



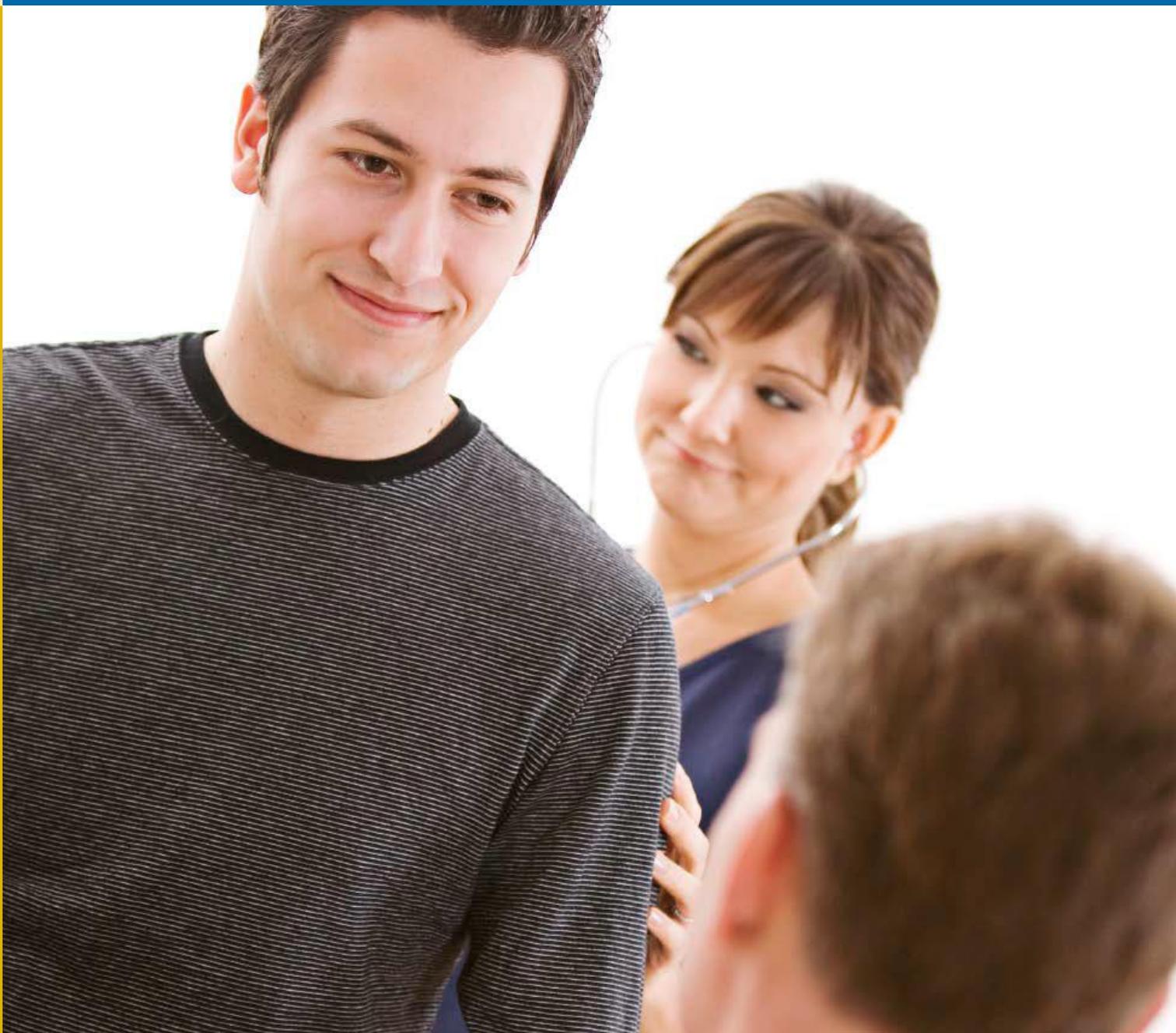
RACP
Specialists. Together
EDUCATE ADVOCATE INNOVATE

Physician Readiness for Expert Practice

Advanced Training in Sexual Health Medicine

2017–18 Program Requirements Handbook

Australasian Chapter of Sexual Health 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 Sexual Health 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
Now mandatory for second supervisor to also be a mentor.	To develop a professional and personal relationship between the Fellow and trainee
New Research Project 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.
Educational Supervisor's Report renamed ' Supervisor's Report '; additional Supervisor's Report replaces Evaluation of Training Post Report for 12-month positions.	To ensure trainees and committees are better informed about trainee progress throughout the year.

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Sexual Health Medicine

Sexual health medicine is the specialised area of medical practice concerned with healthy sexual relations, including freedom from sexually transmissible infections (STIs), unplanned pregnancy, coercion, and physical or psychological discomfort associated with sexuality. To find out more about a career in sexual health medicine download the flyer “[A career in Sexual Health Medicine](#)” (PDF 370KB)

Program overview

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

Program	Advanced Training in Sexual Health Medicine
Overseeing committee(s)	Training Committee in Sexual Health Medicine (TCSHM)
Entry requirements	<ul style="list-style-type: none"> • Completion of RACP Basic Physician Training, including the RACP Written and Clinical Examinations, or holding Fellowship from another suitable medical college • Current Medical registration • Appointment to an appropriate Advanced Training position
Minimum duration	3 years (full-time equivalent (FTE))
Curricula	<ul style="list-style-type: none"> • Download the Sexual Health Medicine Advanced Training Curriculum (PDF 1MB) • Download the Professional Qualities Curriculum (PDF 1MB)
Qualification	Fellowship of the Australasian Chapter of Sexual Health Medicine (FACHSHM)

Quick links

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

Learning and assessment tool forms

- [Download the Sexual Health Medicine Supervisor's Report \(.doc 105KB\)](#)
- [Download the Sexual Health Medicine Project Cover \(.doc 336KB\)](#)
- [Download the Sexual Health Medicine Logbook \(.doc 173KB\)](#)
- [Download the Sexual Health Medicine Formal Study Course List \(PDF 197KB\)](#)
- [Download the Sexual Health Medicine Laboratory Methods Approval Form \(DOC 0.9MB\)](#)

Contact us

Phone: +61 2 8247 6248
 Email: shmedtraining@racp.edu.au

Apply for Advanced Training

Eligibility

There are two pathways of entry into Advanced Training in Sexual Health Medicine. Both pathways require appointment to an appropriate Advanced Training position at a suitable training site and current medical registration.

Completion of RACP Basic Training

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.

Fellowship of a College, Faculty or another Chapter

Trainees may apply to enter Advanced Training in Sexual Health Medicine after obtaining Fellowship of another College (e.g. Royal Australasian College of General Practitioners) and appointment to an appropriate Advanced Training position at a suitable training site.

Most applicants will be eligible through Fellowship of one of the Colleges listed below. Fellows of other Colleges may also apply and will be considered on a case-by-case basis.

- Australasian College of Dermatologists (FACD)
- Australasian Faculty of Public Health Medicine (FAFPHM)
- Australian College of Rural and Remote Medicine (FACRRM)
- Royal Australasian College of Physicians (FRACP)
- Royal Australasian College of Surgeons (FRACS – urology)
- Royal Australian and New Zealand College of Obstetricians and Gynaecologists (FRANZCOG)
- Royal Australian and New Zealand College of Psychiatrists (FRANZCP)
- Royal Australian College of General Practitioners (FRACGP)
- Royal College of Pathologists of Australasia (FRCPA)
- Royal New Zealand College of General Practitioners (FRNZCGP)
- Royal New Zealand College of General Practitioners Division of Rural Hospital Medicine (RNZCGP)

Note that overseas trained doctors (including general practitioners) must have been considered comparable by the relevant Australasian medical college.

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 Sexual Health Medicine \(.doc 360KB\)](#).

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

Please [download, complete and submit the application form to apply for annual approval of Advanced Training in Sexual Health Medicine \(.doc 815KB\)](#).

Trainees must organise the timely submission of all necessary documentation, keep a copy of the application for future reference and pay required [fees](#).

Closing dates for applications

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

College training program resources

This handbook should be used alongside the following resources.

Curricula

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

- [Download the Sexual Health 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 of the Chapter 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

Training (36 months)
Content
<ul style="list-style-type: none">• Sexual Health Medicine Advanced Training Curriculum• Professional Qualities Curriculum
Supervision
<p>Supervision per rotation:</p> <ul style="list-style-type: none">• One supervisor with FACHSHM• A mentor as a second supervisor who may or may not have FACHSHM
Teaching and learning requirements
<p>Per year:</p> <ul style="list-style-type: none">• 2 Learning Needs Analysis
Assessment
<p>Per year:</p> <ul style="list-style-type: none">• 2 Supervisor's Report <p>Per year:</p> <ul style="list-style-type: none">• 2 Case-based Discussions• 2 mini-Clinical Evaluation Exercises

By the end of Advanced Training:

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

- The equivalent of 6 months of reproductive health training
- The equivalent of 6 months of HIV medicine training
- 12 months of female sexual health training
- 12 months of male sexual health training
- 1 [Research Project](#)
- 1 [Exit Assessment](#)
- [Formal study requirements](#) including:
 - Fertility regulation
 - Epidemiology
 - HIV medicine
 - Laboratory methods
- 2 [Logbooks](#):
 - HIV medicine
 - Reproductive medicine

Time-based requirements - Training time and rotations
<p>Purpose</p> <p>To ensure adequate time for trainees to gain necessary learning experiences across a range of relevant rotations.</p>
<p>Total training time</p> <p>Minimum of 3 years (36 months) (FTE) in accredited clinical training positions</p>
<p>Training rotations</p> <ul style="list-style-type: none"> • The equivalent of six months of reproductive health • The equivalent of six months of HIV medicine • Twelve months of female sexual health • Twelve months of male sexual health
<p>Training time in Australia/New Zealand</p> <p>Trainees are required to complete a minimum of 24 months of Advanced Training in Sexual Health Medicine in Australia and/or New Zealand. A trainee may elect to undertake a further 12 months training overseas pending prospective approval of training by the Training Committee in Sexual Health Medicine.</p>
<p>Part-time training</p> <p>The Training Committee in Sexual Health Medicine stipulates that training must be undertaken at a minimum of 0.4 FTE. Applications for approval of Advanced Training are dealt with on a case-by-case basis and the Chapter has in the past approved training rotations for less than 0.4 FTE training. As per the Flexible Training policy, all training requirements of a three-year training program must be completed within eight years from the date of commencement of training.</p>
<p>Other requirements</p> <p>It is expected that trainees complete their Advanced Training at more than one training site.</p>

Supervision requirements
<p>Purpose</p> <p>To provide trainees with appropriate support and guidance to complete the training program.</p>
<p>Core training</p> <ul style="list-style-type: none"> • One supervisor with FACHSHM • A mentor as a second supervisor who may or may not have FACHSHM
<p>More information</p> <ul style="list-style-type: none"> • Supervision • Download the Advanced Training supervisor amendment form (.doc 153KB)

Work-based learning and assessment tools

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

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

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

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

Case-based Discussion (CbD)
Purpose To guide the trainee's learning through structured feedback and help the supervisor evaluate the expertise and judgement exercised in clinical cases. This is a formative assessment.
Requirement Two per year, one per six month period due by 31 January of the following year
More information <ul style="list-style-type: none">• Enter CbD rating form data into the Advanced Training Portal• Case-based Discussion information sheet, workflow, rating form and other resources

Exit Assessment
Purpose To assess a candidate's knowledge on the practice of sexual health medicine.
Requirement One in the third year of Advanced Training A trainee will be eligible to sit the Exit Assessment Interview in the following calendar year after they have completed 24 months FTE of certified training. This includes completing a satisfactory project. The Exit Assessment is offered once per year. The assessment takes 1 hour in two 30 minute sessions, with testing administered by a panel of two sets of examiners. Common issues to be discussed may include: <ul style="list-style-type: none">• mixed infections, atypical presentations, late sequelae of infection (including persisting problems)• rationale underlying common management protocols• management dilemmas imposed by social or logistical factors• interpretation of pathology specimens• problems arising out of concurrent pregnancy, immune compromise, sexual assault or psychosexual problems

Exit Assessment

- health service delivery issues
- public health issues, including health promotion and surveillance
- legal and ethical dilemmas.

Eligible trainees will be contacted by the Education Officer regarding the Exit Assessment.

Additional eligibility requirements include:

- Be fully current with all College training fees. Trainees with outstanding training fees will not be eligible to sit the Exit Assessment 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.

More information

- [Exit Assessment online video](#)

Learning Needs Analysis (LNA)

Purpose

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

Requirement

Two per year, one per six month period, early in the rotation due by 31 January of the following year

More information

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

Mini-Clinical Evaluation Exercise (mini-CEX)

Purpose

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

Requirement

Two per year, one per six month period due by 31 January of the following year

More information

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

Research Project

Purpose

To enable trainees to gain experience in research methods; in interpretation of research literature; in participation in research at some stage of their career; and to develop quality improvement skills. Submission of a research project provides evidence of the skills of considering and defining research problems; the systematic acquisition, analysis, synthesis and interpretation of data; and effective written communication.

Research Project (for trainees commencing training in 2017 onwards)

Requirement

For trainees commencing training in 2017 onwards:

One over the course of training due by 15 September in Year 2 of Advanced Training.

The research project must be marked as satisfactory prior to admission to Fellowship. Trainees must 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](#)

Research Project (for trainees who commenced training before 2017)

Requirement

For trainees who commenced training before 2017:

One over the course of training due by 15 September in Year 2 of Advanced Training.

The Sexual Health Medicine training program includes the submission of a project report once over the course of the training program. The project is designed to help the trainee:

- formulate clear research questions and hypotheses
- perform a critical, systematic literature search
- develop appropriate methodology, including ethical considerations and sample size calculations
- develop an understanding of simple statistics
- present results in a clear and succinct manner
- discuss the findings with respect to the existing literature in terms of:
 - how they compare and contrast with and add to the current understanding
 - deficiencies of the methodologies used, how they may confound the findings and how they might be overcome
 - whether the aims and objectives of the study were met
 - what new specific research questions have arisen as a result of the project's findings.

If a trainee fails to submit the project, the certification of training decision will be deferred, pending satisfactory completion of the project. Failure to submit the project may also result in the deferral of a trainee's approval decision for the following year of training.

Part-time trainees need to contact the Education Officer to discuss the deadline for their project. A trainee may apply for an extension to submit their project by lodging an [Application for Consideration of Exceptional Circumstances](#) to the Training Committee.

Ethical considerations

Bearing in mind the time required to obtain ethical approval, it is strongly recommended that trainees start planning projects early in their training.

All research must adhere to the National Statement on Ethical Conduct in Human Research. This is available via the NHMRC website.

It is anticipated that the majority of projects will be required to undergo ethical approval. Experience of the ethics submission process is regarded as an important part of the project.

A copy of an approval letter from the ethics committee must be included in the final submission.

Standards and formatting

It is expected that trainees will spend 100–120 hours working on the submitted project.

Research Project (for trainees who commenced training before 2017)

Unless otherwise stated, the word limit is 5000. The word count should not include any patient information sheets, consent forms, data collection sheets, correspondence with ethics committees, references, or any other supporting documents.

As a general guide to the expected quality, the project should be of a standard appropriate for publication in a peer-reviewed journal.

Projects are usually expected to follow the general academic journal structure of introduction, methods, results, discussion and conclusion.

If the work is part of a collaborative effort, the exact input of the trainee and other contributors should be clearly stated in the acknowledgements section.

Submissions should be accompanied by a statement of authenticity, indicating that the work is substantially that of the authors.

References should follow the Vancouver format. See the uniform requirements for manuscripts of the International Committee of Medical Journal Editors.

Trainees are encouraged to use referencing software, such as Endnote.

In common with university practice, plagiarism-detection software may be used.

Projects that do not conform to these guidelines will be returned to the trainee for correction before they are sent for marking.

Types of projects

The project can take one of the following forms:

Original project

This should address a specific question in sexual health or HIV medicine. The following should be clearly stated:

Background – why this research is important.

Research question – what the research seeks to answer.

Methods – how the trainee has attempted to answer the research question. This should include a sample size calculation.

Results – data to be presented in a clear and easily understood fashion.

Conclusions – how the data adds to the current body of literature in the area, including possible future research questions.

References – patient information sheets, data collection sheets and consent forms should be included, together with any correspondence with ethics committees.

Original articles published within three years in peer-reviewed journals are acceptable. The trainee must demonstrate that they have made a substantial contribution to the paper, and ideally be the first author.

Audit

An audit should examine an area of current clinical practice.

Depending on local circumstances, audit projects often require a simplified ethics clearance. Before embarking on an audit, the trainee must clarify such ethics requirements. The final submission should also include a statement detailing the situation.

The trainee should demonstrate a clear understanding of the audit cycle, with evidence of how their work will lead to an improvement in clinical practice.

A critical literature review of the relevant areas should be included.

Systematic review or literature review

A systematic or literature review submission should demonstrate that the trainee has carefully followed the [guidelines set out by the Cochrane Group](#).

Continuing professional development (CPD) module

Research Project (for trainees who commenced training before 2017)

A CPD module for sexual health medicine practitioners and/or other relevant health professionals can be submitted. The trainee must clearly identify the target audience for the module. The trainee is required to devise and submit all content for the CPD module; for example, they would compose the script for an audiovisual component, but they are not required to produce the finished product. For an example of an appropriate CPD module, please see the [Active Learning Modules](#) available through ThinkGP.

An example of an original published article which could be used as a project is: Wray L, Law C, Barrie SC. A general practitioner STD training programme: meeting education and service provision needs. *Int J STD AIDS*. 1998;9:731–735.

More information

- [Learning and assessment tool forms](#)
- [Education policies](#)

Supervisor's Reports

Purpose

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

Requirement

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

For Advanced Trainees in 12-month positions:

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

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

- One Supervisor's Report should be completed for each rotation and submitted to the College by 15 July (for first half of the year) and 31 January the following year (for the second half of the year).

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

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

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

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

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

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

Supervisor's Reports

More information

- [More information on Supervisor's Reports](#)
- [Learning and assessment tool forms](#)
- [Progression Through Training Policy](#)

Other requirements

Formal study requirements

Purpose

To ensure trainees have skills and knowledge in all areas considered relevant to Sexual Health Medicine practice.

Requirement

Once by the end of Advanced Training

Throughout Advanced Training, trainees are expected to complete formal study in the areas listed below. Typically, this involves completion of a tertiary subject, and most trainees complete appropriate subjects to meet the requirements for a higher degree (e.g. Masters of Public Health).

The list of formal study requirements includes:

- Fertility regulation
- Epidemiology
- HIV medicine
- Laboratory methods

Advanced Trainees may choose to complete a Masters of Public Health, or the listed core subjects from the Masters of Public Health program if they do not wish to complete an entire Masters of Public Health. In addition, trainees may wish to start the Masters of Public Health prior to enrolling as an Advanced Trainee and have this prior learning recognised through the [Recognition of Prior Learning policy](#).

The stand-alone formal study course list is a list of recommended courses which have been identified as addressing some of the formal study requirements for sexual health medicine. Advanced Trainees are encouraged to provide suggestions of relevant courses to the Chapter to consider for inclusion on the list.

When applying for approval of courses, trainees should submit the name, learning objectives, course outlines and a formal letter stating why they would like the Training Committee to consider their recommendation. The overseeing committee will determine whether the recommendation meets the Sexual Health Medicine training requirements.

The Chapter is particularly interested in approving subjects that are available as distance or online modules as many trainees are not based in larger capital cities and cannot access face-to-face courses. Please contact the Education Officer if you wish to submit a recommendation.

More information

- [Learning and assessment tool forms](#)

Logbooks

Purpose

To encourage trainees to document and reflect on learning in the areas of HIV medicine and reproductive medicine, and to provide evidence for completion of time-based training requirements.

Logbooks

Requirement

One of each logbook to be kept over the course of training, to be submitted during the final year of training.

- One HIV medicine logbook over the course of training, demonstrating the equivalent of six months of HIV medicine
- One reproductive medicine logbook over the course of training, demonstrating the equivalent of six months of reproductive medicine.

The purpose of the logbooks is not just to list the HIV medicine and/or reproductive health cases seen during the program but for the trainee to reflect on the learning that has been undertaken and provide details of the learning experience.

The logbooks are primarily to be used as a source for discussion with the supervisor(s).

Logbook cases should also demonstrate recognition of when it is appropriate to refer cases to other disciplines for other forms of treatment.

The logbooks should demonstrate adequate exposure to clinical cases. It is recommended that the trainee review a wide variety of different experiences. The cases should demonstrate exposure to a range of issues, diagnoses, symptoms and clinical settings.

Trainees are required to submit their logbooks during their final year of Advanced Training to be assessed by the Training Committee for the completion of the following:

- the equivalent of six months HIV medicine
- the equivalent of six months reproductive medicine

Please print out and submit a hardcopy of the logbooks to the College with the completed Educational Supervisor's Report.

Important dates

January–March
<p>15 February</p> <ul style="list-style-type: none">• Applications for Approval of Advanced Training due <p><i>Other activities to be completed this quarter</i></p> <ul style="list-style-type: none">• Learning Needs Analysis
April–June
<p><i>Activities to be completed this quarter</i></p> <ul style="list-style-type: none">• Learning Needs Analysis self-evaluation• Mini-Clinical Evaluation Exercise• Case-based Discussion
July–September
<p>15 July</p> <ul style="list-style-type: none">• Supervisor’s Report due for all trainees <p>31 August</p> <ul style="list-style-type: none">• Applications for Approval of Advanced Training for the second half of the year due <p>15 September</p> <ul style="list-style-type: none">• Research Projects due <p><i>Other activities to be completed this quarter</i></p> <ul style="list-style-type: none">• Learning Needs Analysis
October–December
<p>15 October</p> <ul style="list-style-type: none">• Supervisor’s Report and all PREP tools due for trainees eligible for December Fellowship <p><i>Other activities to be completed this quarter</i></p> <ul style="list-style-type: none">• Case-based Discussion• Mini-Clinical Evaluation Exercise• Learning Needs Analysis self-evaluation
January
<p>31 January</p> <ul style="list-style-type: none">• Previous year’s Supervisor’s Report and all PREP tools due for trainees <i>not</i> applying for Fellowship in December

More information

RACP policies

- [Education policies](#)
- [Privacy Policy for Personal Information](#)
- [Code of Conduct and Working Together Policy](#)

RACP initiatives

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

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

Useful contacts

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

Other College contacts	
Education Officers Education Officers administer the training program and can respond to training-related enquiries.	Email: shmedtraining@raccp.edu.au Phone: +61 2 8247 6248
Training Support The Training Support Unit supports trainees and supervisors of trainees who are experiencing difficulties in their training.	Australia Email: trainingsupport@raccp.edu.au Phone: +61 2 9256 5457 New Zealand Email: trainingsupport@raccp.org.nz Phone: +64 4 472 6713
Supervisor Support The Supervisor Learning Support Unit provides and coordinates supervisor skills training.	Email: supervisor@raccp.edu.au Phone: +61 2 8076 6300
College Trainees' Committee The College Trainees' Committee (CTC) reports to the College Board and represents and advocates on behalf of trainees.	Email: traineescommittee@raccp.edu.au
New Zealand Trainees' Committee The New Zealand Trainees' Committee represents and advocates on behalf of trainees.	Email: traineescommittee@raccp.org.nz

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