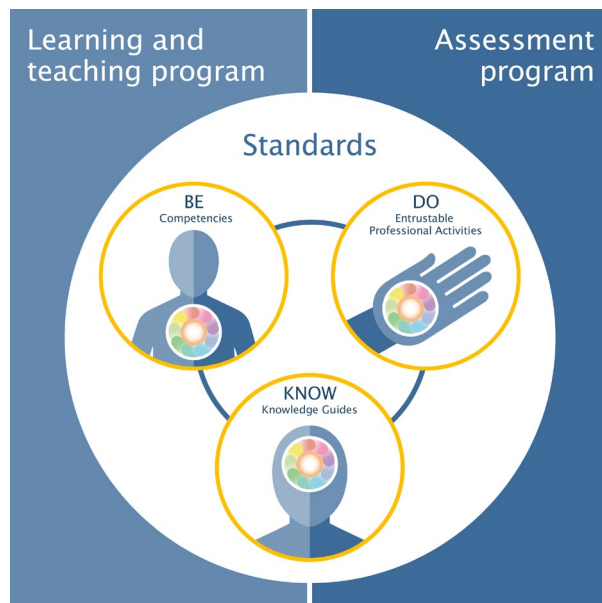


CURRICULUM STANDARDS

The curriculum standards are summarised as **23 learning goals**. Learning and assessment activities are linked to the learning goals to ensure that trainees are able to demonstrate learning across the breadth of the curriculum.

The learning goals articulate what trainees need to **be**, **do** and **know**, and are assessed throughout training.



BE	DO	KNOW
<p>Competencies are statements of professional behaviours, values and practices expected of a trainee as they adopt the professional identity of a physician; organised by the domains of the RACP Professional Practice Framework.</p>	<p>Entrustable Professional Activities (EPAs) are essential work tasks trainees need to be able to do without supervision by the end of training. Each Advanced Training program comprises a tailored mixture of both common and program-specific EPAs.</p>	<p>Knowledge Guides provide detailed guidance on the important topics and concepts trainees need to understand to become experts in their chosen specialty.</p>

Rehabilitation Medicine LEARNING GOALS

BE	1. Professional behaviours
DO	2. Team leadership 3. Supervision and teaching 4. Quality improvement 5. Handover of care 6. Clinical assessment and management of function 7. Longitudinal care 8. Communication with patients 9. Procedures 10. Clinic management
KNOW	11. Traumatic brain injury 12. Stroke 13. Neurological conditions 14. Spinal cord dysfunction 15. Amputation of limb and prosthetics 16. Musculoskeletal conditions 17. Cardiac and respiratory function 18. Adults with disabilities arising in childhood 19. Rehabilitation of older people 20. Rehabilitation of other specific conditions 21. Pain 22. Orthotics and footwear 23. Spasticity and its management



To find out more, head to racp.edu.au/trainees/advanced-training/curricula-renewal/specialty-development/rehabilitation-medicine

Contact us at Curriculum@racp.edu.au or +61 2 8247 6234

LEARNING, TEACHING AND ASSESSMENT

Advanced Training in Rehabilitation Medicine is structured in four phases with clear checkpoints for trainee progression and completion.



ENTRY CRITERIA

Prospective trainees must

- Have completed 2 years full time (or full-time equivalent) of supervised postgraduate general clinical experience in a health-related field (post primary medical degree) within the last 5 years
- Completion of an Advanced Life Support course
- General medical registration with the Medical Board of Australia if applying in Australia or a medical registration with a general scope of practice with the Medical Council of New Zealand and a practising certificate if applying in Aotearoa New Zealand
- An Advanced Training position in an RACP-accredited training setting or network.

ASSESSMENT PROGRAM

- 1 Learning plan (per year)
- 12 Learning Captures, on the range of learning goals (per year)
- 8 Observation Captures, on the range of learning goals (per year)
- 4 In-training Long Case Assessments (per year)
- 4 Progress reports (per year)
- 1 Research project + research proposal (during the course of training)
- 1 AFRM Entry Phase Examination (Completed by the end of the specialty entry phase)
- 1 Case Report: The biopsychosocial approach (during the course of training)
- 1 Case Report: Process/experience of disability (during the course of training)
- 1 AFRM Fellowship Written Examination (After 24 months FTE of certified training in rehabilitation medicine)
- 1 AFRM Fellowship Clinical Examination After 24 months FTE of certified training in rehabilitation medicine)
- 1 experiential logbook (optional)