



RACP
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Physician Readiness for Expert Practice

Clinical Diploma in Palliative Medicine
2019–20 Program Requirements Handbook

Australasian Chapter of Palliative Medicine



About the 2019–20 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.

2019–20 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 2019–20	Rationale for changes
Entry Requirements Update to Clinical Diploma position requirements	To clarify existing requirements.
Supervision Update to FACHPM supervisor requirements	To ensure trainees have adequate supervision and clarify existing criteria.

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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

Clinical Diploma Training:

- provides a 'depth' of training in a specialty field under supervision
- builds on the skills developed in preceding training while increasing in complexity, sophistication and responsibility

Program	Clinical Diploma 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 accredited Clinical 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	<p>Clinical Diploma in Palliative Medicine</p> <p>Whilst this qualification recognises expertise in Palliative Care Medicine, it does not confer eligibility for specialist recognition in Palliative Care Medicine or use of the title "specialist palliative medicine physician" under the Medical Board of Australia's specialist register, nor does it confer eligibility to apply to the Medical Council of New Zealand for vocational registration in Palliative Medicine or use of the title "Palliative Medicine Physician/Specialist".</p>

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 Integrity in Training
- Flexible Training
- Progression through Training
- Recognition of Prior Learning (RPL)
- Special Consideration for Assessments
- Trainee in Difficulty Support (TIDS).

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 diploma candidates.

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](#).

The Training Support Unit has [Resources](#) for trainees covering topics including learning support and mentoring.

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

Clinical Diploma 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 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
<p>Supervision per rotation:</p> <ul style="list-style-type: none">• 1 supervisor with FRACP in Palliative Medicine and/or FACHPM actively practising in palliative medicine• 1 co - supervisor with FRACP in Palliative Medicine and/or FACHPM actively practising in palliative medicine (recommended)
Work-based learning and assessment tools
<p>Per program:</p> <ul style="list-style-type: none">• 1 Personal Learning Plan• 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 Advanced 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.

Requirement

- 1 supervisor with FRACP in Palliative Medicine and/or FACHPM actively practising in palliative medicine
- 1 co-supervisor with FRACP in Palliative Medicine and/or FACHPM actively practising in palliative medicine (recommended)

More information

- [Supervision](#)
- [Download the Advanced Training supervisor amendment form \(DOC 153KB\)](#)

Work-based learning and assessment tools

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

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

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

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

Case Study

Purpose

To help ground trainees in the culture of palliative medicine and interdisciplinary palliative care. This is a summative assessment.

Requirement

One over the course of training to be submitted within one month of the completion of training
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.

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

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

Submission process

Please follow the submission process on the case study cover sheet for all case studies, including resubmitted case studies.

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.

More information

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

Logbook

Purpose

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.

Requirement

One to be kept over the course of training to be submitted within one month of the completion of training

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.

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.

- One electronic typed copy must be emailed to PallMedDiploma@racp.edu.au. Please note, handwritten hardcopies of these documents are no longer accepted.

More information

- [Learning and assessment tool forms](#)

Personal Learning Plan

Purpose

To plan the learning goals and opportunities for the program.

Requirement

One per program due in the first month of training term

The Personal Learning Plan should be completed by the trainee, in conjunction with their supervisor and submitted electronically to PallMedDiploma@racp.edu.au.

More information

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

Supervisor's Reports

Mid-Session Supervisor's Report

Purpose

To provide trainees with structured feedback on their performance over the first three months of the program. This is a formative assessment.

Requirement

One per program due at the halfway point (three months FTE)

Final Supervisor's Report

Purpose

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

Requirement

Supervisor's Reports

One per program due within one month of the completion of training

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

- [Curated Collections](#) are learning resource guides based on the contributions and peer review of RACP Fellows and other experts.
- [Evolve](#) is a physician-led initiative to ensure the highest quality patient care through the identification and reduction of low-value practices and interventions.
- [Pomegranate Health Podcasts](#) (Pomcast) is a monthly medical podcast created by physicians, for physicians.

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: PalMedDiploma@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.

Additional Resources

Recommended Tools

It is recommended that trainees complete the following work-based learning and assessment tools to supplement mandatory training requirements.

Case-based Discussions

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 recommended formative assessment.

Recommended

Two over the course of Clinical Diploma training

More information

- [Case-based Discussion information sheet, workflow, rating form and other resources](#)

Mini-CEX

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

Recommended

Two over the course of Clinical Diploma training

More information

- [Mini-Clinical Evaluation Exercise information sheet, workflow, rating form and other resources](#)

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