



Learning Contract for Prospective Approval of Advanced Training

Important Information

This form is for use by Advanced Trainees and Fellows who intend to undertake training. Trainees must submit one Learning Contract (LC) at least once per 12 months of training. An LC may only cover a maximum of 12 months. Please note that for each new period of training (at least once a year) a new LC must be submitted for prospective approval.

If you intend to interrupt your training, take longer leave or withdraw from training you will need to complete a different application form which is available [here](#).

You are advised to retain a copy of the completed form for your records.

Before you complete this form – Please ensure you have read and familiarised yourself with the relevant [Advanced Training Program Requirements Handbooks](#) and [Education Policies](#).

Calculation of Training Time (FTE)

To ensure you have calculated your training time for this period adequately, please use the following formula:

Total Amount of Months x part time (decimal point) = months FTE

(e.g. 12 months x 0.6 (60% FTE) = 7.2 months FTE)

Submission Dates

Learning Contract must be submitted to the College, 4 weeks after commencement of position.

Notification of Approval

Once your application has been considered by the nominated supervising committee(s), you will be notified of the decision in writing. Whenever possible, this advice will be sent within *six weeks* of the application deadline. The committee will approve the application, decline the application or defer the decision pending provision of further information.

Applications submitted after the published deadlines will attract a late fee. Consideration of applications submitted after the deadline may be delayed. Late applications will not be accepted from one month after the published deadline. If your application is submitted late, you must attach an [Application for Consideration of Exceptional Circumstances](#) outlining the reasons for the delay.

Payment of Training Fees

You will be invoiced for your training **once your training has been approved**. You will be notified once an approval decision has been made and directed to [MyRACP](#), where you will be able to view details of your outstanding fees and past payments.

A schedule of current training fees is available [here](#).

For queries or support regarding your training fees, please contact a Finance Officer by email Accounts.Receivable@racp.edu.au or call (+61) 2 9256 9629 or (+61) 2 9256 9621 to discuss the matter.

Enquiries & Application Submission

Australian Office
Education Services
The Royal Australasian College of Physicians
145 Macquarie Street
SYDNEY NSW
2000 AUSTRALIA

Phone : 02 8247 6286 Email: PublicHealth@racp.edu.au

Faxed applications will not be accepted by the Australian office

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Number of units expected to obtain from this placement
(max 1 unit per month)

6 units

Is the position currently accredited for AFPHM training?

Accredited

Professional role title
(e.g. Public Health Officer, Lecturer, Project Officer)

Public Health Registrar

Name of Organisation, Division or Unit

1) [REDACTED]
Community Health, [REDACTED]

Full address of Organisation, Division or Unit
(please clearly indicate STATE)

[REDACTED]

Is the position STP funded?

STP Funded

List main workplace activities and Public Health projects

[REDACTED] Community Paediatrics (Mon, Thurs, and Wed mornings)
1) Strengthening interagency partnership to identify and manage adverse childhood experiences in Marrickville

2) Epidemiological studies to examine: 1) effectiveness of HHAN; and 2) maternal and child health outcomes at SLHD

3) Evaluation of the SLHD integrated response towards COVID-19 using mixed methods

OVERVIEW OF PUBLIC HEALTH TRAINING ACTIVITIES/ PROJECTS

(Please delete columns that have not been completed)

Project 1 Title:	Strengthening interagency partnership to identify and manage adverse childhood experiences in [REDACTED]	
Description of Public Health Training activity/project	Main roles, activities and learning strategies <i>(must be directly aligned with competencies in next column)</i>	Competencies expected to partially or completely addressed <i>(bold ones that are expected to be more completely addressed)</i>
<p>This project is part of the research program by the Centre for Research Excellence in Childhood Adversity and Mental Health to build the evidence on how to best detect and respond to childhood adversity and child mental health problems for Australian children aged 0-8 years and their families.</p> <p>The phases of this research include a health needs assessment, policy review and key informants interview and priority setting exercises with the end-users.</p> <p>In 2020, we obtained ethical approval for this scope of work, and interviews are currently underway across health, education and legal sectors.</p>	<p>This public health training project will focus on the formative qualitative research of a larger mixed methods study which aims to co-design, test and evaluate the impact of integrated models of care for childhood adversity and mental health in two real-world settings (in Vic and NSW) on child and caregiver outcomes, service outcomes and system outcomes.</p> <ol style="list-style-type: none"> 1) Conduct individual semi-structured interviews with 12-18 community health service CEOs/senior managers, different agency partners, government policy professionals. 2) NSW policy analysis of policies, frameworks related to the adverse childhood experiences 3) Conduct baseline social network analysis of the interagency partnerships and also of the social capita of the families. 	<p>Theme 5.1: Health Promotion and Community Development 5.1.3 Enable individual and community participation in health promotion 5.1.4 Establish effective partnerships and inter-sectoral action to achieve improved public health outcomes.</p> <p>Theme 4.1: Policy Analysis, Development and Planning 4.1.1. Develop and influence policy to improve public health and reduce inequalities. 4.1.2 Conduct health needs assessments to inform policy 4.1.4 Analyse policy and proposals from an economic perspective 4.1.5 Analyse policy and proposals from an equity perspective 4.1.6 Analyse policy and proposals from an ethical perspective 4.1.7 Conduct priority setting processes to inform policy 4.1.8 Develop and use goals, targets and indicators 4.1.9 Manage policy implementation effectively</p>
Project 2 Title:	Epidemiological studies to examine: 1) effectiveness of HHAN; and 2) maternal and child health outcomes at SLHD	
Description of Public Health Training activity/project	Main roles, activities and learning strategies <i>(must be directly aligned with competencies in next column)</i>	Competencies expected to partially or completely addressed <i>(bold ones that are expected to be more completely addressed)</i>

<p>Using epidemiological studies to examine the cohorts of</p> <p>(a) The Healthy Homes and Neighbourhoods initiative led by Prof Eastwood, Director of Community Health, ██████████, and funded since 2015, by the ██████████ Ministry of Health Planning and Innovation fund. HHAN aims to empower families to cope with health problems and other stressors, to build family wellbeing, to prevent and break cycles of family violence that can lead to devastating intergenerational outcomes.</p> <p>In 2020, I wrote the statistical analysis plan to evaluate the effectiveness of the HHAN, using patient reported experience and outcomes, and routinely collected linked data through time series analysis and propensity matching. This was done in consultation with the Dr ██████████ from ██████████ ministry of health to come up with a feasible plan using the integrated care outcomes database.</p> <p>(b) Maternal and child health outcomes. The overall objective of this project is to use the perinatal dataset and audits of medical records to examine variables that will predict negative outcomes. This evidence</p>	Continue building relationships with the ██████████ Ministry of Health team (██████████), and with ██████████ (██████████) team in regards to the 'Joining the dots' database, and importantly with the HHAN clinicians.	1.2.1 Establish highly effective working relationships with colleagues
	Finalise the report of the findings and feed this back to the HHAN Steering committee and also to the clinicians.	1.2.8 Communicate effectively using written and electronic media 1.2.9 Communicate effectively through oral discussion and presentations
	Consult with the following stakeholders: directors and managers of clinical integration, and the performance unit; committee on preventable hospitalisations; ED consultants; nurses and allied health staff involved in existing programs; people involved in the Checkpoint program at the NBLHD.	1.2.7 Consult effectively with others in a range of settings
	Contribute to the development of the district's policy on potentially preventable hospitalisations and ED to community. Flag issues with the program that may disadvantage vulnerable people, minorities, and Aboriginal and Torres Strait Islander people.	2.1.5 Develop and implement policy, proposals and programs from a culturally competent perspective 2.3.2 Advise on public health issues for Aboriginal and Torres Strait Islander peoples 2.4.1 Advise on the public health issues affecting ethnic minorities in Australia and New Zealand
	Understand the data that is available in the district to answer public health questions. Gain a better understanding of the processes involved and who to contact to access the data.	3.1.3 Store and swiftly access essential public health information
	In addition to local data sources for both projects, the following sources maybe used: ABS, SEIFA, state-wide hospital admissions (MOH).	3.1.6 Use suitable information sources to describe the health of populations
	Major outcomes of this project are the poor maternal and child outcomes.	3.1.7 Analyse and communicate the risk of adverse events in a meaningful way
	The project (b) aims to continuously monitor for mothers who are at risk. Once identified patients could be screened and/or selected for appropriate community programs available at ██████████. The effectiveness of identification, screening and management will be evaluated using population data. This may include using controls from state-wide de-identified data, pending ethical approval.	3.1.9 Design and evaluate disease and hazard surveillance systems 3.1.10 Design and evaluate screening programs
	This project will report on social and health risk factors that lead to poor health and social outcomes.	3.1.11 Advise on major public health determinants and inequalities
	This project will be able to (a) inform what types of families are accessing HHAN and whether they have improved health and social outcomes (including	3.1.13 Advise on the optimal public health response to specific health issues 3.2.4 Perform suitable epidemiological analyses

could then inform risk stratification approaches for this cohort.	education etc.) (b) identify variables that will impact upon poor maternal and child health outcomes, and what variables could be prioritised.	
	The project will have access to population health data. This will allow analysis of the effect of relative socioeconomic disadvantage on health outcomes.	3.2.6 Analyse and interpret the spatial distribution of health related events
	This project will use the tangible measures to evaluate the effectiveness of HHAN.	3.2.7 Analyse alternative disease prevention and control strategies in a quantitative manner
	Findings of project (a) will be fed back to the steering committee, and changes to service delivery will be prioritised.	3.3.2 Implement results of evaluations to improve health services and public health programs
	Project (b) will identify populations that are not receiving optimal care in the community. This information will be presented to SLHD directors to help inform practice and policy.	4.1.2 Conduct health needs assessments to inform policy 4.1.3 Conduct health impact assessments 4.1.7 Conduct priority setting processes to inform policy
Project 3 Title:	Integrated Health Response to the COVID-19 Pandemic by Sydney Local Health District (SLHD).	
Description of Public Health Training activity/project	Main roles, activities and learning strategies <i>(must be directly aligned with competencies in next column)</i>	Competencies expected to partially or completely addressed <i>(bold ones that are expected to be more completely addressed)</i>
Context: This is an ongoing project and was included in my previous learning contract. Activities completed, and competencies already gained, are not included here. Phase 1: Critical Realist Analysis This phase of the project uses a critical realist approach to the district's COVID-19 response to examine what happened, for whom and in what circumstances. This work is nearing completion.	I led project for the key informants interviews in 2020, developing the program theory of the integrated response informed by a Critical Realist paradigm and also the WHO integrated people-centred health services framework. Critically analyse the district's integrated response and leading the final report with recommendations and suggestions for the management of COVID-19 and future pandemics.	1.2.4 Contribute effectively to organisational processes 1.2.7 Consult effectively with others in a range of settings 3.1.2 Assess and respond rapidly to urgent public health questions 5.3.1 Advise on the public health management of infectious diseases 6.2.1 Advise on optimal development and operation of the primary health care sector.
Phase 2: Quantitative Analysis (team including two other public health registrars) * This phase of the project uses quantitative methods to analyse and describe the district's response to COVID-19. This includes:	This project will be based on the program logic model developed from the phase 1 from the interviews. It will require relationships with the [redacted] executive, PHU, RPA Virtual, and disaster management to brainstorm questions that are important for the district to answer, to report findings to, and to have support to publish findings that reflect on the district.	1.2.1 Establish highly effective working relationships with colleagues 1.2.7 Consult effectively with others in a range of settings
	Reports and briefs will be generated and presented to stakeholders to gain their support in order to generate appropriate questions to ask and to publish the findings.	1.2.9 Communicate effectively through oral discussion and presentations

<p>1. Describing the demographics of the COVID-19 patients managed by the district.</p> <p>2. Exploring factors associated with poor outcomes.</p> <p>3. Creating a comprehensive list of data collected by the district on the management of COVID-19 patients.</p> <p>4. Presenting the above to key stakeholders (■■■■ executive, managers, and directors) to explore and brainstorm useful questions that we can answer that will contribute to the literature. Potential questions may be related to the appropriate length of quarantine, long term symptoms, and differences in presentations by different ethnic groups.</p>	<p>The project will look for associations between ethnic background, place of presentation and outcomes. The implications of the findings will inform policy to improve public health outcomes and improve equity in the delivery of healthcare.</p>	<p>2.1.5 Develop and implement policy, proposals and programs from a culturally competent perspective</p> <p>4.1.7 Conduct priority setting processes to inform policy</p>
	<p>The project will look for associations between minorities and Aboriginal and Torres Strait Islander status and outcomes. Any positive findings will be discussed with others as to how to use this information to improve outcomes.</p>	<p>2.3.2 Advise on public health issues for Aboriginal and Torres Strait Islander peoples</p> <p>2.4.1 Advise on the public health issues affecting ethnic minorities in Australia and New Zealand</p>
	<p>Focus group discussions with the public health unit, disaster manager, and the performance unit will help identify and obtain relevant information and data sources.</p>	<p>3.1.6 Use suitable information sources to describe the health of populations</p>
	<p>The project will likely include an analysis of screening methods, and quarantined individuals. For example, the length of quarantine based on swab results and symptoms, and the differential use of testing stations by different communities. This information can be used to inform and improve the ongoing COVID-19 response, and to inform public health management in the future.</p>	<p>3.1.13 Advise on the optimal public health response to specific health issues</p> <p>5.3.1 Advise on the public health management of infectious diseases</p>
	<p>Demographics of the COVID-19 positive patients and/or those quarantined in the district will be generated.</p>	<p>3.2.4 Perform suitable epidemiological analyses</p>

ASSOCIATED ROLES AND OTHER TRAINING

(Please delete columns that have not been completed)

List associated workplace roles, one off training and other activities	Competencies <i>(directly align to list in column one)</i>
<p>1. Population health curriculum for Community Paediatrics Advanced Trainees</p> <ul style="list-style-type: none"> -Develop curriculum and learning materials, - Organise and liaise with appropriate speakers - Deliver lectures / workshops. 	<p>Domain 1: General Professional Practice</p> <p>1.2.5 Support professional development of colleagues and more junior staff</p> <p>1.2.9 Communicate effectively through oral discussion and presentations</p> <p>Domain 3: information research and evaluation</p> <p>3.1.12 Advise on the public health issues affecting age and gender groups</p> <p>3.1.11 Advise on major public health determinants and inequalities</p> <p>3.2.9 Facilitate learning in a variety of settings</p> <p>Domain 5: Health promotion and disease prevention</p> <p>5.1.6 Advise on development of health educational materials</p> <p>6.1.3 Influence clinical staff to adopt a population health approach</p>
<p>2. Participate in mandatory training and education, and be an effective team member and leader as employment requires.</p> <ul style="list-style-type: none"> - RPAH and Croydon community centre requirements - Requirements for FAFPHM - Attendance and participation in local and governing department meetings for HHAN and associated departments - Mandatory Occupational Health and Safety training through the hospital learning management system 	<p>Domain 1: General Professional Practice</p> <p>1.1.1 Establish and maintain career direction and motivation</p> <p>1.1.2 Maintain one's own training and clinical direction</p> <p>1.1.3 Optimise one's personal health</p> <p>1.1.4 Manage time and workload to achieve organisational and professional goals</p> <p>1.1.6 Practice medicine in a safe manner</p> <p>1.1.7 Practice medicine in a manner that promotes a sustainable physical and social environment</p> <p>1.1.8 Work in an ethically sound manner</p> <p>1.1.10 Provide effective first aid in emergency situations</p> <p>1.2.1 Establish highly effective working relationships with colleagues</p> <p>1.2.2 Lead and influence effectively</p> <p>1.2.1 Contribute effectively to multidisciplinary teams</p>

<p>3. Contribute to relevant grant applications (such as MRFF and partnership applications)</p>	<p>Domain 1: General Professional Practice 1.1.1 Establish and maintain career direction and motivation 1.1.2 Maintain one's own training and clinical direction 1.2.1 Establish highly effective working relationships with colleagues 1.2.2 Contribute effectively to multidisciplinary teams</p>
<p>4. Contribute and participate in learning webinars and teaching sessions by public health physicians (Public Health Unit) -weekly Tuesday meetings on health protection and risk management -weekly research support meeting -this could potentially include seconded time to investigate outbreak with the team.</p>	<p>Theme 5.2 Health Protection and Risk Management 5.2.1 Advise on the public health management of environmental health risks 5.2.2 Analyse surveillance data to support the management of environmental health risks 5.2.3 Use regulatory measures to protect and promote health 5.2.4 Conduct environmental health risk assessments 5.2.5 Manage environmental health risks 5.2.6 Communicate environmental health risk information effectively to the public and other groups 5.2.7 Use regional and local planning processes to protect and promote health 5.2.8 Advise on protecting and promoting health in important population settings 5.2.9 Work with other agencies to manage imported hazards 5.2.10 Manage public health emergencies 5.2.11 Investigate and manage clusters of noninfectious disease cases</p>

SIGN OFF OF THE LEARNING CONTRACT

It is mandatory that you have a supervisor and mentor with FAFPHM for the period(s) of training indicated in this Learning Contract.

We agree that this document represents a complete and accurate record of the planned activities, projects and proposed competencies that the trainee will work across in accordance with the Public Health Medicine Advanced Training Curriculum for the period of training specific by this contract.

SUPERVISOR(S) DETAILS

Supervisor 1

Full Name of Supervisor:

FAFPHM

Yes No

Qualification(s):

Full Address

Phone (W):

E-mail

Please specify the period of supervision:

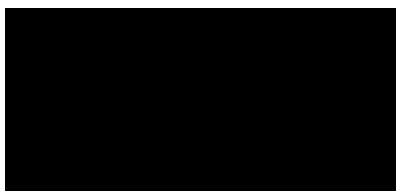
Commencing:

31/01/2021

Ending:

6/02/2022

I (supervisor) have sighted the Learning Contract Reports from previous training periods and other documentation relevant to the trainee's progression (if applicable) for this trainee and identified any ongoing issues for inclusion in the trainee's learning plan for this period.



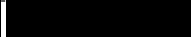


Supervisor Signature

18/03/21

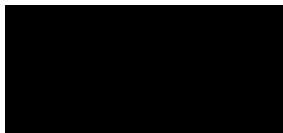
Date

Supervisor 2/Co-Supervisor (if applicable, please select)

Full Name of Supervisor :	
FAFPHM:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Qualification(s):	
Full Address:	
Phone (W):	Click here to enter text.
E-mail:	Click here to enter text.

Please specify the period of supervision: Commencing: Ending:

I (supervisor) have sighted the Learning Contract Reports from previous training periods and other documentation relevant to the trainee's progression (if applicable) for this trainee and identified any ongoing issues for inclusion in the trainee's learning plan for this period.



Supervisor Signature

23/03/2021

Date

MENTOR DETAILS

Mentor

Full Name of Mentor:

FAFPHM:

Yes No

Qualification(s):

Full Address:

Phone (W):

E-mail:

Please specify the period of supervision:

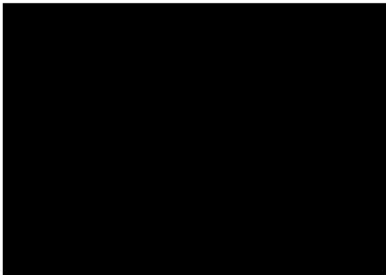
Commencing:

31/01/2021

Ending:

6/03/2022

I (mentor) have sighted the Learning Contract Reports from previous training periods and other documentation relevant to the trainee's progression (if applicable) for this trainee and identified any ongoing issues for inclusion in the trainee's learning plan for this period.



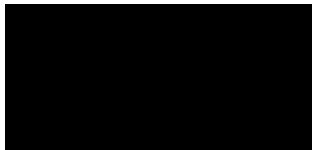
22/03/2021

Mentor Signature

Date

TRAINEE DECLARATION *(please tick boxes that apply)*

- I declare the information supplied on this form is complete and accurate
- I have familiarised myself with my obligations as documented in the [Advanced Training Program Requirements Handbooks](#) and [Education Policies](#).
- I have provided my supervisor(s) with copies of Learning Contract Reports from previous training periods and other documentation relevant to my progression
- I have liaised with my supervisor to confirm that the position outlined within this Learning Contract is in line with the current accreditation granted for this setting and/or, where accreditation of the setting is not required, meets the standards for training.
- My supervisors have confirmed the training information included in this application and have signed this form.



Trainee Signature

8/03/2021

Date

Please ensure you make a copy of the completed application form for your personal records and send the original to the College by the due date.