="mailto:trainingsupport@racp.org.nz">trainingsupport@racp.org.nz</a></td>
</tr>
<tr>
<td></td>
<td>Phone: +64 4 472 6713</td>
</tr>
<tr>
<td><strong>Supervisor Support</strong></td>
<td>Email: <a href="mailto:supervisor@racp.edu.au">supervisor@racp.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Phone: +61 2 8076 6300</td>
</tr>
<tr>
<td><strong>College Trainees’ Committee</strong></td>
<td>Email: <a href="mailto:traineescommittee@racp.edu.au">traineescommittee@racp.edu.au</a></td>
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<tr>
<td></td>
<td>Email: <a href="mailto:traineescommittee@racp.org.nz">traineescommittee@racp.org.nz</a></td>
</tr>
<tr>
<td><strong>New Zealand Trainees’ Committee</strong></td>
<td>Email: <a href="mailto:traineescommittee@racp.org.nz">traineescommittee@racp.org.nz</a></td>
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