

Learning Contract Report



| | |
|--|---|
| <p>Application Information</p> | <p>This form is to be completed by trainee at the end of the specified learning contract</p> <ul style="list-style-type: none"> • For each period of training, all nominated supervisors and mentors are required to complete the Learning Contract Report (LCR) • Training will not be certified without a LCR covering the <u>entire period of supervision</u> • Supervisors and Mentors should ensure that the trainee receives a copy of all LCR submitted for assessment. • The College may discuss the contents of the LCR with subsequent supervisors and mentors, where this is deemed necessary for support or assessment purposes. <p><i>You are advised to retain a copy of the completed form for your records.</i></p> <p>Before you complete this form: Please ensure you have read and familiarised yourself with the following:</p> <ul style="list-style-type: none"> - The relevant Advanced Training Program Requirements Handbook - Flexible Training Policy - Progression through Training Policy |
| <p>Submission Dates</p> | <p>All LCRs must be submitted to the College, within 6 weeks after end of position.</p> |
| <p>Privacy Legislation</p> | <p>The College complies with the requirements of the national Privacy Act 1988 (Cwth) (Australia) and the Privacy Act 1993 (New Zealand) and has adopted the Australian National Privacy Principles as the guidelines for ensuring the protection of personal information in its care. This policy applies to all personal information collected, stored, used and disclosed by the College.</p> <p>Personal and training related information that you provide will only be used by the College (including its boards and training committees, state/regional committees and supervisors of training) to administer, assess and develop the training program and monitor workforce trends. Confirmation of training status will be provided to Medical Boards upon request. Further details can be found here.</p> |
| <p>Enquiries and Application Submission</p> | <p><i>Australian Office</i></p> <p>Education Services The Royal Australasian College of Physicians 145 Macquarie Street SYDNEY NSW 2000 AUSTRALIA</p> <p>Phone : 02 8247 6286 Email: PublicHealth@racp.edu.au</p> <p><i>Fax copies will <u>not</u> be accepted.</i></p> |

Notification of Certification Decision

Once your report has been considered by Faculty Training Committee, you will be notified of the certification decision. The committee will either certify the training or defer the decision pending provision of further information or the outcome of an Independent Review of Training. In rare circumstances, the training may not be certified.

Consideration of reports submitted after the deadline may be delayed. The College retains the right to not certify training if the report is submitted after the specified deadline. If your report is submitted late, you must attach an [Application for Special Consideration](#).

Trainees should refer to the [Progression Through Training Policy](#) for further details.

| | | |
|---|---|---|
|  | <p>Physician Readiness for Expert Practice (PREP)</p> <p>Public Health Medicine Advanced Training</p> |  <p>The Royal Australasian College of Physicians</p> |
|---|---|---|

THE LEARNING CONTRACT REPORT

TRAINEE DETAILS AND TRAINING POSITION

| | | | | |
|--|-------------------------|-----------|-----------|-----------|
| Full Name of Trainee | Dr Joe Smith | | | |
| Report covers period | From | 1/01/2016 | To | 1/12/2017 |
| Number of units completed from this placement | 12 | | | |
| Training Position | Public Health Registrar | | | |
| Name of Organisation | NSW Health | | | |
| Year of Advanced Training | 1 | | | |

Did the trainee take any leave during the period covered by this report? Yes No

If yes, please indicate the period(s) and types(s) (e.g. annual, maternity, paternity, sick) of leave:

Period of leave

| | | | |
|------|-----------------------------|----|-----------------------------|
| from | 1/04/2016 | to | 1/08/2016 |
| from | Click here to enter a date. | to | Click here to enter a date. |
| from | Click here to enter a date. | to | Click here to enter a date. |

Type of leave

| |
|---------------------------------|
| Sick Leave |
| Click here to enter text. |
| Click here to enter text. |
| 4 days |
| Click here to enter text. weeks |
| |

Total amount of leave (excluding maternity/paternity)

Total amount of maternity/paternity leave

SUPERVISOR DETAILS

Supervisor 1

| | | | |
|-------------------------|---|---------|--------------|
| Full Name of Supervisor | Dr Michelle Douglas | | |
| FAFPHM | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | | |
| Qualifications | FAFPHM, FRACP | | |
| Department or Unit | Department of Health | | |
| Name of Institution | NSW Health | | |
| Phone (W) | 02 8569 9534 | Fax (W) | 02 8546 9584 |
| E-mail | Michelle.douglas@health.gov.au | | |

Supervisor 2 (if applicable)

| | | | |
|-------------------------|--|---------|---------------------------|
| Full Name of Supervisor | Click here to enter text. | | |
| FAFPHM | Yes <input type="checkbox"/> No <input type="checkbox"/> | | |
| Qualifications | Click here to enter text. | | |
| Department or Unit | Click here to enter text. | | |
| Name of Institution | Click here to enter text. | | |
| Phone (W) | Click here to enter text. | Fax (W) | Click here to enter text. |
| E-mail | Click here to enter text. | | |

MENTOR DETAILS

| | | | |
|---------------------|---|---------|--------------|
| Full Name of Mentor | Dr Jonathan Jones | | |
| FAFPHM | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | | |
| Qualifications | FAFPHM | | |
| Department or Unit | Department of Health | | |
| Name of Institution | NSW Health | | |
| Phone (W) | 02 8694 6234 | Fax (W) | 02 8795 2148 |
| E-mail | Jonathan.jones@health.gov.au | | |

Summary of Competency Range, Level and Evidence from the Workplace (By Public Health Training Activities or Projects)

PROJECT 1

| | |
|----------------------------|--|
| Title: | <p>Research Officer (post-doctorate level), Gynaecological Cancers Group, QIMR Berghofer Medical Research Institute (1st Jul 2013 – 31st Dec 2013)</p> <p>Locum Registrar in Public Health, Metro North Public Health Unit, Brisbane (4th Nov – 7th Nov 2013)</p> |
| Principle Products: | <ol style="list-style-type: none"> 1. Completion of 6 units of Advanced Training 2. Completion of one formative oral presentation 3. Completion of one Workplace Report |

| Competency | Level of competency (0-2) FORMATIVE ASSESSMENT – Elements of competence for each learning objective / competency outlined in curriculum 1=fundamental understanding concepts and facts 2= effective application under supervision | | Evidence from the workplace *indicate pieces of work intended for summative assessment |
|---|---|--|--|
| | Trainee assessment | Supervisor assessment <i>(Supervisor must assess the LCR and put the number of competency, and in addition to this, if different from trainee assessment, outline reasons in comment space below)</i> | |
| 1.1.1 Establish and maintain career direction and motivation | 2 | 2 | Working Full-time; Completing assessment tasks towards Fellowship in Public |
| 1.1.2 Manage one's own training and continuing professional development | 2 | 2 | <ul style="list-style-type: none"> • Attended 2 conferences <ul style="list-style-type: none"> • Clinical Oncology Society of Australia Annual Scientific Meeting, Adelaide, November 2013 • The Australasian Epidemiological Association Conference, Brisbane, October 2013 |
| 3.2.3 Design and manage data collection for studies | 1 | 1 | Conducting small-group tutorials in Evidence-based Medicine; Invited talk to medical, nursing and allied health staff on ' Evidence-Based Practice in Clinical Settings: How to nurture it?' at Redland Hospital on the 25th of July 2013 |
| 3.2.10 Support an effective research base for public health | 1 | 1 | The research project on factors influencing survival of women with ovarian cancer is a priority topic as although ovarian cancer is the most common cause of gynaecological cancer death in Australia (~1080 deaths in 2013), there are no comprehensive national population-based data which describe clinical and non- |

| Competency | Level of competency (0-2) FORMATIVE ASSESSMENT – Elements of competence for each learning objective / competency outlined in curriculum 1=fundamental understanding concepts and facts 2= effective application under supervision | | Evidence from the workplace *indicate pieces of work intended for summative assessment |
|---|---|--|---|
| | Trainee assessment | Supervisor assessment <i>(Supervisor must assess the LCR and put the number of competency, and in addition to this, if different from trainee assessment, outline reasons in comment space below)</i> | |
| | | | clinical factors associated with survival in Australian women. The research is in collaboration with clinicians involved in the management thereby enabling translation of findings to improved care for these women. |
| 6.1.3 Produce and implement best practice guidelines for the clinical and public health sectors | 1 | 1 | My Graduate Certificate Course on Evidence-based Health Care at UQ, lectures on EBM to MBBS and Masters level students for three years and my research higher degree in public health (PhD) have given me a thorough understanding of the use of EBM and systematic reviews in the translation of evidence into practice. |
| 6.2.2 Advise on optimal development and operation of | 1 | 1 | My project on prognostic factors that influence survival among women with ovarian cancer has shown |

| Competency | Level of competency (0-2) FORMATIVE ASSESSMENT – Elements of competence for each learning objective / competency outlined in curriculum 1=fundamental understanding concepts and facts 2= effective application under supervision | | Evidence from the workplace *indicate pieces of work intended for summative assessment |
|--|---|--|--|
| | Trainee assessment | Supervisor assessment <i>(Supervisor must assess the LCR and put the number of competency, and in addition to this, if different from trainee assessment, outline reasons in comment space below)</i> | |
| secondary and tertiary health services | | | socioeconomic disadvantage and rural/remote residence to be adverse factors. I have gained a greater understanding of the health service organisational arrangements that cause these differences. |
| 6.2.4 Advise on health service needs of rural and remote areas | 1 | 1 | As my research on survival among women with ovarian cancer showed inequalities that existed among those living in rural/remote areas compared to major cities and socioeconomically disadvantaged compared to advantaged, I have obtained more insight into the geographic and demographic challenges that exist in public health. |

PROJECT 2

| | |
|----------------------------|---|
| Title: | Screen time in children younger than 2y in Sydney, Australia: A birth cohort study |
| Principle Products: | Production of a manuscript for publication on the screen time habits of children under 2y in SWS and the risk factors of excess screen exposure |

| Competency | Level of competency (0-2) FORMATIVE ASSESSMENT – Elements of competence for each learning objective / competency outlined in curriculum | | Evidence from the workplace *indicate pieces of work intended for summative assessment |
|---|---|--|--|
| | Trainee assessment | Supervisor assessment <i>(Supervisor must assess the LCR and put the number of competency, and in addition to this, if different from trainee assessment, outline reasons in comment space below)</i> | |
| 3.1.5 Critically assess published literature and other evidence | 2 | 2 | I conducted an extensive literature review and analysis on duration of daily screen time in children, risk factors for excess screen exposure, and short and long-term developmental, cognitive, and health effects. |
| 3.2.3-Design and manage data collection for studies | 2 | 2 | Quantitative data collected at birth and 18 months was cleaned and coded. The primary independent variable was screen time and associations between categorical variables |

| Competency | Level of competency (0-2) FORMATIVE ASSESSMENT – Elements of competence for each learning objective / competency outlined in curriculum | | Evidence from the workplace *indicate pieces of work intended for summative assessment |
|---|---|--|--|
| | Trainee assessment | Supervisor assessment <i>(Supervisor must assess the LCR and put the number of competency, and in addition to this, if different from trainee assessment, outline reasons in comment space below)</i> | |
| | | | were established using contingency tables and chi-squared tests. The t-tests and, where appropriate, non-parametric tests were used for continuous variables. Multivariable logistic regression analyses were used to determine independent factors associated with screen time. The study found a large number of infants being exposed to excess amounts of screen time. The study also found a number of correlations that may be contributing to these alarming results. |
| 6.1.3 Produce and implement best practice guidelines for the clinical and public health sectors | 1 | 1 | This competency has been demonstrated in the manuscript.- Adverse effects of excess screen use in children demonstrated in systematic reviews and longitudinal birth cohort studies-Studies demonstrating beneficial child rearing practices |

ASSOCIATED ROLES AND OTHER TRAINING

| Competency | Level of competency (0-2) FORMATIVE ASSESSMENT – Elements of competence for each learning objective / competency outlined in curriculum | | Evidence from the workplace *indicate pieces of work intended for summative assessment |
|---|--|---|--|
| | 1=fundamental understanding concepts and facts | 2= effective application under supervision | |
| | Trainee assessment | Supervisor assessment <i>(Supervisor must assess the LCR and put the number of competency, and in addition to this, if different from trainee assessment, outline reasons in comment space below)</i> | |
| 1.1.7 Practice medicine in a manner that promotes a sustainable physical and social environment | 2 | 2 | The Sustainability Action Group for the Environment (SAGE) is a group of South Western Sydney Local Health District (SWS LHD) staff members who aim to create change in the hospital environment. The broad objective is to create a more environmentally sustainable health care environment in SWSLHD in order to progress towards environmental sustainability and climate change goals. I have been attending the SAGE meetings for the last few months and have been promoting recycling and use of non-disposable coffee mugs within the workplace |
| 6.1.2 Influence clinical staff to adopt a population health | 1 | 1 | The Sustainability Action Group for the Environment (SAGE) is a group of South Western Sydney Local Health |

| Competency | <p>Level of competency (0-2) FORMATIVE ASSESSMENT – Elements of competence for each learning objective / competency outlined in curriculum</p> <p>1=fundamental understanding concepts and facts</p> <p>2= effective application under supervision</p> | | Evidence from the workplace *indicate pieces of work intended for summative assessment |
|------------|---|--|--|
| | Trainee assessment | <p>Supervisor assessment</p> <p><i>(Supervisor must assess the LCR and put the number of competency, and in addition to this, if different from trainee assessment, outline reasons in comment space below)</i></p> | |
| approach | | | <p>District (SWS LHD) staff members who aim to create change in the hospital environment. The broad objective is to create a more environmentally sustainable health care environment in SWSLHD in order to progress towards environmental sustainability and climate change goals. I have been attending the SAGE meetings for the last few months and have been promoting recycling and use of non-disposable coffee mugs within the workplace</p> |

TEACHING AND LEARNING REQUIREMENTS AND ASSESSMENTS

| Teaching and Learning Requirements in the last 12 month period | Date(s) of attendance | Date(s) submitted to Faculty | Dates of formal communication with Mentor |
|---|--|------------------------------|---|
| At least 1 Learning Contract | n/a | 10 January 2016 | n/a |
| At least 1 Learning Contract Report for each Learning Contract | n/a | 15 April 2016 | n/a |
| Attendance at Annual Training Days (recommended, not compulsory) | 20 March 2016 22 March 2016 | n/a | n/a |
| Attendance at AFPHM Videoconferences (recommended, not compulsory) | 18 September 2016 29 September 2016 | n/a | n/a |
| A mentor with FAFPHM | n/a | n/a | 4 July 2016 15 November 2016 |

| Formative assessments Requirements | Date completed | Date submitted to Faculty |
|---|-----------------------|---------------------------|
| Oral Presentation Assessment | 28 August 2016 | 28 August 2016 |
| Direct Observation of Procedural Skills | 1 September 2016 | 1 September 2016 |

| Summative assessments Requirements | <i>Date completed</i> | Date submitted to Faculty | Outcome (if known) |
|---|------------------------------|---------------------------|--------------------|
| Oral Presentation Assessment | 1 July 2016 | 3 July 2016 | 8 July 2016 |
| Workplace Report | 3 April 2016 | 4 April 2016 | Pass |
| Final Oral Exam | 4 November 2016 | n/a | Pass |

Summary of Competence Level Development by Public Health Training Activities/Projects

| | 1.1 Professional Development and self-management | | | | | | | | | | 1.2 Communication, leadership and teamwork | | | | | | | | | | |
|---|--|-------|-------|-------|-------|-------|-------|-------|-------|--------|--|-------|-------|-------|-------|-------|-------|-------|-------|--------|---|
| Project/activity during THIS position | 1.1.1 | 1.1.2 | 1.1.3 | 1.1.4 | 1.1.5 | 1.1.6 | 1.1.7 | 1.1.8 | 1.1.9 | 1.1.10 | 1.2.1 | 1.2.2 | 1.2.3 | 1.2.4 | 1.2.5 | 1.2.6 | 1.2.7 | 1.2.8 | 1.2.9 | 1.2.10 | |
| | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 |
| Project/activity from PREVIOUS position(s) | 1.1.1 | 1.1.2 | 1.1.3 | 1.1.4 | 1.1.5 | 1.1.6 | 1.1.7 | 1.1.8 | 1.1.9 | 1.1.10 | 1.2.1 | 1.2.2 | 1.2.3 | 1.2.4 | 1.2.5 | 1.2.6 | 1.2.7 | 1.2.8 | 1.2.9 | 1.2.10 | |
| | | | | | | | | | | | | | | | | | | | | | |
| Attainment expected | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |

| | 2.1 Universal cultural | | | | | | | 2.3 Aboriginal and Torres Strait Islander | | | 2.4 Ethnic minority health | |
|--|------------------------|-------|-------|-------|-------|-------|-------|---|-------|-------|----------------------------|-------|
| Project/activity during THIS position | 2.1.1 | 2.1.2 | 2.1.3 | 2.1.4 | 2.1.5 | 2.1.6 | 2.1.7 | 2.3.1 | 2.3.2 | 2.3.3 | 2.4.1 | 2.4.2 |
| | 2 | 2 | 2 | 1 | | | | | | | | |

| | | | | | | | | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | | | | | | | | | | | | |
| Project/activity from <u>PREVIOUS</u> position(s) | 2.1.1 | 2.1.2 | 2.1.3 | 2.1.4 | 2.1.5 | 2.1.6 | 2.1.7 | 2.3.1 | 2.3.2 | 2.3.3 | 2.4.1 | 2.4.2 |
| | | | | | | | | | | | | |
| Attainment expected | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |

| | | | | | | | | | | | | | | |
|--|---|-------|-------|-------|-------|-------|---|-------|-------|--------|--------|--------|--------|--------|
| | 3.1 Public health information and critical appraisal | | | | | | | | | | | | | |
| Project/activity during <u>THIS</u> position | 3.1.1 | 3.1.2 | 3.1.3 | 3.1.4 | 3.1.5 | 3.1.6 | 3.1.7 | 3.1.8 | 3.1.9 | 3.1.10 | 3.1.11 | 3.1.12 | 3.1.13 | 3.1.14 |
| | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | | | 2 | 2 | | |
| Project/activity from <u>PREVIOUS</u> position(s) | 3.1.1 | 3.1.2 | 3.1.3 | 3.1.4 | 3.1.5 | 3.1.6 | 3.1.7 | 3.1.8 | 3.1.9 | 3.1.10 | 3.1.11 | 3.1.12 | 3.1.13 | 3.1.14 |
| | | | | | | | | | | | | | | |
| Attainment expected | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| | 3.2 Public health research and teaching | | | | | | 3.3 Health care & public health programme evaluation | | | | | | | |



Australasian Faculty of
Public Health Medicine
The Royal Australasian
College of Physicians



The Royal Australasian
College of Physicians

| | | | | | | | | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Project/activity during THIS position | 3.2.1 | 3.2.2 | 3.2.3 | 3.2.4 | 3.2.5 | 3.2.6 | 3.2.7 | 3.2.8 | 3.2.9 | 3.2.10 | 3.3.1 | 3.3.2 | 3.3.3 | 3.3.4 |
| | 2 | 2 | 2 | | | | 1 | 1 | 2 | | 1 | 2 | | |
| Project/activity from PREVIOUS position(s) | 3.2.1 | 3.2.2 | 3.2.3 | 3.2.4 | 3.2.5 | 3.2.6 | 3.2.7 | 3.2.8 | 3.2.9 | 3.2.10 | 3.3.1 | 3.3.2 | 3.3.3 | 3.3.4 |
| | | | | | | | | | | | | | | |
| Attainment expected | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |

| | 4.1 Policy analysis, development and planning | | | | | | | 5.1 Health promotion and community development | | | | | | | |
|--|---|-------|-------|-------|-------|-------|-------|--|-------|-------|-------|-------|-------|-------|-------|
| Project/activity during THIS position | 4.1.1 | 4.1.2 | 4.1.3 | 4.1.4 | 4.1.5 | 4.1.6 | 4.1.7 | 4.1.8 | 4.1.9 | 5.1.1 | 5.1.2 | 5.1.3 | 5.1.4 | 5.1.5 | 5.1.6 |
| | | | | | | | | | | | | | | | |
| Project/activity from | 4.1.1 | 4.1.2 | 4.1.3 | 4.1.4 | 4.1.5 | 4.1.6 | 4.1.7 | 4.1.8 | 4.1.9 | 5.1.1 | 5.1.2 | 5.1.3 | 5.1.4 | 5.1.5 | 5.1.6 |

| | | | | | | | | | | | | | | | |
|-----------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PREVIOUS position(s) | | | | | | | | | | | | | | | |
| Attainment expected | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 1 | 1 |

| | 5.2 Health protection and risk management | | | | | | | 5.3 Infectious diseases prevention and control | | | | | | | | | |
|---|---|-------|-------|-------|-------|-------|-------|--|-------|--------|--------|-------|-------|-------|-------|-------|---|
| Project/activity during THIS position | 5.2.1 | 5.2.2 | 5.2.3 | 5.2.4 | 5.2.5 | 5.2.6 | 5.2.7 | 5.2.8 | 5.2.9 | 5.2.10 | 5.2.11 | 5.3.1 | 5.3.2 | 5.3.3 | 5.3.4 | 5.3.5 | |
| Project/activity from PREVIOUS position(s) | 5.2.1 | 5.2.2 | 5.2.3 | 5.2.4 | 5.2.5 | 5.2.6 | 5.2.7 | 5.2.8 | 5.2.9 | 5.2.10 | 5.2.11 | 5.3.1 | 5.3.2 | 5.3.3 | 5.3.4 | 5.3.5 | |
| Attainment expected | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 1 |

| | 5.4 Chronic disease, mental illness & injury prevention | | | | | | 6.1 Health sector advocacy | | | 6.2 Health sector development and operation | | | | | | | | |
|------------------|---|-------|-------|-------|-------|-------|----------------------------|-------|-------|---|-------|-------|-------|-------|-------|-------|-------|-------|
| Project/activity | 5.4.1 | 5.4.2 | 5.4.3 | 5.4.4 | 5.4.5 | 5.4.6 | 6.1.1 | 6.1.2 | 6.1.3 | 6.2.1 | 6.2.2 | 6.2.3 | 6.2.4 | 6.2.5 | 6.2.6 | 6.2.7 | 6.2.8 | 6.2.9 |



Australasian Faculty of
Public Health Medicine
The Royal Australasian
College of Physicians



The Royal Australasian
College of Physicians

| | | | | | | | | | | | | | | | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---|
| during THIS position | | | | | | | | | | | | | | | | | | | |
| Project/activity from PREVIOUS position(s) | 5.4.1 | 5.4.2 | 5.4.3 | 5.4.4 | 5.4.5 | 5.4.6 | 6.1.1 | 6.1.2 | 6.1.3 | 6.2.1 | 6.2.2 | 6.2.3 | 6.2.4 | 6.2.5 | 6.2.6 | 6.2.7 | 6.2.8 | 6.2.9 | |
| Attainment expected | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

| | | | | | | | |
|--|--------------------------------------|-------|-------|-------|-------|-------|-------|
| | 6.3 Organisational management | | | | | | |
| Project/activity during THIS position | 6.3.1 | 6.3.2 | 6.3.3 | 6.3.4 | 6.3.5 | 6.3.6 | 6.3.7 |
| Project/activity from PREVIOUS | 6.3.1 | 6.3.2 | 6.3.3 | 6.3.4 | 6.3.5 | 6.3.6 | 6.3.7 |

| | | | | | | | |
|------------------------|---|---|---|---|---|---|---|
| position(s) | | | | | | | |
| | | | | | | | |
| Attainment expected | 2 | 1 | 1 | 1 | 1 | 1 | 1 |

SIGN OFF OF THE LEARNING CONTRACT

We agree that this document represents a complete and accurate record of the activities, projects and competencies that the trainee has worked across and the level specified, in accordance with the Public Health Medicine Training Curriculum for the period of training specified by this contract. We agree this document represents a complete & accurate record of teaching and learning requirements and assessments completed during this period of training.

SUPERVISOR'S COMMENTS

Name of Supervisor 1:

- I have discussed the Trainee's progress with other supervisors (if applicable)
- I have discussed this report with the Trainee and make the following comments:

Provide in semi-structured format

1. *Reflection of the learning within the workplace, areas in which trainee is developing competence related to this period of work*

Dr Trainee has expanded her understanding of different types of epidemiological analyses and has become increasing familiar with issues in cancer epidemiology. She has gained competence in survival analyses and demonstrated her already significant skills in reviewing and synthesising relevant scientific literature. She has willingly explored newer epidemiology techniques such as the use of directed acyclic graphs and the use of propensity scoring in analysis. These have developed her analytic thinking and problems-solving, skills readily transferable to all areas of public health practice.

2. *Challenges faced, experience of navigating barriers and dealing with unexpected circumstances*

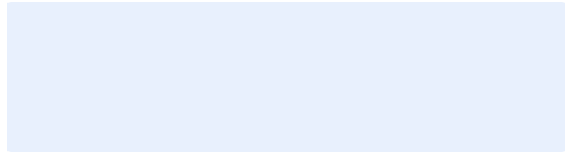
Click here to enter text.

3. *Relationship with colleagues and staff*

In terms of her work here, ###'s greatest challenges have been to develop a deep understanding of the subject matter on which the research is based and to learn the analytic skills required for this kind of investigation. She has been thorough in her approach to both these challenges using both the scientific literature and expert opinion to help her achieve the required level of understanding. Her approach to problem-solving is methodical and determined.

Other Comments

works very well with her colleagues. She is respectful and thoughtful and gets on well with people. She is willing to listen to the advice and opinions of others as well as to provide input into discussions and contribute her expertise. I think she is generally highly regarded by her colleagues



Supervisor Signature

5/08/2016

Date

Name of Supervisor 2:
(if applicable)

Click here to enter text.

- I have discussed the Trainee's progress with other supervisors (if applicable)
- I have discussed this report with the Trainee and make the following comments:

Provide in semi-structured format

1. *Reflection of the learning within the workplace, areas in which trainee is developing competence related to this period of work*

Click here to enter text.

2. *Challenges faced, experience of navigating barriers and dealing with unexpected circumstance*

Click here to enter text.

3. *Relationship with colleagues and staff*

Click here to enter text.

Other Comments

Click here to enter text.

Supervisor Signature

Click here to enter a date.

Date

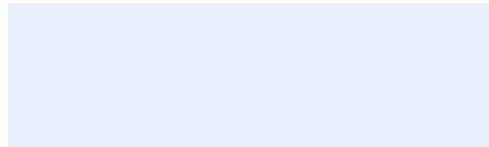
MENTOR'S COMMENTS

Name of Mentor:

Dr Jonathan Jones

- I agree that I have met with the trainee to discuss their progression through the AFPHM training program and matters relating to career development in general over the period of this learning contract.

Dr Trainee has a very good understanding of her competencies and she is successfully continuing to progress through her training program to be a better Public Health physician in the future.



Mentor Signature

5/08/2016

Date

Thank you for acting as Supervisor(s) and Mentor for this trainee and for completing this report.

TRAINEE'S REFLECTION

- I understand my obligation to complete the training requirements outlined in the relevant Advanced Training Program Requirements Handbook.
- I have familiarised myself with my obligations as documented in the *Progression through Training* and *Flexible Training* policies.
- I have discussed this assessment with my Supervisor and Mentor and make the following comments:

Personal reflection of the learning within the workplace, developing competence (reflecting on range of competencies worked across to various degrees of depth), challenges faced, experience of navigating barriers and dealing with unexpected circumstances, relationship with colleagues and staff and other

Working here provided me with the ideal learning environment for fulfilling the competencies outlined in the curriculum towards public health training. This has been my first exposure to the field of cancer epidemiology and I found it very intriguing. An important highlight of the project was gaining experience in understanding the inequalities in access to health services by socioeconomic status and remoteness of residence. The statistical methods involved in the project were technically challenging to perform. The workplace was supportive in helping me understand the nuances of survival analyses. I benefitted greatly from the weekly discussions with my supervisor as well as the head of the team. I had regular interactions with other members of the epidemiology group through journal clubs and seminars to keep myself updated with other research. The Institute also provided me with the opportunity to present my work at the national oncology conference in Adelaide.


Trainee Signature

5/08/2016

Date