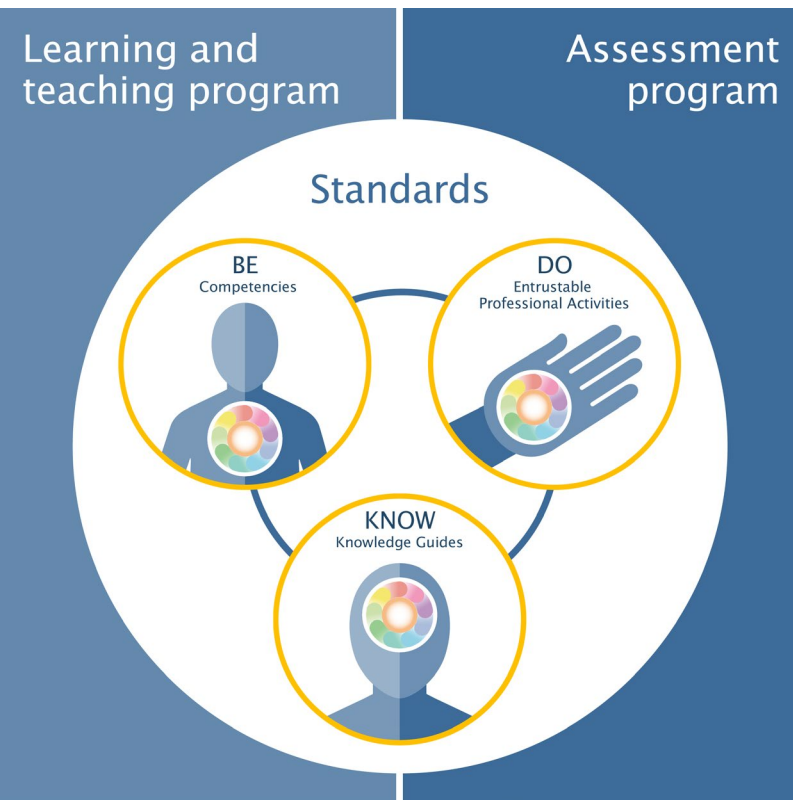




CURRICULUM STANDARDS

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



ADDICTION MEDICINE LEARNING GOALS

- | | |
|-------------|---|
| BE | 1. Professional behaviours |
| DO | 2. Team Leadership
3. Supervision and teaching
4. Quality improvement
5. Communication with patients
6. Addiction medicine assessment and treatment planning
7. Acute care withdrawal management
8. Writing a medicolegal report
9. Prescribing
10. Substance use in pregnancy
11. Advising other health professionals
12. Clinic management |
| KNOW | 13. Substance use and behavioural addictions - public health
14. Withdrawal management
15. Psychological and pharmacological approaches to treatment
16. Prescribing for opioid dependence
17. Assessment and management of behavioural addictions
18. Mental disorders and cognitive impairment
19. Medical conditions associated with substance use
20. Substance use and behavioural addictions across diverse populations
21. Placeholder for a guide describing the knowledge needed around substance use and behavioural addictions in specific patient groups.
22. Medicolegal framework
23. Pain and dependence |

LEARNING, TEACHING AND ASSESSMENT*

Advanced Training is structured in three phases with clear checkpoints for trainee progression and completion.

ENTRY CRITERIA

- Completed RACP Basic Training, including the Written and Clinical Examinations
- OR
- Hold Fellowship of an eligible medical college
- And
- General medical registration
- An Advanced Training position

PROFESSIONAL EXPERIENCE

- 36 months of relevant professional experience in approved rotations, recommended in at least two different training settings.

LEARNING PROGRAM

- Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource (online)
- Health Policy, Systems and Advocacy resource (online)
- Induction to Advanced Training resource (online)
- Supervisor Professional Development Program (online or face-to-face)

TEACHING PROGRAM

- 2 Education Supervisors (minimum 1 who is a Fellow of the AChAM)
- 1 Research Project Supervisor (may be the Education Supervisor)

ASSESSMENT PROGRAM

- 1 Learning plan (per year)
- 12 Learning Captures, on the range of learning goals (per year)
- 12 Observation Captures, on the range of learning goals (per year)
- 4 Progress reports (per year)
- 1 Research project (during course of training)

*For more information on the LTA programs, see the LTA Summary

BE

Competencies are statements of professional behaviours, values and practices

DO

Entrustable Professional Activities (EPAs) are essential work tasks that trainees need to be able to do unsupervised by the end of training

KNOW

Knowledge Guides provide guidance on important topics and concepts trainees need to know

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

Find out more

- head to the [website](#)
- email Curriculum@racp.edu.au
- phone +61 2 8076 6390

