



RACP

Specialists. Together

EDUCATE ADVOCATE INNOVATE

Physician Readiness for Expert Practice

Clinical Diploma in Palliative Medicine

2017–18 Program Requirements Handbook

Australasian Chapter of Palliative Medicine



About the 2017–18 handbook

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

Satisfactory completion of these requirements is necessary for successful completion of the Clinical Diploma.

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 training. A trainee is considered to be in a PREP 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.

Note that there have been no program requirement changes to this program for 2017–18.

Table of contents

About the 2017–18 handbook	2
2017–18 Program requirement updates.....	2
Program overview.....	4
Quick links.....	4
Learning and assessment tool forms.....	4
Apply for the Clinical Diploma in Palliative Medicine.....	6
Eligibility	6
Training positions.....	6
Approval and certification of training	6
How to apply.....	6
College training program resources.....	7
Curricula	7
Education policies.....	7
Variations in training and flexible training options.....	7
Trainee responsibilities	7
Supervisor roles and responsibilities.....	7
Accreditation of settings.....	7
eLearning@RACP	7
Program requirements.....	8
Program requirements overview	8
Time-based requirements - Training time and rotations	9
Supervision requirements	9
Work-based learning and assessment tools.....	10
Case Study.....	10
Logbook.....	11
Personal Learning Plan.....	11
Supervisor’s Reports	11
More information.....	13
RACP policies.....	13
RACP initiatives	13
Useful contacts	13



Clinical Diploma in Palliative Medicine

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

Program overview

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

Program	Advanced Training in Palliative Medicine
Overseeing committee(s)	Training Committee in Palliative Medicine (Australasia) (TCPM)
Entry requirements	<ul style="list-style-type: none">• Completion of an approved medical degree• Current medical registration• Appointment to an appropriate Diploma training position
Minimum duration	6 months (full-time equivalent (FTE))
Curricula	<ul style="list-style-type: none">• Download the Palliative Medicine Clinical Diploma Curriculum (PDF 1MB)
Qualification	Clinical Diploma in Palliative Medicine

Quick links

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

Learning and assessment tool forms

- [Download the Clinical Diploma of Palliative Medicine Personal Learning Plan Template \(.doc 175KB\)](#)
- [Download the Clinical Diploma of Palliative Medicine Mid-Session Report \(.doc 195KB\)](#)
- [Download the Clinical Diploma of Palliative Medicine Final Supervisor's Report \(.doc 196KB\)](#)
- [Download the Clinical Diploma of Palliative Medicine Logbook Template \(.doc 1MB\)](#)

Case study

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

Contact us

Phone: +61 2 8247 6296
Email: PallMedDiploma@racp.edu.au

Apply for the Clinical Diploma in Palliative Medicine

Eligibility

Trainees may apply to enter the Clinical Diploma in Palliative Medicine following completion of an approved medical degree, registration with the Medical Board of Australia or New Zealand, and appointment to an accredited Diploma training position.

Candidates will need to secure a registrar level position approved for the clinical diploma at an accredited training site. It is the candidate's responsibility to contact suitable hospitals to organise their training position.

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

Training positions

Training needs to be undertaken at [accredited training sites](#) that have been accredited by the overseeing committee.

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 will be determined by the overseeing committee. To be approved, a trainee's individual training program must be consistent with the training requirements.

Upon completion of the training rotation, 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

Download, complete and submit the [application form to apply for the Clinical Diploma in Palliative Medicine \(.doc 475KB\)](#) by the due dates below.

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

Closing dates for applications

Applications for Approval of Clinical Diploma in Palliative Medicine Training need to be submitted within the first two weeks of commencing training rotation.

College training program resources

This handbook should be used alongside the following resources.

Curricula

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

- [Download the Palliative Medicine Clinical Diploma Curriculum \(PDF 1MB\)](#)

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

Training is 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.

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 (6 months FTE)
Content
<ul style="list-style-type: none">• Clinical Diploma in Palliative Medicine Curriculum
Supervision
Supervision per program:
<ul style="list-style-type: none">• 1 supervisor with FACHPM or FRACP in Palliative Medicine• 1 secondary co-supervisor with FACHPM or FRACP in Palliative Medicine (recommended)
Teaching and learning requirements
Per program:
<ul style="list-style-type: none">• 1 Personal Learning Plan
Assessment
Per program:
<ul style="list-style-type: none">• 2 Supervisor's Reports<ul style="list-style-type: none">◦ 1 Mid-Session Supervisor's Report and◦ 1 Final Supervisor's Report
By the end of training:
<ul style="list-style-type: none">• 1 Case study• 1 Logbook

Time-based requirements - Training time and rotations	
Purpose	To ensure adequate time for trainees to gain necessary learning experiences.
Total training time	6 months (FTE)
Training rotations	The Diploma program consists of a six-month supervised clinical position in an accredited training site.
Training time in Australia/New Zealand	The Diploma can only be undertaken in Australia and/or New Zealand.

Supervision requirements	
Purpose	To provide trainees with appropriate support and guidance to complete the training program.
Core training	Per program: <ul style="list-style-type: none"> • 1 supervisor who holds FACHPM or FRACP in Palliative Medicine • 1 secondary co-supervisor with FACHPM or FRACP in Palliative Medicine (recommended)
More information	<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 Study
<p>Purpose</p> <p>To help ground trainees in the culture of palliative medicine and interdisciplinary palliative care. This is a summative assessment.</p>
<p>Requirement</p> <p>One over the course of training to be submitted within one month of the completion of training</p> <p>A trainee has a maximum of three submissions for one case study. Two unsatisfactory resubmissions of the case study are accepted before the trainee is required to submit a new case study.</p> <p>Trainees are required to submit one case study of a patient they have managed. This study will not solely focus on the clinical aspects of the individual patient's disease, but will also consider the global issues of palliative care and the role of the doctor as a provider of palliative medicine to this patient. The trainee will explore the impact that caring for the particular patient and their family had on them personally.</p> <p>The case study is limited to 3500 words, of which 500 words will explore the trainees' own reactions to the experience in palliative medicine, and will include relevant references. The case study must include an introduction, case study, discussion (including the trainee's own reflection on the case), conclusion and references. Even though the case would not normally be submitted to a peer-reviewed journal for consideration for publication, the case study must still be of sufficient standard.</p>
<p>Submission process</p> <p>Please follow the submission process on the case study cover sheet for all case studies, including resubmitted case studies.</p> <p>Case studies cannot be marked without a completed cover sheet. An electronic copy of the case study in Word Document format and a PDF of the cover sheet must be emailed to PallMedDiploma@racp.edu.au. Please note, hardcopies of these documents are no longer accepted. If the case study is marked as unsatisfactory, the trainee is required to resubmit their case study addressing the issues raised by the two assessors.</p>
<p>More information</p> <ul style="list-style-type: none">• Learning and assessment tool forms• Academic Honesty and Plagiarism policy

Logbook
<p>Purpose</p> <p>The purpose of the logbook is not to maintain a list of the palliative care cases seen during the program, but for the trainee to reflect on the subsequent learning from experiencing those cases.</p>
<p>Requirement</p> <p>One to be kept over the course of training to be submitted within one month of the completion of training</p> <p>A logbook of cases should be kept by each trainee during the Diploma training program. It is recommended that the trainee reviews a wide variety of different experiences, e.g. a range of issues, symptoms, orientations and diagnoses. Fifty cases are required to be reviewed by the trainee.</p> <p>It is strongly suggested that trainees commence work on the logbook early in the training rotation. Ideally, cases should be completed at a rate of approximately two per week.</p> <p>One electronic typed copy must be emailed to PallMedDiploma@racp.edu.au. Please note, handwritten hardcopies of these documents are no longer accepted.</p>
<p>More information</p> <ul style="list-style-type: none"> • Learning and assessment tool forms

Personal Learning Plan
<p>Purpose</p> <p>To plan the learning goals and opportunities for the program</p>
<p>Requirement</p> <p>One per program due in the first month of training term</p> <p>The Personal Learning Plan should be completed by the trainee, in conjunction with their supervisor and submitted electronically to PallMedDiploma@racp.edu.au.</p>
<p>More information</p> <ul style="list-style-type: none"> • Learning and assessment tool forms

Supervisor's Reports
<i>Mid-Session Supervisor's Report</i>
<p>Purpose</p> <p>To provide trainees with structured feedback on their performance over the first three months of the program. This is a formative assessment.</p>
<p>Requirement</p> <p>One per program due at the halfway point (three months FTE)</p>
<i>Final Supervisor's Report</i>
<p>Purpose</p> <p>To evaluate and provide feedback on the trainee's progress, which informs the certification of training decision. This is a summative assessment.</p>
<p>Requirement</p> <p>One per program due within one month of the completion of training</p>

Supervisor's Reports

The Final Supervisor's Report is a summative assessment of the trainee's period of training completed by their supervisor(s).

If the supervisor has not directly supervised the trainee throughout the whole program, 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 sign-off by both parties, and trainees should be provided with a copy of each report submitted.

Certification of training cannot occur until a Final Supervisor's Report has been received and assessed as satisfactory by the overseeing committee.

More information

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

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: PaIlMedDiploma@raccp.edu.au Phone: +61 2 8247 6296
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

Other contacts

Specialty societies

[Specialty societies](#) are medical/scientific societies that bring together research and clinical scientists and physicians who are actively involved in a particular area of medical practice, e.g. cardiology, geriatric medicine. The specialty societies are independent organisations that contribute to physician education through their members' involvement in College education committees and activities.

Australian and New Zealand Society for Palliative Medicine (ANZSPM)

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

www.racp.edu.au

Copyright © 2017. The Royal Australasian College of Physicians (RACP). All rights reserved.
Published November 2016.

Version 3. Updated 14 December 2017.