



**RACP**

**Specialists. Together**

EDUCATE ADVOCATE INNOVATE

*Physician Readiness for Expert Practice*

## **Advanced Training in Palliative Medicine**

### **2017–18 Program Requirements Handbook**

*Adult Medicine Division/Paediatrics & Child Health Division*

*Australasian Chapter of Palliative Medicine*



## About the 2017–18 handbook

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

Satisfactory completion of these requirements is necessary for admission to Fellowship.

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
Changes to <a href="#">time-based requirements</a> for Adult Medicine trainees commencing training from 2017 onwards resulting in an overall decrease in core training to 24 months and an increase in non-core training to 12 months. Term 4 changed from a palliative medicine variable to a cancer care setting term, and Term 5 changed from oncology to a changes apply to related specialty non-core term.	To allow exposure to broader training experiences across both malignant and non-malignant disease while allowing greater flexibility for trainees to meet the curriculum requirements.
<a href="#">Supervision requirements</a> have been updated for Terms 4 and 5 for Adult Medicine trainees commencing training from 2017 onwards.	To align with changes to time-based requirements above.
New <a href="#">Research Project</a> requirement for trainees commencing training in 2017 onwards.	To align with College-wide implementation of research projects to enable trainees to gain research skills and experience.
<a href="#">Minimum training time</a> in Australia and New Zealand for Adult Medicine trainees now specifies that Training Terms 1, 2 and 3 must be completed in Australia/New Zealand.	To ensure trainees gain essential core experience at sites accredited by the overseeing committee.
New Zealand trainees now have separate <a href="#">due dates</a> .	To align with New Zealand training rotation dates.

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## Palliative Medicine

Palliative medicine is the study and management of patients with active, progressive and far-advanced disease, for whom the prognosis is limited and the focus of care is on their quality of life.

### 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.

<b>Program</b>	Advanced Training in Palliative Medicine
<b>Overseeing committee(s)</b>	Training Committee in Palliative Medicine (Australasia) (TCPM)
<b>Entry requirements</b>	<ul style="list-style-type: none"><li>• Completion of RACP Basic Physician Training, including the RACP Written and Clinical Examinations, or holding Fellowship from another <a href="#">prescribed medical college</a>.</li><li>• Current Medical registration</li><li>• Appointment to an appropriate Advanced Training position</li></ul>
<b>Minimum duration</b>	3 years (full-time equivalent (FTE))
<b>Curricula</b>	<ul style="list-style-type: none"><li>• <a href="#">Download the Palliative Medicine Advanced Training Curriculum (PDF 1MB)</a></li><li>• <a href="#">Download the Professional Qualities Curriculum (PDF 1MB)</a></li></ul>
<b>Qualification</b>	<p><b>Trainees entering the program through RACP Basic Training:</b> Fellowship of the Royal Australasian College of Physicians (FRACP) and Fellowship of the Australasian Chapter of Palliative Medicine (FACHPM)</p> <p><b>Trainees entering the program through Fellowship of another College:</b> Fellowship of the Australasian Chapter of Palliative Medicine (FACHPM)</p>

### 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

#### Supervisor's reports

- [Download the Palliative Medicine Supervisor's Report \(.doc 265KB\)](#)

#### Case study

- [Download the Palliative Medicine Case Study Marking Criteria \(.doc 54KB\)](#)
- [Download the Palliative Medicine Case Study Coversheet Template \(.doc 68KB\)](#)
- [Download the Palliative Medicine Resubmitted Case Study Coversheet \(.doc 75KB\)](#)
- [Download the Palliative Medicine Satisfactory Case Study Example \(PDF 911KB\)](#)
- [Download the Palliative Medicine Unsatisfactory Case Study Example \(PDF 1MB\)](#)

## Project

- [Download the Palliative Medicine Project Coversheet \(.doc 76KB\)](#)
- [Download the Palliative Medicine Resubmitted Project Coversheet \(.doc 88KB\)](#)
- [Download the Palliative Medicine Satisfactory Project Example \(PDF 450KB\)](#)

## Online Module

- [Pain Management eLearning@RACP Module](#)

## Contact us

Phone: +61 2 8247 6296

Email: [PalliativeMedTraining@racp.edu.au](mailto:PalliativeMedTraining@racp.edu.au)

## Apply for Advanced Training

### Eligibility

There are two pathways of entry into Advanced Training in Palliative Medicine. The specialist qualification awarded, FRACP and/or FChPM, depends on the pathway of entry.

Trainees are not able to complete Advanced Training in Palliative Medicine and the Clinical Diploma of Palliative Medicine concurrently.

### ***Eligibility and entry requirements for RACP Advanced Training (Adult Medicine and Paediatrics)***

New trainees can apply for Advanced Training after completing Basic Training through the relevant Division, 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.

### ***Eligibility and entry requirements for AChPM Advanced Training (Adult Medicine only)***

Trainees may apply to enter Advanced Training in Palliative Medicine after obtaining Fellowship of another College (e.g. Royal Australasian College of General Practitioners). Upon acceptance into the training program, trainees should seek appointment to an accredited Advanced Training position.

Trainees must be a Fellow of one of the following colleges/faculties:

- Australasian College for Emergency Medicine (FACEM)
- Australasian Faculty of Rehabilitation Medicine (FAFRM)
- Australian and New Zealand College of Anaesthetics (FANZCA)
- Australian College of Rural and Remote Medicine (FACRRM)
- College of Intensive Care Medicine (FCICM)
- Faculty of Pain Medicine (FFPMANZCA)
- Royal Australasian College of Surgeons (FRACS)
- Royal Australian and New Zealand College of Obstetricians and Gynaecologists (FRANZCOG)
- Royal Australian and New Zealand College of Psychiatrists (FRANZCP)
- Royal Australian and New Zealand College of Radiologists (FRANZCR)
- Royal Australian College of General Practitioners (FRACGP)
- Royal New Zealand College of General Practitioners (FRNZCGP)

Note that trainees entering Advanced Training in Palliative Medicine through this pathway will be granted Fellowship of the Australasian Chapter of Palliative Medicine via the Adult Medicine Division of the College. Trainees wishing to specialise in Paediatric Palliative Medicine must enter the program via RACP Basic Training in Paediatrics and Child Health.

### Advanced Training positions

Core training needs to be undertaken at [accredited training sites](#) that have been accredited by the overseeing committee for Advanced Training in the relevant specialty.

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 Palliative Medicine \(.doc 472KB\)](#).

### *New Zealand Trainees*

Download, complete and submit the [application form to apply for Advanced Training in Palliative Medicine \(.doc 475KB\)](#) 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*

<b>31 October</b>	Optional early closing date for applications for prospective approval of rotations in the first half or whole of the following year and December-April rotations
<b>15 February</b>	Closing date for applications for prospective approval of rotations in the current year
<b>31 May</b>	Optional early closing date for applications for prospective approval of rotations in the second half of the current year
<b>31 August</b>	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 Palliative Medicine 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 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 - Adult Medicine trainees commencing training from 2017 onwards

Core training (minimum 24 months)	Non-core training (maximum 12 months)
<b>Content</b>	
<ul style="list-style-type: none"> <li>• <a href="#">Palliative Medicine Advanced Training Curriculum</a></li> <li>• <a href="#">Professional Qualities Curriculum</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Palliative Medicine Advanced Training Curriculum</a></li> <li>• <a href="#">Professional Qualities Curriculum</a></li> </ul>
<b>Supervision</b>	
<p><a href="#">Supervision</a> per training term:</p> <p>Training terms 1, 2 and 3:</p> <ul style="list-style-type: none"> <li>• 2 supervisors with FRACP or FACHPM who are actively practising in palliative medicine</li> </ul> <p>Training term 4:</p> <ul style="list-style-type: none"> <li>• 1 supervisor with FRACP (Medical Oncology) or FRACP/FRCPA (Clinical Haematology) or FANZCR (Radiation Oncology) as relevant to term</li> <li>• 1 supervisor who holds FRACP or FACHPM who is actively practising in palliative medicine</li> </ul>	<p><a href="#">Supervision</a> per training term:</p> <p>Training term 5:</p> <ul style="list-style-type: none"> <li>• 1 supervisor with FRACP or FACHPM who is actively practising in palliative medicine</li> <li>• 1 supervisor actively practicing in relevant specialty with relevant Fellowship</li> </ul> <p>Training term 6:</p> <ul style="list-style-type: none"> <li>• 1 supervisor with FRACP or FACHPM who is actively practising in palliative medicine (can be remote supervision)</li> <li>• 1 on-site supervisor who works closely with the trainee – this supervisor does not necessarily have to hold FRACP or FACHPM</li> </ul>
<b>Teaching and learning requirements</b>	
<p>Per training term:</p> <ul style="list-style-type: none"> <li>• 1 <a href="#">Learning Needs Analysis</a></li> <li>• 1 <a href="#">Professional Qualities Reflection</a> (recommended)</li> </ul>	<p>Per training term:</p> <ul style="list-style-type: none"> <li>• 1 <a href="#">Learning Needs Analysis</a></li> <li>• 1 <a href="#">Professional Qualities Reflection</a> (recommended)</li> </ul>
<b>Assessments</b>	
<p>Per training term</p> <ul style="list-style-type: none"> <li>• 1 <a href="#">Supervisor's Report</a></li> <li>• 3 <a href="#">Case-based Discussions</a></li> <li>• 3 <a href="#">mini-Clinical Evaluation Exercises</a></li> </ul>	<p>Per training term</p> <ul style="list-style-type: none"> <li>• 1 <a href="#">Supervisor's Report</a></li> <li>• 3 <a href="#">Case-based Discussions</a></li> <li>• 3 <a href="#">mini-Clinical Evaluation Exercises</a></li> </ul>
<p><b>By the end of Advanced Training:</b></p> <p>36 months of <a href="#">certified training time</a> consisting of:</p> <ul style="list-style-type: none"> <li>• Adult Medicine <ul style="list-style-type: none"> <li>◦ 6 months inpatient unit/hospice</li> <li>◦ 6 months community setting</li> <li>◦ 6 months teaching hospital/consultation</li> <li>◦ 6 months cancer care setting</li> <li>◦ 6 months palliative medicine variable or relevant specialty training</li> <li>◦ 6 months non-core/elective training</li> </ul> </li> <li>• 1 <a href="#">Case Study</a></li> <li>• 1 <a href="#">Research Project</a></li> <li>• <a href="#">Online Learning Module: Pain Management</a></li> <li>• <a href="#">Communication Skills Workshop</a> (recommended only, not required)</li> </ul>	

## Program requirements overview - Adult Medicine trainees who commenced training before 2017

Core training (minimum 30 months)	Non-core training (maximum 6 months)
<b>Content</b>	
<ul style="list-style-type: none"> <li>• <a href="#">Palliative Medicine Advanced Training Curriculum</a></li> <li>• <a href="#">Professional Qualities Curriculum</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Palliative Medicine Advanced Training Curriculum</a></li> <li>• <a href="#">Professional Qualities Curriculum</a></li> </ul>
<b>Supervision</b>	
<p><a href="#">Supervision</a> per training term:</p> <p>Training terms 1, 2 and 3:</p> <ul style="list-style-type: none"> <li>• 2 supervisors with FRACP or FACHPM who are actively practising in palliative medicine</li> </ul> <p>Training term 4:</p> <ul style="list-style-type: none"> <li>• 1 supervisor with FRACP or FACHPM who is actively practising in palliative medicine</li> <li>• 1 co-supervisor who holds FRACP or FACHPM</li> </ul> <p>Training term 5:</p> <ul style="list-style-type: none"> <li>• 1 supervisor with FRACP or FACHPM who is actively practising in palliative medicine</li> <li>• 1 supervisor who is actively practising in relevant specialty with relevant Fellowship</li> </ul>	<p><a href="#">Supervision</a> per training term:</p> <p>Training term 6:</p> <ul style="list-style-type: none"> <li>• 1 supervisor with FRACP or FACHPM who is actively practising in palliative medicine (can be remote supervision)</li> <li>• 1 on-site supervisor who works closely with the trainee – this supervisor does not necessarily have to hold FRACP or FACHPM</li> </ul>
<b>Teaching and learning requirements</b>	
<p>Per training term:</p> <ul style="list-style-type: none"> <li>• 1 <a href="#">Learning Needs Analysis</a></li> <li>• 1 <a href="#">Professional Qualities Reflection</a> (recommended)</li> </ul>	<p>Per training term:</p> <ul style="list-style-type: none"> <li>• 1 <a href="#">Learning Needs Analysis</a></li> <li>• 1 <a href="#">Professional Qualities Reflection</a> (recommended)</li> </ul>
<b>Assessments</b>	
<p>Per training term</p> <ul style="list-style-type: none"> <li>• 1 <a href="#">Supervisor's Report</a></li> <li>• 3 <a href="#">Case-based Discussions</a></li> <li>• 3 <a href="#">mini-Clinical Evaluation Exercises</a></li> </ul>	<p>Per training term</p> <ul style="list-style-type: none"> <li>• 1 <a href="#">Supervisor's Report</a></li> <li>• 3 <a href="#">Case-based Discussions</a></li> <li>• 3 <a href="#">mini-Clinical Evaluation Exercises</a></li> </ul>
<p><b>By the end of Advanced Training:</b></p> <p>36 months of <a href="#">certified training time</a> consisting of:</p> <ul style="list-style-type: none"> <li>• Adult Medicine <ul style="list-style-type: none"> <li>◦ 6 months inpatient unit/hospice</li> <li>◦ 6 months community setting</li> <li>◦ 6 months teaching hospital/consultation</li> <li>◦ 6 months palliative medicine variable</li> <li>◦ 6 months oncology</li> <li>◦ 6 months non-core/elective training</li> </ul> </li> <li>• 1 <a href="#">Case Study</a></li> <li>• 1 <a href="#">Research Project</a></li> <li>• <a href="#">Online Learning Module: Pain Management</a></li> <li>• <a href="#">Communication Skills Workshop</a> (recommended only, not required)</li> </ul>	

## Program requirements overview – Paediatrics & Child Health trainees

Core training (minimum 30 months)	Non-core training (maximum 6 months)
<b>Content</b>	
<ul style="list-style-type: none"> <li>• <a href="#">Palliative Medicine Advanced Training Curriculum</a></li> <li>• <a href="#">Professional Qualities Curriculum</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Palliative Medicine Advanced Training Curriculum</a></li> <li>• <a href="#">Professional Qualities Curriculum</a></li> </ul>
<b>Supervision</b>	
<p><a href="#">Supervision</a> per training term:</p> <p>Per core training term:</p> <ul style="list-style-type: none"> <li>• 1 supervisor with FRACP or FACHPM who is actively practising in paediatric palliative medicine</li> <li>• 1 co-supervisor who holds FRACP or FACHPM</li> </ul> <p>Per relevant specialty training term:</p> <ul style="list-style-type: none"> <li>• 1 supervisor with FRACP or FACHPM, who is actively practicing in paediatric palliative medicine (can be remote supervision).</li> <li>• 1 on-site supervisor who holds Fellowship of a relevant medical college and is working in the area of the specialty</li> </ul>	<p><a href="#">Supervision</a> per training term:</p> <p>Per non-core training term:</p> <ul style="list-style-type: none"> <li>• 1 supervisor with FRACP or FACHPM who is actively practising in palliative medicine (can be remote supervision)</li> <li>• 1 on site supervisor who works closely with the trainee – this supervisor does not necessarily have to hold FRACP or FACHPM</li> </ul>
<b>Teaching and learning requirements</b>	
<p>Per training term:</p> <ul style="list-style-type: none"> <li>• 1 <a href="#">Learning Needs Analysis</a></li> <li>• 1 <a href="#">Professional Qualities Reflection</a> (recommended)</li> </ul>	<p>Per training term:</p> <ul style="list-style-type: none"> <li>• 1 <a href="#">Learning Needs Analysis</a></li> <li>• 1 <a href="#">Professional Qualities Reflection</a> (recommended)</li> </ul>
<b>Assessments</b>	
<p>Per training term</p> <ul style="list-style-type: none"> <li>• 1 <a href="#">Supervisor's Report</a></li> <li>• 3 <a href="#">Case-based Discussions</a></li> <li>• 3 <a href="#">mini-Clinical Evaluation Exercises</a></li> </ul>	<p>Per training term</p> <ul style="list-style-type: none"> <li>• 1 <a href="#">Supervisor's Report</a></li> <li>• 3 <a href="#">Case-based Discussions</a></li> <li>• 3 <a href="#">mini-Clinical Evaluation Exercises</a></li> </ul>
<p><b>By the end of Advanced Training:</b></p> <p>36 months of <a href="#">certified training time</a> consisting of:</p> <ul style="list-style-type: none"> <li>• Paediatrics &amp; Child Health <ul style="list-style-type: none"> <li>◦ 24 months core training</li> <li>◦ 6 months in relevant specialty training</li> <li>◦ 6 months in non-core training</li> </ul> </li> <li>• 1 <a href="#">Case Study</a></li> <li>• Research Project requirement: <ul style="list-style-type: none"> <li>◦ 1 <a href="#">Research Project</a> (for trainees commencing training in 2017 onwards)</li> <li>◦ 1 <a href="#">Research Project</a> (for trainees who commenced training before 2017)</li> </ul> </li> <li>• <a href="#">Online Learning Module: Pain Management</a></li> <li>• <a href="#">Developmental and Psychosocial Training</a> (Paediatric &amp; Child Health trainees only)</li> <li>• <a href="#">Communication Skills Workshop</a> (recommended only, not required)</li> </ul>	

<b>Time-based requirements - Training time and rotations (Adult Medicine)</b>
<p><b>Purpose</b></p> <p>To ensure adequate time for trainees to gain necessary learning experiences across a range of relevant rotations.</p>
<p><b>Total training time</b></p> <p>3 years (36 months (FTE))</p>
<p><b>Training rotations</b></p> <p><i><b>Adult Medicine trainees who commenced training from 2017 onwards</b></i></p> <ul style="list-style-type: none"> <li>• 24 months core training</li> <li>• 12 months non-core training</li> </ul> <p><i><b>Adult Medicine trainees who commenced training before 2017</b></i></p> <ul style="list-style-type: none"> <li>• 30 months core training</li> <li>• 6 months non-core training</li> </ul>
<p><b>Training terms</b></p> <p><i><b>Training term 1 (core) – palliative care inpatient unit or hospice</b></i></p> <p>This training is performed in a designated palliative care unit or hospice. The aim of this training term is for the trainee to gain experience, under supervision, in the practice of palliative medicine within an interdisciplinary palliative medicine team in a specialist palliative care inpatient setting.</p> <p><i><b>Training term 2 (core) – community setting</b></i></p> <p>This training is performed in a community setting (outreach or homecare service). The aim of this training term is for the trainee to gain experience, under supervision, in the provision of palliative medicine consultations in the domiciliary setting and ambulatory care clinics.</p> <p><i><b>Training term 3 (core) – teaching hospital consultation service</b></i></p> <p>This training is performed in a teaching hospital consultation service. The aim of this training term is for the trainee to gain experience, under supervision, in the provision of palliative medicine consultation to other units within a teaching hospital. Consultation services in district level (non-teaching) hospitals alone would normally not be acceptable.</p> <p><i><b>Training term 4 (core – other) – cancer care setting (for Adult Medicine trainees who commenced training from 2017 onwards)</b></i></p> <p>This training is performed in an oncology training post which is approved (supernumerary positions acceptable) for advanced training in medical oncology, clinical haematology or radiation oncology OR performed in a Palliative Medicine Consultation/Liaison post in a cancer centre (accredited by the TCPM as a Term 4 training site).</p> <p>A cancer centre is defined as a site that hosts 1 or more accredited advanced training positions in medical oncology and/or clinical haematology and/or radiation oncology, and where trainees will spend at least 75% of their clinical time providing care to oncology patients.</p> <p>The PREP tools for this term must have an oncology focus and cover at least four of the following seven areas of assessment and learning outcomes:</p> <ul style="list-style-type: none"> <li>• Diagnosis and management of oncological emergencies</li> <li>• Diagnosis, management and disease trajectories of common cancers</li> <li>• Discussion of cancer progression and consequent treatment decisions</li> <li>• Complications of cancer and its treatment</li> <li>• The role of curative and adjuvant oncological treatment</li> </ul>



## Time-based requirements - Training time and rotations (Adult Medicine)

- The role of palliative oncological treatment
- The role of the multi-disciplinary team in the management of patients with cancer

### ***Training term 4 (core – other) – hospital consultation/community/inpatient/other palliative medicine posts (for Adult Medicine trainees who commenced training before 2017)***

The trainee may wish to utilise this term to gain further palliative medicine experience in the above settings, or experience in other specialty areas of palliative medicine such as paediatric palliative medicine, rural and remote services, gynaecological palliative care, training in another country, etc. Trainees in non-paediatric palliative medicine may use this term to undertake a period of elective training in paediatric palliative medicine to gain experience in the area, and do not need to have completed Basic Training in Paediatrics & Child Health.

### ***Training term 5 (non-core) – Hospital consultation/community/inpatient palliative medicine or related specialty (for Adult Medicine trainees who commenced training from 2017 onwards)***

Trainees may elect to use this term to gain further palliative medicine experience in an accredited Palliative Medicine position, or in a position approved for advanced training in a specialty of relevance to palliative medicine. The following list of related specialties would be acceptable for Term 5 training:

- Cardiology
- General medicine
- Geriatric medicine
- Nephrology
- Neurology
- Respiratory medicine
- Gastroenterology
- Pain medicine
- Psychiatry
- Intensive Care

Other terms may be approved but applications should be made to the overseeing committee at least 6 months prior to the commencement of the term for prospective approval. Terms completed as a trainee in General Practice or working as a general practitioner are unlikely to be approved for this training term.

This term cannot be completed in an oncology training position.

PREP tools for this term must be completed relevant to the specialty area of training undertaken.

### ***Training term 5 (core – other) – oncology (for Adult Medicine trainees who commenced training before 2017)***

This term is mandatory for all Adult Medicine Advanced Trainees who cannot demonstrate to the TCPM that they have adequate prior experience in oncology. The oncology position that the trainee completes should be approved (supernumerary positions acceptable) for Advanced Training in medical oncology, haematology or radiation oncology. Three-month rotations in two of medical oncology, radiation oncology or haematology are acceptable.

### ***Training term 6 – (non-core) - Elective***

This term provides the trainee with the opportunity to choose an aspect of specialist medical practice or research that is of interest to them and of relevance to the practice of specialist palliative medicine. The trainee can elect to complete this training term in other related specialties (as listed for Term 5 training), research/academic study or as additional palliative medicine training. This term may be non-clinical training. However, if trainees have not had



## Time-based requirements - Training time and rotations (Adult Medicine)

adequate prior training or experience in an aspect of medical practice essential to specialist palliative medicine, the TCPM may direct that a training term(s) in a particular specialty be completed during the training program.

### *Research or academic study*

Trainees may perform accredited research directed towards an MD, PhD, or a program of academic study (Masters). This must be in areas that are relevant to palliative medicine, such as:

- palliative care or areas of study within the umbrella of palliative care (e.g. bereavement care)
- palliative medicine, pain management or pain medicine
- oncology (relevant to palliative care)
- clinical pharmacology or basic science aspects of palliative care or pain management
- psychological aspects of palliative care
- public health
- health policy
- health promotion
- health outcomes
- epidemiology with significant relevance to palliative care

The successful completion of a Masters-level university degree or the equivalent of the first year of an MD or PhD thesis (as evidenced by the submission of an acceptable Supervisor's Report) would be considered to fulfil the criteria for one non-core training term.

### **Training time in Australia/New Zealand**

Trainees must complete Training Terms 1, 2 and 3 in Australia and/or New Zealand.

## Time-based requirements - Training time and rotations (Paediatrics & Child Health)

### **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**

- 30 months core training
- 6 months non-core training

### **Definition of core training**

#### *Paediatric palliative care training (core)*

The aim of this training is for Paediatrics & Child Health Advanced Trainees to gain experience in palliative care of paediatric patients who may have a malignant diagnosis or non-malignant diagnosis, or a need for chronic and complex long-term care. Trainees can spend a minimum of 12 months and a maximum 18 months in this type of training.

#### *Adult palliative care training (core)*

The aim of this training is for Paediatrics & Child Health Advanced Trainees to gain experience in Adult Medicine. This training can be performed in either an inpatient unit or hospice, or community setting, or teaching hospital consultation, or a combination of the above mentioned settings. Trainees can spend a minimum of six months and a maximum of 12 months in this

## Time-based requirements - Training time and rotations (Paediatrics & Child Health)

type of training.

### ***Relevant paediatric specialty training (core – other)***

The aim of this training is for the trainee to gain clinical experience in a specialty relevant to the practice of paediatric palliative medicine. Highly recommended paediatric specialties include oncology/haematology, neurology, neonatology, intensive care, metabolic medicine, liaison psychiatry and pain medicine. This training is six months in duration.

The TCPM will allow the following specialties if the trainee can demonstrate that the training position consists of palliative care in excess of a standard placement: cardiology, general paediatrics, community child health, gastroenterology, respiratory medicine, nephrology and immunology.

### **Definition of non-core training**

#### ***Non-core training – other specialty, research or academic study***

This term provides the trainee with the opportunity to choose an aspect of specialist medical practice or research that is of interest to them and of relevance to the practice of specialist palliative medicine. The trainee can elect to complete this training term in other related specialties, research/academic study or as additional palliative medicine training. However, if trainees have not had adequate prior training or experience in an aspect of medical practice essential to specialist palliative medicine, the TCPM may direct that a training term(s) in a particular specialty be completed during the training program.

#### ***Other specialties***

The trainee may choose to gain broader experience working in other specialties with strong relevance to paediatric palliative medicine. Areas that have little or no direct relevance to palliative medicine, as deemed by the TCPM, are unlikely to be approved.

#### ***Research or academic study***

Trainees may perform accredited research directed towards an MD, PhD, or a program of academic study (Masters). This must be in areas that are relevant to palliative medicine, such as:

- palliative care or areas of study within the umbrella of palliative care (e.g. bereavement care)
- palliative medicine, pain management or pain medicine
- oncology (relevant to palliative care)
- clinical pharmacology or basic science aspects of palliative care or pain management
- psychological aspects of palliative care
- public health
- health policy
- health promotion
- health outcomes
- epidemiology with significant relevance to palliative care

The successful completion of a Masters-level university degree or the equivalent of the first year of an MD or PhD thesis (as evidenced by the submission of an acceptable Supervisor's Report) would be considered to fulfil the criteria for one non-core training term. This training is six months in duration.

### **Training time in Australia/New Zealand**

Trainees must spend a minimum of 18 months (FTE) core training in Australia and/or New Zealand.

## Supervision requirements

### Purpose

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

### Adult Medicine

#### *Training terms 1, 2 and 3:*

- 2 supervisors with FRACP or FACHPM who are actively practising in palliative medicine

#### *Training term 4 (for Adult Medicine trainees who commenced training from 2017 onwards):*

- 1 supervisor with FRACP (Medical Oncology) or FRACP/FRCPA (Clinical Haematology) or FANZCR (Radiation Oncology) for terms in Medical Oncology, Clinical Haematology or Radiation Oncology respectively
- 1 supervisor who holds FRACP or FACHPM who is actively practising in palliative medicine

#### *Training term 4 (for Adult Medicine trainees who commenced training before 2017):*

- 1 supervisor with FRACP or FACHPM who is actively practising in palliative medicine
- 1 co-supervisor who holds FRACP or FACHPM

#### *Training term 5 (for Adult Medicine trainees who commenced training from 2017 onwards):*

- 1 supervisor with FRACP or FACHPM who is actively practising in palliative medicine
- 1 supervisor actively practicing in relevant specialty with relevant Fellowship

#### *Training term 5 (for Adult Medicine trainees who commenced training before 2017):*

- 1 supervisor with FRACP or FACHPM who is actively practising in palliative medicine
- 1 supervisor who is actively practising in a relevant specialty with relevant Fellowship

#### *Training term 6:*

- 1 supervisor with FRACP or FACHPM who is actively practising in palliative medicine (can be remote supervision)
- 1 on-site supervisor who works closely with the trainee – this supervisor does not necessarily have to hold FRACP or FACHPM

### Paediatrics & Child Health

#### *Per core training term:*

- 1 supervisor with FRACP or FACHPM who is actively practising in paediatric palliative medicine
- 1 co-supervisor who holds FRACP or FACHPM

#### *Per relevant specialty training term:*

- 1 supervisor with FRACP or FACHPM who is actively practising in paediatric palliative medicine (can be remote supervision)
- 1 on-site supervisor who holds Fellowship of a relevant medical college and is working in the area of the specialty

#### *Per non-core training term:*

- 1 supervisor with FRACP or FACHPM who is actively practising in palliative medicine (can be remote supervision)
- 1 on-site supervisor who works closely with the trainee – this supervisor does not necessarily have to hold FRACP or FACHPM

## Time-based requirements - Training time and rotations (Paediatrics & Child Health)

### 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)
<b>Purpose</b> 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.
<b>Requirement</b> Three per training term (core and non-core) Due by 15 July for first half year terms and 31 January of the following year for second half year terms <b>Optional early due dates:</b> 15 May for first half year terms and 30 November for second half year terms
<b>More information</b> <ul style="list-style-type: none"><li>• Enter CbD rating form data into the <a href="#">Advanced Training Portal</a></li><li>• <a href="#">Case-based Discussion information sheet, workflow, rating form and other resources</a></li></ul>

Case Study
<b>Purpose</b> To help ground trainees in the culture of palliative medicine and interdisciplinary palliative care.
<b>Requirement</b> One over the course of training to be submitted by the end of the first 12 months of core training A trainee has a maximum of 3 submissions for one case study. Two unsatisfactory resubmissions of the case study are accepted before the trainee is required to submit a new case study. Case studies cannot be marked without a cover sheet, on which are the Educational Supervisor's signature and comments. One electronic copy of the case study as a Word Document with the signed cover sheet as a PDF must be emailed to <a href="mailto:PalliativeMedTraining@racp.edu.au">PalliativeMedTraining@racp.edu.au</a> . Please note, hardcopies of these documents are no longer accepted. If the case study is marked as unsatisfactory, the trainee is required to resubmit their case study addressing the issues raised by the two assessors, along with a signed Resubmitted Case Study Cover Sheet. Resubmissions cannot be marked without a cover sheet, on which are the Educational Supervisor's signature and comments. Trainees are required to submit this electronically to <a href="mailto:PalliativeMedTraining@racp.edu.au">PalliativeMedTraining@racp.edu.au</a> with the signed coversheet as a PDF and

## Case Study

the resubmitted case study as a Word Document. Please note that hardcopies and faxed copies will not be accepted.

Advanced Trainees are required to submit one case study of a patient they have managed. This study will not solely focus on the clinical aspects of the individual patient's disease, but will also consider the global issues of palliative care and the role of the doctor as a provider of palliative medicine to this patient. The trainee will explore the impact that caring for the particular patient and their family had on them personally.

The case study is limited to 3500 words, of which 500 words will explore the trainees' own reactions to the experience in palliative medicine, and will include relevant references. The case study must include an introduction, case study, discussion (including the trainee's own reflection on the case), conclusion and references. Even though the case would not normally be submitted to a peer-reviewed journal for consideration for publication, the case study must still be of sufficient standard.

### More information

- [Learning and assessment tool forms](#)
- [Academic Honesty and Plagiarism policy](#)

## Learning Needs Analysis (LNA)

### Purpose

To embed the process of planning and evaluating learning in the trainee's practice.

### Requirement

One per training term, early in the training term (core and non-core)

Due by 15 July for first half year terms and 31 January of the following year for second half year terms

**Optional early due dates:** 15 May for first half year terms and 30 November for second half year terms

### 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

Three per training term (core and non-core)

Due by 15 July for first half year terms and 31 January of the following year for second half year terms

**Optional early due dates:** 15 May for first half year terms and 30 November for second half year terms

### More information

- Complete and submit the mini-CEX via the [Advanced Training Portal](#)
- [Mini-CEX information sheet, workflow, rating form and other resources](#)

Professional Qualities Reflection (PQR)
<p><b>Purpose</b></p> <p>To help trainees to articulate and formalise ideas and insights about their professional development through the process of reflection.</p>
<p><b>Requirement</b></p> <p>One per training term (core and non-core) due any time during the year (recommended)</p>
<p><b>More information</b></p> <ul style="list-style-type: none"> <li>• Complete and submit the PQR via the <a href="#">Advanced Training Portal</a></li> <li>• <a href="#">Professional Qualities Reflection information sheet and workflow</a></li> </ul>

Research Project (for trainees commencing training in 2017 onwards)
<p><b>Purpose</b></p> <p>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.</p>
<p><b>Requirement</b></p> <p><b><i>For trainees commencing training in 2017 onwards:</i></b></p> <p>One over the course of training due by the annual submission date of 15 September in any year before the end of Advanced Training.</p> <p>The research project must be marked as satisfactory prior to admission to Fellowship. It is recommended that trainees submit their research project by 15 September in their penultimate year of training to allow time for marking and resubmission of research projects initially marked 'Resubmit'.</p> <p><b><i>For trainees who commenced training before 2017:</i></b></p> <p>Research Project requirement outlined below</p>
<p><b>More information</b></p> <ul style="list-style-type: none"> <li>• <a href="#">More information on Research Projects</a></li> <li>• <a href="#">Research Projects eLearning@RACP module</a></li> <li>• <a href="#">Education policies</a></li> </ul>

Research Projects (for trainees who commenced training before 2017)
<p><b>Purpose</b></p> <p>To assess the capabilities of Advanced Trainees in the collection and analysis of data, the critical review of published information, and the synthesis and expression of conclusions.</p>
<p><b>Requirement</b></p> <p><b><i>For trainees commencing training in 2017 onwards:</i></b></p> <p>Research Project requirement outlined above</p> <p><b><i>For trainees who commenced training before 2017:</i></b></p> <p>One project over the course of training to be submitted during the final year of training and due by the end of Advanced Training</p> <p>This project must be a substantive scholarly work. Advanced Training will not be completed and trainees will not be eligible for Fellowship until the research project has been assessed as</p>



## Research Projects (for trainees who commenced training before 2017)

satisfactory.

A trainee has a maximum of 3 submissions for one project. Two unsatisfactory resubmissions of the project are accepted before the trainee is required to submit a new project.

Projects cannot be marked without a cover sheet, on which are the Educational Supervisor's signature and comments. One electronic copy of the project as a Word Document with the project cover sheet as a signed PDF must be emailed to [PalliativeMedTraining@racp.edu.au](mailto:PalliativeMedTraining@racp.edu.au). Please note, hardcopies of these documents are no longer accepted.

If the project is marked as unsatisfactory, the trainee is required to resubmit their project addressing the issues raised by the two assessors, along with a signed Resubmitted Project Cover Sheet. Resubmissions cannot be marked without a project, on which are the Educational Supervisor's signature and comments. Trainees are required to submit this electronically to [PalliativeMedTraining@racp.edu.au](mailto:PalliativeMedTraining@racp.edu.au) with the signed coversheet as a PDF and the resubmitted project as a Word Document. Please note that hardcopies and faxed copies will not be accepted.

### Types of projects

The following types of projects are acceptable:

#### *Research*

These are projects that have researched a specific topic relevant to palliative medicine, and have created new information for the literature.

#### *Audit*

This is a project that examines current clinical practice. The findings are expected to either confirm current clinical practice or suggest changes.

#### *Research submission*

A research submission must be submitted in a format equivalent to that of the National Health & Medical Research Council (NHMRC) or the New Zealand Medical Research Council (NZMRC). The submission should include information about statistical calculations and a budget for the project. It should also include patient information sheets and consent forms. The research submission should be of a sufficient standard to be submitted to a Research Ethics Review Committee.

#### *Systematic review or literature review*

A systematic review or literature review should be submitted in a format similar to the instructions on the Cochrane Pain, Palliative and Supportive Care Group (PaPaS) [website](#).

#### *Other possibilities\**

In consultation with their project supervisor, and with the prior approval of the TCPM, trainees may submit alternative proposals that complement their previous experience and enhance their skills. Articles written by the trainee and published in peer-reviewed journals may also be acceptable as research projects. Submissions will be considered by the TCPM to ensure that they satisfy the project requirements, and are of the required standard for both academic content and presentation.

The project must be overseen by a project supervisor selected by the trainee. Once the project topic and type has been chosen trainees should complete the relevant section of the Application for Approval of Training to inform the TCPM.

Trainees are advised to start considering their project as early as possible. Trainees are required to meet regularly (face to face or electronically) with their project supervisor to monitor their progress on the project. Trainees who are having difficulty identifying a project supervisor should contact the TCPM for help.

Reports considered unsatisfactory by the TCPM will be rejected, even if a favourable comment has been made by the project supervisor. The research projects are marked (pass/fail) by two members (or previous members) of the TCPM. A third marker will review the project if the assessment of the first two markers is not unanimous.



## Research Projects (for trainees who commenced training before 2017)

Any comments from the markers regarding the project will be forwarded to the trainee to use as feedback for future work. Reasons for rejection and advice regarding re-submission will be sent to the trainee.

### More information

- [Learning and assessment tool forms](#)

## Supervisor's Report

### 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 term (core and non-core)

- One Supervisor's Report is to be submitted by 15 July for terms in the first half of the year.
- One Supervisor's Report is to be submitted by 31 January of the following year for terms in the second half of the year.

**Optional early due dates:** 15 May for first half of the year and 30 November for second half of the year

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

Communication Skills Workshop
<b>Purpose</b> To help trainees develop and improve communication with patients, carers and health workers.
<b>Requirement</b> Attend at least one workshop prior to completion of training (recommended). The workshop is a three-day course held once a year and is facilitated by the Chapter of Palliative Medicine. After completing the workshop, the trainee should be able to: <ul style="list-style-type: none"><li>• explain how good doctor–patient communication can benefit both patients and clinicians</li><li>• use verbal and non-verbal skills to respond to cues and emotions that arise during a consultation</li><li>• elicit and address patients' information needs and preferences</li><li>• elicit and address patients' goals, wishes, fears and concerns</li><li>• elicit and address both patient and clinician agendas</li><li>• introduce palliative care in a way that is consistent with the needs of the patient</li><li>• discuss potentially threatening information in an empathic manner</li><li>• address conflict and mismatched expectations between the patient and clinician</li><li>• establish appropriate goals of care at the end of life</li><li>• reflect on their own communication skills with reference to the frameworks and techniques discussed in the workshop.</li></ul>

Developmental and Psychosocial Training
<b>Purpose</b> 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.
<b>Requirement</b> <b>This is a requirement for Paediatrics &amp; Child Health trainees only.</b> <b>Australia:</b> Once over entire training period (Basic Training <i>and</i> Advanced Training) for six months due by the end of Advanced Training <b>New Zealand:</b> Once over entire training period (Basic Training <i>and</i> Advanced Training) for three months due by the end of Advanced Training
<b>More information</b> <ul style="list-style-type: none"><li>• <a href="#">More information on Developmental and Psychosocial Training</a></li><li>• <a href="#">Learning and assessment tool forms</a></li></ul>

Pain Management eLearning@RACP Module
<b>Purpose</b> To help trainees acquire a minimum level of knowledge and skills in an area of medicine in which there are variable levels of evidence to guide practice, and often divergent opinions on management, the Palliative Medicine Pain Management Modules have been specifically designed to be consistent with the RACP Advanced Training Curriculum for Palliative Medicine.
<b>Requirement</b> Once over the course of training due by the end of Advanced Training The course presents relevant scenarios in a series of three long cases and seven short cases.

## Pain Management eLearning@RACP Module

The long cases address in depth the management of patients in the community, hospital and inpatient palliative care settings. The short cases address specific issues around pain management. Through an interactive case-based approach, the trainee can answer a series of case-based questions and then view expert answers written by Palliative Medicine physicians. A list of additional readings is included at the end of each section for trainees who wish to further explore the topic.

### *Long cases*

1. Palliative Care in the Community Setting
2. Palliative Care in the Tertiary Setting
3. Palliative Care in a Palliative Care Unit

### *Short cases*

1. Opioids in Renal Failure
2. Intrathecal Analgesia
3. Mucositis
4. Prescribing Errors
5. Tenesmus
6. Pain Assessment in the Profoundly Disabled Child
7. Non-pharmacological Management of Pain

### **More information and resources**

[RACP eLearning platform – Pain Management](#)

## Important dates

October -December
<p>31 October</p> <ul style="list-style-type: none"><li>Optional early applications for Approval of Advanced Training for the first half or whole of the following year due*</li></ul>
January–March
<p>15 February</p> <ul style="list-style-type: none"><li>Applications for Approval of Advanced Training for the current year due</li></ul>
April–June
<p>31 May</p> <ul style="list-style-type: none"><li>Optional early applications for Approval of Advanced Training for the second half of the current year due*</li><li>Optional early submissions of Supervisor’s Reports and all PREP tools for the first half of the year due*</li></ul>
July–September
<p>15 July</p> <ul style="list-style-type: none"><li>Supervisor’s Report and all PREP tools for the first half of the year due</li></ul> <p>31 August</p> <ul style="list-style-type: none"><li>Applications for Approval of Advanced Training for the second half of the year due</li></ul> <p>15 September</p> <ul style="list-style-type: none"><li>Research Project submission date</li></ul>
October–December
<p>15 October</p> <ul style="list-style-type: none"><li>Supervisor’s Report and all PREP tools for the second half of the year due for trainees eligible for December Fellowship</li></ul> <p>31 October</p> <ul style="list-style-type: none"><li>Optional early submissions of Supervisor’s Reports and all PREP tools for the second half of the year due*</li></ul>
January
<p>31 January</p> <ul style="list-style-type: none"><li>Previous year’s Supervisor’s Report and all PREP tools for the second half of the year due for trainees <i>not</i> applying for Fellowship in December</li></ul>

\*New Zealand trainees are encouraged to submit applications, Supervisor’s Reports and PREP tools by the early optional round dates

## 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	
<b>Member Services Contact Centre</b> First point of contact for general enquiries.	<b>Australia</b> Email: <a href="mailto:raccp@raccp.edu.au">raccp@raccp.edu.au</a> Phone: 1300 MyRACP 1300 69 7227 <b>New Zealand</b> Email: <a href="mailto:raccp@raccp.org.nz">raccp@raccp.org.nz</a> Phone: 0508 MyRACP 0508 69 7227

Other College contacts	
<b>Education Officers</b> Education Officers administer the training program and can respond to training-related enquiries.	Email: <a href="mailto:PalliativeMedTraining@raccp.edu.au">PalliativeMedTraining@raccp.edu.au</a> Phone: +61 2 8247 6296
<b>Training Support</b> The Training Support Unit supports trainees and supervisors of trainees who are experiencing difficulties in their training.	<b>Australia</b> Email: <a href="mailto:trainingsupport@raccp.edu.au">trainingsupport@raccp.edu.au</a> Phone: +61 2 9256 5457 <b>New Zealand</b> Email: <a href="mailto:trainingsupport@raccp.org.nz">trainingsupport@raccp.org.nz</a> Phone: +64 4 472 6713
<b>Supervisor Support</b> The Supervisor Learning Support Unit provides and coordinates supervisor skills training.	Email: <a href="mailto:supervisor@raccp.edu.au">supervisor@raccp.edu.au</a> Phone: +61 2 8076 6300
<b>College Trainees' Committee</b> The <a href="#">College Trainees' Committee</a> (CTC) reports to the College Board and represents and advocates on behalf of trainees.	Email: <a href="mailto:traineescommittee@raccp.edu.au">traineescommittee@raccp.edu.au</a>
<b>New Zealand Trainees' Committee</b> The New Zealand Trainees' Committee represents and advocates on behalf of trainees.	Email: <a href="mailto:traineescommittee@raccp.org.nz">traineescommittee@raccp.org.nz</a>

## 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.

### **Australian and New Zealand Society for Palliative Medicine (ANZSPM)**

The [Australian and New Zealand Society for Palliative Medicine](#) is the peak professional body representing Palliative Medicine physicians/paediatricians in Australia and New Zealand.

[www.racp.edu.au](http://www.racp.edu.au)

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