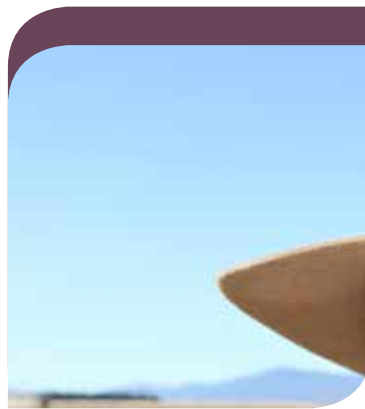




Advanced Specialised Training Population Health

Standards for Supervisors
and Teaching Posts



FELLOWSHIP



Australian College of
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1. Overview of the ACRRM Vocational Training Program

The Australian College of Rural and Remote Medicine (ACRRM) is one of two medical colleges in Australia accredited to determine and uphold the standards that define and govern competent independent medical practice in the specialty of general practice. ACRRM is particularly focussed on standards that apply to appropriate and safe practice in rural and remote contexts. The ACRRM Vocational Training Program is a four-year integrated program of clinical learning and experience. All training must take place in accredited posts. Registrars can apply to enter the training program after completing one intern year.

The program consists of three stages of learning and experience:

- Core Clinical Training (CCT) involves a 12-month experience in an ACRRM accredited metropolitan, regional, or rural hospital.
- Primary Rural and Remote Training (PRRT) involves 24 months experience in ACRRM-accredited rural or remote posts including hospital, general practice, community, and other posts.
- Advanced Specialised Training (AST) involves at least 12 months experience in one of ten ACRRM-specified disciplines.

ACRRM training pathways

There are three pathways to achieve Fellowship of ACRRM:

- The Vocational Preparation Pathway is delivered by Regional Training Providers in the Australian General Practice Training program.
- The Remote Vocational Training Scheme is delivered by Remote Vocational Training Scheme (RVTS).
- The Independent Pathway is delivered by ACRRM.

2. Advanced Specialised Training in Population Health

Advanced Specialised Training in Population Health requires a minimum 12 months full time or equivalent part time training.

The AST Population Health curriculum can be found at

https://www.acrrm.org.au/files/uploads/pdf/vocational%20training/ACRRM%20AST%20Curric_Pop%20Health_design%20version_01.11_17.02.11.pdf

Prior to undertaking an AST Population Health post, it is strongly recommended that registrars have completed the Core Clinical Training component of ACRRM Fellowship training and have basic population health competence, as outlined in the ACRRM Primary Curriculum.

Registrars undertaking AST in Population Health must complete an epidemiology course at Grad Cert level or higher and complete the ACRRM 'Introduction to Population Health' online learning module at www.rmeo.com.

Registrars undertaking Advanced Specialised Training in population health must complete the following assessment tasks.

Formative tasks:

- *Formative population health supervisor feedback reports* – at 6 months

Summative tasks:

- *Summative population health supervisor feedback reports* – at 12 months
- *Population health project* – a substantial project which addresses an area of need in the local community and fulfilling the criteria outlined below. Projects must be approximately 4000–5000 words in length or equivalent amount of work. Project plans must be approved prospectively by the registrar's supervisor, employer organisation and ACRRM. The project must be submitted to ACRRM for assessment and will be graded on a pass/fail basis.

3. Population Health AST Posts

This document contains the Standards for Supervisors and Teaching Posts in Advanced Specialised Training for Population Health. Separate standards apply to posts and supervisors during Core Clinical Training and Primary Rural and Remote Training and each of the other AST disciplines.

Training for the Advanced Specialised Training year in population health must be undertaken in institutions accredited by ACRRM. These facilities would have the following features:

- able to offer a suitable range and depth of population health learning opportunities to enable the candidate to achieve the required learning outcomes
- able to integrate population health experience with clinical workload
- able to offer appropriate supervision

The registrar employed in an AST in Population Health post must be provided with clinical supervision and mentoring. The supervisor and mentor may be onsite or working another location.

4. The Accreditation Process

Accreditation of ACRRM supervisors and teaching posts is conducted at the regional level in conjunction with a training provider and ACRRM.

The steps involved in the accreditation of an AST in Population Health post are as follows.

1. The prospective AST teaching post conducts a self-assessment against the standards and submits a written application form to the regional training provider.
2. The training provider submits the completed application form and recommendation to ACRRM.
3. ACRRM issues provisional accreditation for a period of 12 months if the post satisfactorily demonstrates in the written application that it has met the ACRRM standards. Posts with provisional accreditation can train registrars.
4. An accreditation visit to the post is scheduled within 12 months.
5. The Regional Training Provider will submit the surveyor report to ACRRM and, if satisfactory, a certificate of full accreditation will be issued approving the teaching post and supervisor/s for a period of up to three years.
6. A grievance and appeals mechanism is available if needed.
7. ACRRM publicises practices with provisional and full accreditation to all potential registrars and rural doctors via its on online education site www.rmeo.com

5. Definitions

ACRRM uses the following definitions.

Registrar

An ACRRM registrar is any doctor training towards Fellowship of ACRRM.

Supervisor

A supervisor is the doctor responsible for the day to day performance of a registrar in their role as an AST registrar. The supervisor-registrar relationship forms the cornerstone of the enhanced apprenticeship model of learning in rural and remote general practice, and this applies to their population health role too.

Supervision involves providing monitoring, guidance and feedback on matters of personal, professional and educational development in the context of the doctor's role as an AST registrar. This would include the ability to anticipate a doctor's strengths and weaknesses in the field of population health.

Mentor

A mentor is a clinician who currently works or who has worked previously in a similar setting to that of the post. The Mentor provides pastoral care, opportunities to debrief or act as a sounding board regarding cultural or personal issues. This role could be undertaken by one or more people.

Teaching post

A teaching post refers to the environment in which the registrar trains and works under supervision. A teaching post may be any environment which meets these standards.

6. Standards for Mentors and Supervisors

This section describes the criteria for accreditation of mentors and supervisors. It focuses on the capacity of individuals to provide monitoring, guidance and feedback in the population health setting.

These standards apply to supervisors and mentors providing supervision onsite or offsite.

Supervision and mentoring must be available to the registrar; these roles may be filled by a number of doctors or may be filled by a single doctor with the appropriate qualifications and experience.

6.1 Criterion 1: Supervisor qualifications and experience

The supervisor must have appropriate qualifications and experience.

Indicator	Description
6.1.1	The supervisor must demonstrate current full and unrestricted registration with the National Medical Board of Australia without any imposed restrictions, conditions, or limitations.
6.1.2	The Supervisor must have a Fellowship of the Australian Faculty of Public Health or have a general practice Fellowship and hold a Public or Population Health tertiary qualification. Other suitably qualified and experienced clinicians will be assessed on a case by case basis. See appendix 1 for further information.
6.1.3	The supervisor must have not less than 5 years full-time experience in an environment where Population Health is a significant part of the role (time spent in training may be included).
6.1.4	The supervisor must be an appropriate role model, exhibiting a high standard of competence, communications skills and professional values in relation to population health.
6.1.5	The supervisor must demonstrate commitment to ongoing professional development. To demonstrate compliance with this indicator, supervisors must be up to date with professional development requirements of their College.

6.2 Criterion 2: Mentor qualifications and experience

The mentor must have appropriate qualifications and experience.

6.2.1	The mentor must be a person who currently works or has recently worked in a similar environment to the registrar. The mentor should be a rural doctor who can put specialist information into a community based context. A supervisor with appropriate experience may also fill this role.
6.2.2	The mentor must provide opportunities for the registrar to debrief, be a sounding board about personal or cultural issues and provide a two-way supportive and listening role.

6.3 Criterion 3: Commitment as a teacher

The supervisor must have demonstrated commitment and competence as a teacher.

Indicator	Description
6.3.1	Those providing supervision and mentoring must demonstrate an understanding of the ACRRM Vocational Training program and Population Health AST curriculum.
6.3.2	Those providing supervision must demonstrate the ability and commitment to provide educational supervision and guidance in the field of Population Health.
6.3.3	The supervisor must have regular contact with the registrar. Recommend: At least fortnightly formally meet either face to face or by telephone/video conference to discuss progress. Every 6 months as a minimum, a more detailed meeting face to face to review progress.
6.3.4	The supervisor must be accessible and available to the registrar as appropriate to the registrar level of training and experience. Appropriate alternative arrangements must be in place to provide support for the registrar during periods of leave.
6.3.5	The supervisor must agree to meet with the registrar early in the post to discuss and appraise the registrar's skills and experience and develop a learning plan.
6.3.6	The supervisor must provide a supervisor report at six and 12 months training. The supervisor is required to collate feedback from the department staff, discuss this with the registrar and then submit to the training provider.
6.3.7	The supervisor must organise their own workloads to be compatible with teaching commitments.
6.3.8	The supervisor should participate in supervisor training and other activities to further develop teaching/mentoring skills.
6.3.9	The number of registrars per post must not exceed the capacity of the post to provide supervision and support in accordance with the registrar stage of training and individual needs.

6.4 Criterion 4: Abilities as a teacher

The supervisor has demonstrated abilities as a teacher.

Indicator	Description
6.4.1	The supervisor must be familiar with a range of teaching methods and select appropriately from these to assist the registrar's learning.
6.4.2	The supervisor must be skilled in assessing and providing feedback on performance, including establishing and reviewing learning plans.

7. Standards for Teaching Posts

This section outlines the standards required of teaching posts for ACRRM registrars undertaking AST in Population Health. These standards focus on the ability of the post to enable registrars to develop the necessary knowledge and skills to fulfil the learning outcomes in the ACRRM AST Curriculum for Population Health. They are concerned with issues surrounding organisation, facilities, clinical learning opportunities, policies and resources available to ACRRM registrars.

Where supervision is conducted off site, the post where the registrar works must meet these standards.

7.1 Criterion 1: Teaching Post

The teaching post must provide an appropriate training environment for an AST in Population Health.

Indicator	Description
7.1.1	<p>These standards do not prescribe a particular type of health service. Any health service or combination of health services that meet these standards is eligible for accreditation.</p> <p>Suitable posts would have the following features:</p> <ul style="list-style-type: none">• able to offer a suitable range and depth of population health learning opportunities to enable the candidate to achieve the required learning outcomes• able to integrate population health experience with clinical workload <p>The following service types may be appropriate individually or in combination with other services Community Population Health, Research unit, Divisions of GPs, Medicare local, primary care facility, rural general practice, Aboriginal health service or Public Health department.</p>

7.2 Criterion 2: Training and Educational Resources

The teaching post must provide appropriate resources for the registrar.

Indicator	Description
7.2.1	The teaching post must provide access to telephone, fax, computer, internet and e-mail.
7.2.2	The teaching post must have a timetable for structured educational events and case review, including clinical audit and significant event analysis. There should be protected teaching time of at least 2 hours per week.
7.2.3	The teaching post should provide ready access to in date relevant textbooks and have internet access for online web based educational and reference resources.

7.2.4	The teaching post must provide time for educational release activities in accordance with the registrar's stage of training.
7.2.5	<p>The teaching post must have a teaching plan that includes:</p> <ul style="list-style-type: none"> • an outline of how the post organises orientation to the post, teaching, learning and supervision • a description of clinical and educational opportunities offered to registrars • a description of the post, the patient or practice population and teaching resources • an outline of how supervisors will assess the performance of the registrar and manage feedback; and • a description of how the post provides opportunities for registrars to be involved in quality assurance, clinical audit and peer review.

7.3 Criterion 3: Clinical resources

The teaching post must be suitably equipped with clinical resources and adequately staffed.

Indicator	Description
7.3.1	The teaching post must be suitably equipped with clinical and office equipment sufficient to allow the registrar to practise competently.
7.3.2	The teaching post must be adequately staffed in terms of medical, nursing and other appropriate disciplines.

7.4 Criterion 4: Clinical learning opportunities

The teaching post must provide an appropriate range of clinical learning opportunities.

Indicator	Description
7.4.1	The teaching post must provide a range of learning experiences for the registrar. The post must be of sufficient scope to enable the registrar to develop the skills and knowledge as specified in the Population Health AST curriculum.
7.4.2	The teaching post must have a formal system of quality management, and registrars are expected to participate in these activities.
7.4.3	The teaching post must provide adequate but not excessive patient workload for the registrar.

7.5 Criterion 5: Organisational management

The teaching post must have clear and adequate organisational management arrangements.

Indicator	Description
7.5.1	The employer must enter into an appropriate employment arrangement with the registrar. The employment arrangement needs to take into account learning/training opportunities, the registrar's professional ability and professional recognition in Australia, and be in line with any employer/employee relationship required by the over-arching training organisation
7.5.2	The teaching post must ensure that the registrar and teaching post are covered at all times by appropriate insurance and registration with the National Medical Board of Australia.

7.6 Criterion 6: Evaluation of training within the post

The teaching post must conduct a structured process to evaluate the training within the post that demonstrates how information is gathered, analysed and acted upon to improve the quality of training.

Indicator	Description
7.6.1	The teaching post must provide formal feedback on the progress of the registrar to the training provider and ACRRM on request.
7.6.2	The teaching post must consent to registrars in the ACRRM Vocational Training program providing feedback to training provider and ACRRM on the training environment provided by the post and the supervisors.
7.6.3	The post is required to establish mechanisms for registrars to provide feedback on the quality of training provided and show how this feedback has resulted in changes or improvements.

Appendix: Accrediting non FAPHM Population Health Supervisors

It is desirable the supervisors for the AST in Population Health be a Fellow of AFPHM or be a clinician with appropriate experience and qualifications. Appropriate experience and qualifications will be considered on a case by case basis by ACRRM taking into account the criteria below.

1. Fellowship of an AMC accredited Australian or New Zealand Professional College (or recognised equivalent)
2. FACRRM with an AST in Population Health
3. Holding a Public or Population Health tertiary qualification
4. Population Health Experience - Time spent in rural and/or remote clinical and or Population Health practice in an academic, peer-reviewed or accredited environment.
5. Active and confirmed participation in a PDP/ QA program over the last 3 years. With FPHM.
6. Leadership and Academic Activity
 - Development of, or leadership in, the relevant specialty or a relevant specialty field at a national or international level
 - Ongoing contribution to undergraduate or postgraduate education
 - At least five publications as primary or secondary author in national or international peer-reviewed scientific journals/books/scientific proceedings