



**RACP**

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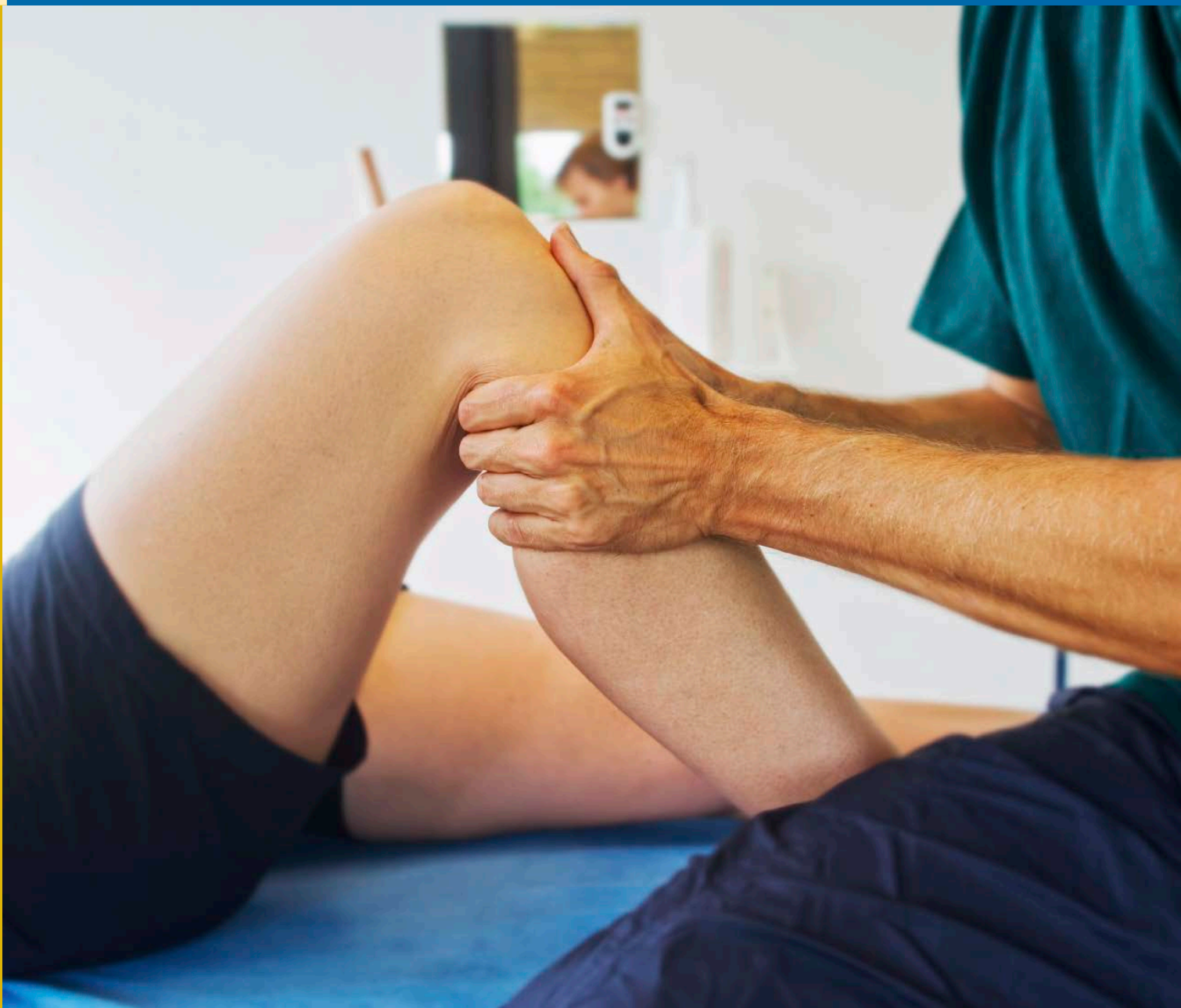
EDUCATE ADVOCATE INNOVATE

*Physician Readiness for Expert Practice*

## **Advanced Training in Rehabilitation Medicine**

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

*Australasian Faculty of Rehabilitation 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 Rehabilitation Medicine Program.

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

The 2017–18 handbook applies to all Australian and New Zealand based trainees registered in a PREP program in 2017 and/or 2018, regardless of the year in which they commenced PREP Advanced Training. A trainee is considered to be in a PREP Advanced Training Program if they first enrolled in that program from 2011 onwards. Where not specified as being particular to either Australia or New Zealand, information applies to trainees and supervisors in both countries.

### 2017–18 Program requirement updates

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

Changes to program requirements for 2017–18	Rationale for changes
<b>Changes to be implemented in 2017</b>	
New <a href="#">Research Project</a> requirement added for trainees commencing training from 2017 onwards.	To align with College-wide implementation of research projects to enable trainees to gain research skills and experience.
Module 3 no longer required to be submitted before the first attempt at the Fellowship Examinations. Modules 4 and 6 must still be submitted by 1 April of the year of the first attempt at the Fellowship Examinations.	To allow more flexibility for trainees in completing this requirement as the work completed in this Module is not assessed in the Fellowship Examinations.
<b>Changes to be implemented in 2018</b>	
Number of <a href="#">examination attempts</a> has been aligned at three across all examinations and any time limits have been removed.	To allow trainees to better plan their training and completion of requirements.
Modules 4 and 6 no longer required to be submitted before the first attempt at the Fellowship Examinations.	To allow more flexibility for trainees in completing these requirements as the work completed in these Modules is not assessed in the Fellowship Examinations.

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## Rehabilitation Medicine

Rehabilitation Medicine is the diagnosis, assessment, prevention and management of an individual with a disability due to illness or injury. Rehabilitation Physicians work with people with a disability to help them achieve and maintain an optimal level of performance and improve 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 Rehabilitation Medicine
<b>Overseeing committee(s)</b>	Australasian Faculty of Rehabilitation Medicine Education Committee (FEC)
<b>Entry requirements</b>	<ul style="list-style-type: none"><li>• Current Medical registration</li><li>• Completion of two full years postgraduate supervised training in general medical and surgical areas</li><li>• Appointment to an appropriate Advanced Training position</li></ul>
<b>Minimum duration</b>	4 years (full-time equivalent (FTE))
<b>Curricula</b>	<ul style="list-style-type: none"><li>• <a href="#">Download the Rehabilitation Medicine Advanced Training Curriculum (PDF 1MB)</a></li><li>• <a href="#">Download the Professional Qualities Curriculum (PDF 1MB)</a></li></ul>
<b>Qualification</b>	Fellowship of the Australasian Faculty of Rehabilitation Medicine (FAFRM)

### Quick links

- [Apply or re-register](#)
- [Program requirements overview](#)
- [Important dates](#)
- [AFRM Training Portal](#)
- [Accredited training sites](#)
- [Part-time training](#)
- [Membership fees \(including training fees\)](#)
- [Supervision](#)
- [Download the Advanced Training supervisor amendment form \(.doc 153KB\)](#)
- [Download the Advanced Training interruption of training form \(.doc 1.1MB\)](#)

### Learning and assessment tool forms

- [Download the Rehabilitation Medicine \(General\) Supervisor's Report Form \(PDF 175KB\)](#)
- [Download the In-Training Long Case Assessment rating form \(PDF 94KB\)](#)
- Complete your In-Training Long Case Assessment on the [AFRM Training Portal](#)
- [Download the Rehabilitation Medicine \(General\) External training modules assignment cover sheet \(PDF 212KB\)](#)

### Contact us

Phone: +61 2 8076 6350  
Email: [rehab@racp.edu.au](mailto:rehab@racp.edu.au)

## Apply for Advanced Training

### Eligibility

New trainees can apply for Advanced Training after completing two full years post-graduate supervised training. 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

Please [download, complete and submit the new trainee application form to apply to become a trainee in Advanced Training in Rehabilitation Medicine \(General\) \(PDF 92KB\)](#).

New and current trainees need to apply for Approval of Advanced Training each year. Note that new trainees can only submit the approval form below once their new trainee application has been approved.

Please [download, complete and submit the application form to apply for annual approval of Advanced Training in Rehabilitation Medicine \(General\) \(PDF 407KB\)](#).

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>28 February</b>	Closing date for applications for prospective approval of rotations in 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 Rehabilitation Medicine Advanced Training Curriculum \(PDF 1MB\)](#)
- [Download the Professional Qualities Curriculum \(PDF 1MB\)](#)

### Training Portal

Resources for many of the requirements of this training program can be accessed through the [AFRM Training Portal](#). These include:

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

### Education policies

[Education policies](#) underpin all training requirements.

Key education policies include the following:

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

### Variations in training and flexible training options

[Variations in training](#) processes cover dual, joint, conjoint and post-fellowship training.

[Flexible training option](#) information covers part-time training, interruptions to training, withdrawing from training and exceptional circumstances.

### Trainee responsibilities

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

The College is committed to supporting trainees who are experiencing difficulty in their training. If trainees or supervisors are experiencing difficulty, they should contact their [Education Officer](#) and the [Training Support Unit](#).

### Supervisor roles and responsibilities

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

### Accreditation of settings

Core training is usually conducted in training positions at [accredited training sites](#) that have been accredited by the overseeing committee.



## **eLearning@RACP**

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

- Communication
- Indigenous Health
- Research
- Supervisor Professional Development
- Telesupervision

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

## **Admission to Fellowship**

Trainees are eligible to be admitted to Fellowship of the College on the completion of all requirements of training. The College will invite trainees to apply for Fellowship once the overseeing committee has recommended them for admission. The admission process involves completion of an application form, and the payment of a fee.

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

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



## Program requirements

Program requirements are the components of a training program that a trainee must complete in order to progress through training. Mandatory program requirements are linked to the certification of training, progression through training and program completion.

Program requirements are made up of formative and summative assessments, teaching and learning activities, the type and duration of clinical rotations, course work and other requirements, such as minimum overall duration of training.

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

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

## Program requirements overview

Core training (minimum 36 months)	Non-core training (maximum 12 months)
<b>Content</b>	
<ul style="list-style-type: none"> <li>• <a href="#">Rehabilitation Medicine Advanced Training Curriculum (General)</a></li> <li>• <a href="#">Professional Qualities Curriculum</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Rehabilitation Medicine Advanced Training Curriculum (General)</a></li> <li>• <a href="#">Professional Qualities Curriculum</a></li> </ul>
<b>Supervision</b>	
<p><a href="#">Supervision</a> per rotation:</p> <ul style="list-style-type: none"> <li>• 1 supervisor with FAFRM actively practising in rehabilitation medicine</li> </ul>	<p><a href="#">Supervision</a> per rotation:</p> <ul style="list-style-type: none"> <li>• 1 supervisor with FAFRM, FRACP or Fellowship of another College or Faculty (appropriate to the rotation)</li> </ul>
<b>Teaching and learning requirements</b>	
<p>Per rotation:</p> <ul style="list-style-type: none"> <li>• 1 <a href="#">Learning Needs Analysis</a></li> <li>• 1 <a href="#">Professional Qualities Reflection</a></li> </ul>	<p>Per rotation:</p> <ul style="list-style-type: none"> <li>• 1 <a href="#">Learning Needs Analysis</a></li> <li>• 1 <a href="#">Professional Qualities Reflection</a></li> </ul>
<b>Assessments</b>	
<p>Per rotation:</p> <ul style="list-style-type: none"> <li>• 1 <a href="#">Supervisor's Report</a></li> <li>• 2 <a href="#">In-training Long Case Assessments*</a></li> <li>• 1 <a href="#">Trainee Term Evaluation Report</a></li> </ul>	<p>Per rotation:</p> <ul style="list-style-type: none"> <li>• 1 <a href="#">Supervisor's Report</a></li> <li>• 2 <a href="#">In-training Long Case Assessments*</a></li> <li>• 1 <a href="#">Trainee Term Evaluation Report</a></li> </ul>

\* First year trainees in their first term of training and fourth year trainees in their final term of training are not required to complete the In-Training Long Case Assessment.

### By the end of Advanced Training:

48 months of [certified training time](#) consisting of:

- 36 months of core training (minimum)
- 12 months of non-core training (maximum)
- [In-Training Long Case Assessments](#) (completed satisfactorily) (at least 3 must be directly observed)
- [FIM™ training course](#)
- [Module 1 – Written Assessment](#) (to be completed once in first or second year of Advanced Training)
- [Module 2 – Clinical Assessment](#) (to be completed once in first or second year of Advanced Training)
- External Training Modules:
  - [Module 3 – Research](#)
  - [Module 4 – Clinical Neuropsychology](#)
  - [Module 5 – Health Services Administration and Evaluation](#)
  - [Module 6 – Behavioural Sciences](#)
- 2 [Formal Long Case Assessments](#)
- [Fellowship Written Examinations](#) (can be attempted in Advanced Training Year 3 or 4)
- [Fellowship Clinical Examinations](#) (can be attempted in Advanced Training Year 3 or 4)
- Prosthetics and Orthotics courses (highly recommended)

<b>Time-based requirements - Training time and rotations</b>	
<b>Purpose</b>	To ensure adequate time for trainees to gain necessary learning experiences across a range of relevant rotations.
<b>Total training time</b>	4 years (48 months) (FTE)
<b>Training rotations</b>	Minimum 36 months core training, maximum 12 months non-core training
<b>Core training</b>	A minimum of 36 months (FTE) must be spent in accredited training settings under the supervision of a Fellow of the AFRM.
<b>Non-core training</b>	A maximum of 12 months of non-core training may be undertaken in clinical training in other disciplines, or in research. The overseeing committee will prospectively approve these rotations on a case-by-case basis.
<b>Training time in Australia/New Zealand</b>	Trainees must spend a minimum of 36 months (FTE) core training in Australia and/or New Zealand (except for trainees in Hong Kong and Singapore). This is to ensure that trainees receive adequate exposure to local practices and health services. Trainees considering training in overseas positions should seek guidance from the overseeing committee prior to applying for prospective approval.
<b>Other requirements</b>	Trainees are strongly encouraged to gain experience in more than one hospital unit or training setting during Advanced Training.

<b>Supervision requirements</b>	
<b>Purpose</b>	To provide trainees with appropriate support and guidance to complete the training program.
<b>Core training</b>	Per core rehabilitation medicine six-month training term: 1 supervisor with FAFRM actively practising in rehabilitation medicine
<b>Non-core training</b>	1 supervisor with FAFRM, FRACP or Fellowship of another College or Faculty (appropriate to the rotation)
<b>More information</b>	<ul style="list-style-type: none"> <li>• <a href="#">Supervision</a></li> <li>• <a href="#">Download the Advanced Training supervisor amendment form (.doc 153KB)</a></li> </ul>

## 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.

Learning Needs Analysis (LNA)
<b>Purpose</b> To embed the process of planning and evaluating learning in the trainee's practice.
<b>Requirement</b> One per six-month training term (core and non-core), early in the term, due 31 August (for training in the first half of the year) and 28 February (for training in the second half of the year)
<b>More information</b> <ul style="list-style-type: none"><li>Complete and submit the LNA via the <a href="#">AFRM Training Portal</a></li><li><a href="#">Learning Needs Analysis information sheet, workflow and other resources</a></li></ul>

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

In-training Long Case Assessment
<b>Purpose</b> To evaluate the level of professional judgement exercised by the trainee in dealing with common clinical problems in rehabilitation medicine. This is a formative assessment.
<b>Requirement</b> Two per six-month training term ( <i>except in Year 1 and Year 4</i> ) <i>Year 1:</i> Two per year (minimum) completed in the second six-month period of the year, later in the training term <i>Year 2 and Year 3:</i> Four per year (minimum), two completed per six-month period, later in the

## In-training Long Case Assessment

training term

Year 4: Two per year (minimum) completed in the first six-month period of the year, later in the term

Trainees are required to complete a minimum of 12 In-Training Long Case Assessments including at least three (one per year during Years 2-4)) which are directly observed by the end of Advanced Training.

An In-Training Long Case Assessment encounter involves a comprehensive review of clinical cases between an Advanced Trainee and an assessor, resulting in feedback being given to the trainee across a range of areas.

Part-time trainees are also expected to undertake at least two In-Training Long Case Assessments during each six-month term. Part-time trainees must complete the same number of formative and summative assessment activities and teaching and learning tools as full-time trainees.

### More information

- Enter the results of each In-training Long Case Assessment via the [AFRM Training Portal](#)
- [In-Training Long Case Assessment information](#)

## 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 training term (core and non-core) before the trainees leaves the training setting for the particular term due by 31 August (for training in the first half of the year) and 28 February (for training in the 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](#)

## FIM™ training course

### Purpose

To provide training in FIM™ (Functional Independence Measure) as it is an important tool for rehabilitation physicians, and most staff members in rehabilitation units are expected to be FIM™ credentialed.

### Requirement

Once over the course of training by the end of Advanced Training

#### ***For trainees commencing training in 2011 onwards:***

Required

#### ***For trainees who commenced training before 2011:***

Recommended

The FIM™ instrument is a functional assessment scale for collecting uniform measurement and data on disability and rehabilitation outcomes.

It should be noted that final certification for Fellowship may be delayed unless the overseeing committee is satisfied that all the requirements for the training program have been adequately met.

### More information

- [Australasian Rehabilitation Outcomes Centre](#) (University of Wollongong)

## Module 1 – Written Assessment

### Purpose

To assess knowledge of basic and clinical sciences.

### Requirement

Once over the course of training before progressing to the third year of Advanced Training Module 1 is a two-hour assessment with 100 multiple-choice questions. It is usually held twice each year between March and October and trainees are strongly advised to sit for Module 1 in their first year of Advanced Training. Trainees will not be eligible to proceed to the third year of Advanced Training until Module 1 has been completed.

Trainees may take Modules 1 and 2 in any order. Successful completion of either module is not required to undertake the other module.

Module 1 is an assessment of knowledge based on basic and clinical sciences and includes clinical pharmacology, clinical surgery, anatomy, physiology and pathology. Trainees are expected to be familiar with advances in physiology and biochemistry applicable to internal medicine.

A detailed syllabus is not issued, but trainees are expected to be familiar with the material in current textbooks of internal medicine, and with the relevant aspects of basic sciences that are applicable to internal medicine and therapeutics.

Trainees must:

- Be fully current with all College training fees. Trainees with outstanding training fees will not be eligible to sit Module 1 unless they have made an application in writing to the Honorary Treasurer requesting special consideration.
- Complete payment of examination fee by due date in order to guarantee a place at the examination.

### Exam attempt limit

Trainees should note changes to [examination attempt limits](#) that will apply to all trainees commencing training from 2018.

## Module 1 – Written Assessment

### More information

- [Examination information sheet](#)

## Module 2 – Clinical Assessment

### Purpose

To examine the trainee's ability to perform a competent clinical examination and to interpret general medical and surgical problems and other data relevant to rehabilitation physicians in the management of rehabilitation patients.

### Requirement

Once over the course of training before progressing to the third year of Advanced Training Module 2 is generally held between May to July in one or two central locations in Australia. Trainees are strongly advised to sit for Module 2 in their first year of Advanced Training. Trainees will not be eligible to proceed to the third year of Advanced Training until Module 2 has been completed.

Trainees may take Modules 1 and 2 in any order. Successful completion of either module is not required to undertake the other module.

Module 2 is run and is assessed as follows:

- The standard required in Module 2 is that expected of a competent postgraduate year three doctor.
- Module 2 consists of seven clinical stations, which are situated in separate rooms, clearly marked with consecutive numbers.
- Most stations will be live, with patients with common medical problems, for the modified short-case examination. Two or three stations may be static and may present with CXRs, ECGs, etc. There may be a minimum of two rest stations.
- Assessors rate a trainee's performance in each station by reference to predetermined standardised criteria.
- The total time for each trainee to complete the assessment is approximately 1½ hours.
- Trainees will rotate through the stations, each of approximately eight minutes, with a three-minute break between stations.

Trainees must:

- Be fully current with all College training fees. Trainees with outstanding training fees will not be eligible to sit Module 2 unless they have made an application in writing to the Honorary Treasurer requesting special consideration.
- Complete payment of examination fee by due date in order to guarantee a place at the examination.

### Exam attempt limit

Trainees should note changes to [examination attempt limits](#) that will apply to all trainees commencing training from 2018.

### More information

- [Examination information sheet](#)



## External Training Module 3 – Research

### 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.

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

Trainees who commenced training in 2017 onwards must complete 1 RACP Research Project as detailed below.

### ***For trainees who commenced training before 2017:***

Trainees who commenced training before 2017 have the option to complete any one of the following requirements:

- 1 RACP Research Project
- 1 Clinical Research Project and 2 article critiques; or
- 2 Research Projects

See below for further details on each of the above options.

## RACP Research Project

### Requirement

One RACP Research Project 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 15 September 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](#)

## Clinical Research Project and Article Critiques

### Requirement

Once over the course of training due by 15 September in the trainee's penultimate year

After accessing and reading critical appraisal guidelines, trainees are required to evaluate two published research articles and write 600 word reports describing the methodology and results for each one. Trainees will also be required to design and implement a limited clinical research project.

The final presentation of the project should be in a format suitable for journal publication and be no longer than 3000 words.

### More information

Trainees should contact the Faculty at [Rehab@racp.edu.au](mailto:Rehab@racp.edu.au) to apply and request the course outline.

## Research Projects

### Requirement

Two satisfactory projects by the end of Advanced Training, One project to be assessed as satisfactory by the end of the trainee's second year of training; the second project is to be

## External Training Module 3 – Research

assessed as satisfactory by the end of the trainee's third year of training, due by 15 September. Each project will be assessed by two independent reviewers. One project should be submitted and assessed as satisfactory by the end of the second year of training in order to progress to the third 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 the type of scientific material that they will be exposed to during their practice as physicians. Projects require the trainee to demonstrate an ability to communicate original thought in an articulate and succinct manner.

The projects are a major requirement for physician training, and should be of an appropriate standard. The projects are assessed upon scientific merit, relevance to the field of rehabilitation medicine, interpretation of the material, and the relevance of the literature review to the case study or research being presented. Projects are also assessed on their unique and honest intellectual content. The ability to accurately paraphrase the literature is not adequate.

Excellent summaries of the literature are widely available (e.g. UpToDate). Work that is of publishable standard is usually satisfactory, whereas a project that is scientifically sound but could have been undertaken by a medical student or junior doctor is not.

The project should usually 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 should seek advice from the Convenor of External Training Module 3 before embarking on such a project.

It is a requirement that the project must be prepared specifically for this task. The same work may not have been used for any other purpose such as a project for another training program. A thesis or project prepared for a higher qualification such as a Doctorate or Masters may not be submitted as a project, although a reformatted project based on the work undertaken during these studies may be.

References must be presented in a consistent format, and must be sufficiently detailed to enable the assessor to check them, if desired. Three hardcopies of the project should be submitted.

### **Role of the supervisor**

The role of the supervisor is to assist the trainee with the selection of the project and project design, and to guide the trainee in completion of the project. The supervisor is not a joint author. The trainee and their project supervisor should meet early in the course of training to devise the projects that will be undertaken. Once the projects are decided, the supervisor should meet with the trainee on a regular basis to ensure that the project is progressing and conforms to the guidelines. The supervisor should read the final project, and certify that the project is ready for submission. Trainees must allow adequate time for their supervisor to read and provide feedback prior to the submission date.

In certain cases, the trainee's project supervisor may be different from their term supervisor. Trainees should exercise particular caution in this instance, and ensure that the term supervisor remains informed of their progress in their project work.

Trainee projects already published in an acceptable peer-reviewed journal will usually be considered 'satisfactory' without further review. Exceptions may arise if the trainee's contribution, or relevance of the project to rehabilitation medicine, is uncertain.

All other projects will be marked independently by two markers. If there are not two 'satisfactory' ratings, the project will be referred to the Convenor of External Training for Module 3, who may resolve to pass or fail the project, seek a third review, or invite submission of a revised project.

### **Acceptable project formats**

The written piece should have direct relevance to the practice of rehabilitation medicine, and

## External Training Module 3 – Research

each trainee should aim to present and/or publish at least one research project in an appropriate forum during the course of Advanced Training. A presentation, for example, might be made to the AFRM's Annual Scientific Meeting.

Projects should be novel and incorporate original thought. Trainees will sometimes be working as part of a larger group or project; however, trainees are required to make an original contribution to the planning or interpretation of their study.

Projects should be presented to a standard suitable for publication and should adhere to usual norms for 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 published literature. In addition, projects should be written in sound English and be free of grammatical and typographical errors. A standard, consistent method of citing the literature should be used.

Projects can take any of the following formats:

### *Original scholarship<sup>2</sup>*

Results of original work done by a trainee alone or as part of a team. Indication of a trainee's involvement will need to be made clear in the latter case.

Sample length<sup>1</sup>: 3000 words

### *Literature review*

Comprehensive review of a topic including search strategy used.

Sample length<sup>1</sup>: 3000–5000 words

Example: M. V. Morton and P. Wehman; Psychosocial and emotional sequelae of individuals with traumatic brain injury: a literature review and recommendations. *Brain Injury*, 1995, Vol. 9, No. 1, pages 81-92.

### *Case report and review<sup>3</sup>*

Review of an interesting case and brief literature review. Case reports should be of publishable standard, i.e. provide novel knowledge or insights.

Sample length<sup>1</sup>: 2000–3000 words

Example: Elizabeth S. Bensen MD, Kenneth M. Jaffe MD, Phillip I. Tarr MD; Acute gastric dilatation in Duchenne muscular dystrophy: a case report and review of the literature. *Archives of Physical Medicine and Rehabilitation*, Volume 77, Issue 5, May 1996, pages 512-514.

### *Research proposal*

A completed proposal for research including background, literature review, estimated cost, and how ethics approval will be sought.

Sample length<sup>1</sup>: 2000 words

### *Presentation<sup>4</sup>*

Summary of oral or poster presentation made to the Australian & New Zealand Society for Geriatric Medicine (ANZSGM) Annual Scientific Meeting, including abstract.

Sample length<sup>1</sup>: 2000 words

### *Audit or quality assurance*

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

Sample length<sup>1</sup>: 2000 words

<sup>1</sup> The recommended length is indicative only.

<sup>2</sup> Includes scholarly work, such as original research and educational projects, written in IMRD (introduction, methods, results, discussion) format.

<sup>3</sup> Only one case report should be submitted during the course of Advanced Training.

<sup>4</sup> PowerPoint presentations will not be accepted. Projects should be written in a style suitable

### External Training Module 3 – Research

for publication in a peer-reviewed journal.

Published examples, accessible in the public domain, are provided. Published projects are of a high standard and thus are not intended to indicate the 'satisfactory' standard.

#### More information

- [Learning and assessment tool forms](#)

### External Training Module 4 – Clinical Neuropsychology

#### Purpose

To provide trainees with a neuropsychological perspective of brain impairment, and to introduce some of the major neuropsychological syndromes encountered in patients referred to a Rehabilitation Medicine Unit.

#### Requirement

One over the course of training

***For trainees first attempting either AFRM Fellowship Examination in 2018 onwards:***

To be submitted 6 months prior to the completion of training

***For trainees first attempting either AFRM Fellowship Examination in 2017:***

To be submitted by 1 April 2017

Five essay-type answers of no more than 1200 words each must be submitted for each of the following topics:

- Severe traumatic brain injury
- Mild traumatic brain injury
- Dementia
- Disorders of frontal lobe dysfunctioning
- Apraxia/agnosia/visuoperceptual problems.

#### More information

- Trainees should contact the Faculty at [Rehab@racp.edu.au](mailto:Rehab@racp.edu.au) to apply and request the course outline.

### External Training Module 5 – Health Services Administration and Evaluation (formerly 'Administration & Management of Rehabilitation Services')

#### Purpose

To provide trainees with the necessary knowledge and skills to attain competency in administration, leadership and quality management. The competencies required of a Rehabilitation Physician are outlined in the Rehabilitation Medicine Advanced Training Curriculum (Theme 1.3).

At the conclusion of this module, trainees should be able to:

- demonstrate sound knowledge of the administration of a rehabilitation service, including skills in leadership and management of an interdisciplinary team
- understand current quality management practices and be able to assess the quality of rehabilitation programs and outcomes.

#### Requirement

One over the course of training to be submitted 6 months prior to the completion of training

Two written assignments (2000 words each) must be selected and submitted from topics such as:

- administration and leadership of a rehabilitation service

## External Training Module 5 – Health Services Administration and Evaluation (formerly ‘Administration & Management of Rehabilitation Services’)

- safety and quality in healthcare
- using evidence-based research to improve health outcomes

OR

An “accredited” workshop on management or leadership for clinicians (of at least two days) must be completed. Satisfactory completion of a 500 word reflective essay at the conclusion of the workshop is compulsory.

### More information

- Trainees should contact the Faculty at [Rehab@racp.edu.au](mailto:Rehab@racp.edu.au) to apply and request the course outline.

## External Training Module 6 – Behavioural Sciences

### Purpose

To provide trainees with an understanding of psychological and sociological theories and research relevant to the understanding of how people experience disability and rehabilitation.

On the completion of this course, trainees will be able to:

- employ relevant behavioural sciences’ concepts to describe and/or explain issues in rehabilitation
- use selected examples of the behavioural sciences’ literature to explore psychobehavioural and psychosocial aspects of rehabilitation
- write about contemporary issues in rehabilitation medicine in a manner that displays knowledge of, and readings in, the behavioural sciences
- identify and understand that rehabilitation is influenced by geographical, social and cultural factors.

Trainees will have the opportunity to relate concepts and processes in rehabilitation medicine to psychological, behavioural and social sciences literature, theories and research, and to develop an understanding of theories and research in behavioural sciences relevant to:

- people with disability in society
- a person’s experience of becoming and being disabled
- psychological, social and cultural factors influencing rehabilitation rural and remote communities.

### Requirement

***For trainees first attempting either AFRM Fellowship Examination in 2018 onwards:***

To be submitted 6 months prior to the completion of training

***For trainees first attempting either AFRM Fellowship Examination in 2017:***

To be submitted by 1 April 2017

Trainees are required to submit four written assignment papers of 2000 words each.

Section A consists of one topic (The biopsychosocial model of medical care), which is a compulsory assignment for all trainees.

Trainees must then choose one assignment from the topics listed in each of the following sections:

- Section B – *The process/experience of rehabilitation*
- Section C – *The process/experience of disability*
- Section D – *Rural, remote and culturally appropriate rehabilitation*

Assignments are to be written in formal academic style, including a comprehensive list of references presented in the form used in the reading list.

## External Training Module 6 – Behavioural Sciences

### More information

- Trainees should contact the Faculty at [Rehab@racp.edu.au](mailto:Rehab@racp.edu.au) to apply and request the course outline.

## Formal Long Case Assessment

### Purpose

To evaluate the level of professional judgement exercised when dealing with common clinical problems in rehabilitation medicine for trainees nearing consultancy.

### Requirement

Two by the end of Advanced Training in the final (fourth) year of training

All trainees are required to complete two satisfactory Formal Long Case Assessments under examination conditions before being eligible for recommendation to FAFRM.

The two assessments may be completed at different times with different assessors or in sequence on the same day if necessary.

Formal Long Case Assessments are assessed by two Fellows of the Faculty, one of whom must be an accredited AFRM Long Case Assessor. The other assessor may be the trainee's current supervisor or other nominated Faculty Fellow.

The Long Case Assessment rating form needs to be completed and submitted by the assessors, not the trainee.

The assessors are not required to directly observe the trainee during the 60 minutes spent with the patient for history taking and clinical examination.

No performance feedback is provided to trainees by the assessors at the time of the Formal Long Case Assessment.

### More information

- [Learning and assessment tool forms](#)

## Fellowship Written Examination

### Purpose

To test the trainee's ability to:

- evaluate and assess complex problems of a clinical or administrative nature
- communicate relevant information in a clear written form, within the time available
- demonstrate an awareness of the judgement of priorities, and the importance of sensitive interdisciplinary planning and liaison
- adopt an orderly, logical and mature approach to current areas of debate and controversy in disability management

### Requirement

One over the course of training

Usually held between March to June of the calendar year

- The Fellowship Written Examination includes two papers taken on the same day, as follows:
  - Paper A – Eight modified essay questions (3.5 hours)
  - Paper B – 130 multiple-choice questions (3 hours).
- Paper A and Paper B are unbundled and are considered as separate assessment outcomes.
- A satisfactory standard must be reached for both Paper A and Paper B to be granted an



## Fellowship Written Examination

overall pass in the Fellowship Written Examination.

- Paper B, the multiple-choice question paper, consists of 130 A-type questions (single best response of four or five alternatives).
- The Fellowship Written Examination examines the candidate's knowledge and competence in the assessment and management of disability, including any matters referred to in the Rehabilitation Medicine Advanced Training Curriculum.
- Candidates must pass both the written component (Fellowship Written Examination) and the clinical component (Fellowship Clinical Examination) of the AFRM Fellowship Examinations.
- Fellowship Examinations can be taken in any order during the third year or fourth year of Advanced Training with the Faculty - the Fellowship Written Examination is not a barrier to attempting the Fellowship Clinical Examination.

Trainees must:

- Be fully current with all College training fees. Trainees with outstanding training fees will not be eligible to sit the Fellowship Written Examination unless they have made an application in writing to the Honorary Treasurer requesting special consideration.
- Complete payment of examination fee by due date in order to guarantee a place at the examination.

### Eligibility

Trainees are eligible to apply for the 2017 Fellowship Examinations (Written and Clinical) if they have satisfactorily completed at least 24 months of certified full-time training in rehabilitation medicine and have submitted External Training Modules 4 and 6 before 1 April 2017.

Trainees are eligible to apply for the 2018 Fellowship Examinations (Written and Clinical) if they have satisfactorily completed at least 24 months of certified full-time training in rehabilitation medicine (submission of External Training Modules 4 and 6 before 1 April is not required for trainees who are first attempting the Fellowship Examinations in 2018).

### Exam attempt limit

Trainees should note changes to [examination attempt limits](#) that will apply to all trainees commencing training from 2018.

### More information

- [Progression through Training Policy](#)

## Fellowship Clinical Examination

### Purpose

To evaluate the trainee's competence when dealing with clinical problems and tasks relevant to the practice of rehabilitation medicine, as set out in the Rehabilitation Medicine Advanced Training Curriculum.

### Requirement

One over the course of training

Usually held between July to September of the calendar year

- The Fellowship Clinical Examination takes the form of a standardised clinical examination (commonly referred to as an SCE).
- Candidates rotate through 12 stations over a period of 2½ to 3 hours.
- Assessors rate a trainee's performance in each station by reference to predetermined standardised criteria set for each station, candidates are required to demonstrate a satisfactory performance across all areas of the Fellowship Clinical Examination.



## Fellowship Clinical Examination

- Each station presents a different clinical scenario and may set out a specific written task or problem.
- Trainees will rotate through the stations, each of approximately eight minutes, with a three-minute break between stations
- A candidate must pass both the written component (Fellowship Written Examination) and clinical component (Fellowship Clinical Examination) of the AFRM Fellowship Examinations.
- Fellowship Examinations can be taken in any order during the third year or fourth year of Advanced Training with the Faculty - the Fellowship Written Examination is not a barrier to attempting the Fellowship Clinical Examination.
- Trainees must:
  - Be fully current with all College training fees. Trainees with outstanding training fees will not be eligible to sit the Fellowship Clinical Examination unless they have made an application in writing to the Honorary Treasurer requesting special consideration.
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### More information

- [Progression through Training Policy](#)

## Trainee Term Evaluation Form

### Purpose

To provide feedback to the College for use in future training program evaluations and to encourage trainees to reflect on their training rotations to embed reflection and review into their practice.

### Requirement

Two per year, one per six-month training term (core and non-core) due by 31 August (for training in the first half of the year) and 28 February (for training in the second half of the year)

The Trainee Term Evaluation Form provides feedback to the Faculty about a trainee's training experience for each six-month period.

Progression to the next year will not occur until the trainee has submitted two Trainee Term Evaluation Forms:

- Advanced Trainees are required to submit a Trainee Term Evaluation Form for each rotation.
- Forms should be completed before the trainee leaves the training setting for the particular

## Trainee Term Evaluation Form

term.

Before recommendation to Fellowship, all required Trainee Term Evaluation Forms must have been submitted.

Along with the Supervisor's Reports, the Trainee Term Evaluation Form provides the principal basis upon which certification of the training program will be determined.

All information provided is treated as confidential, with an AFRM staff administrator and the New Fellow Representative being the only persons with access to the completed Trainee Term Evaluation Forms.

Information provided is de-identified and added to a training settings database that is accessed as part of the review cycle for accreditation of training settings.

Trainees are required to rate their actual experience in the following areas:

- Orientation
- Workload
- Teaching and learning on the job
- Leadership opportunities
- Additional training opportunities
- Skills supervision.

If the feedback indicates that a trainee has had significant concerns or difficulties, the College will contact them to discuss possible follow-up action.

### More information

- [Learning and assessment tool forms](#)

## Examination attempts

As part of recent policy changes, the number of examination attempts has been aligned at three across all exams and any time limits have been removed effective from 2018.

### *Examination attempt limits for trainees commencing training in 2018 onwards*

Trainees commencing training from 2018 onwards will have three attempts at each of the following examinations:

- Module 1 Written Assessment
- Module 2 Clinical Assessment
- Fellowship Written
- Fellowship Clinical

No time limits are applicable to examination attempts. Note that time limits to overall training time apply as per the [Progression through Training Policy](#).

Trainees who are unable to complete the Module 1 Written Assessment, Module 2 Clinical Assessment, Fellowship Written, or Fellowship Clinical Examination within 3 attempts are not eligible to continue in training.

### *Examination attempt limits for trainees who commenced training before 2018*

The following table outlines the relevant examination attempt and time limits applicable to trainees who commenced training before 2018.

Examination	Attempt limit	Time limit
<b>Module 1 Written Assessment</b>	5	No examination attempt specific time limit – refer to the <a href="#">Progression through Training Policy</a> for training time limits
<b>Module 2 Clinical Assessment</b>	3	
<b>Fellowship Written</b>	N/A	Advanced Trainees must successfully pass both the Fellowship Written and Clinical Examinations within a period of 47 months from their first attempt at either assessment
<b>Fellowship Clinical</b>	N/A	

Trainees who are unable to complete the Module 1 Written Assessment, Module 2 Clinical Assessment, Fellowship Written, or Fellowship Clinical Examination within the respective attempt limits outlined in the table above are not eligible to continue in training.

## Important dates

### January–June

*28 February*

- Applications for prospective approval of the current year of Advanced Training (terms one and two) due
- Supervisor's Report and online learning tools for previous training term due

*March to April*

- Applications for Module 1 Written Assessment (in first or second year of training) due
- Applications for Module 2 Clinical Assessment (in first or second year of training) due
- Applications for Fellowship Written Examination (in third or fourth year of training only) due
- Applications for Fellowship Clinical Examination (in third or fourth year of training only) due

*Other activities to be completed this term*

- Learning Needs Analysis to be completed (*at the beginning of the training term*)
- Two In-Training Long Case Assessments to be completed satisfactorily (*excluding first year trainees*)
- Learning Needs Analysis self-evaluation
- Three Supervisor Meetings (minimum)
- One Professional Qualities Reflection
- One Training Term Evaluation Form

### July–December

*August*

- Applications for Module 1 Written Assessment (in first or second year of training) due

*31 August*

- Applications for prospective approval of training for term two due (*if application not previously submitted at the beginning of the year*)
- Supervisor's Report and online learning tools for previous training term due

*Other activities to be completed this term*

- Learning Needs Analysis to be completed (*at the beginning of the training term*)
- Two In-Training Long Case Assessments to be completed satisfactorily (*excluding fourth year trainees*)
- Learning Needs Analysis self-evaluation
- Three Supervisor Meetings (minimum)
- One Professional Qualities Reflection
- One Training Term Evaluation Form

### January–February

*28 February*

- Supervisor's Report and online learning tools for previous training term due

## 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:rehab@raccp.edu.au">rehab@raccp.edu.au</a> Phone: +61 2 8076 6350
<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.

### Rehabilitation Medicine Society of Australia and New Zealand

The [Rehabilitation Medicine Society of Australia and New Zealand](#) is the peak professional body representing rehabilitation Medicine physicians in Australia and New Zealand.

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

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Published November 2016.

Version 6. Updated 23 November 2017.