FELLOWSHIP TRAINING HANDBOOK
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Introduction

Curriculum

The Rural Generalist Curriculum provides a definition of Rural Generalist Medicine and describes the competencies, knowledge, skills and attributes required to be a rural generalist medical practitioner.

The curriculum informs the training, education and assessments requirements to achieve Fellowship. Therefore, an understanding of the curriculum is essential for all registrars.

The Curriculum competencies are structured under the eight domains of rural and remote practice.

1. Provide expert medical care in all rural contexts
2. Provide primary care
3. Provide secondary medical care
4. Respond to medical emergencies
5. Apply a population health approach
6. Work with Aboriginal, Torres Strait Islander, and other culturally diverse communities to improve health and wellbeing
7. Practise medicine within an ethical, intellectual and professional framework
8. Provide safe medical care while working in geographic and professional isolation

The curriculum consists of Core Generalist and Advanced Specialised components. Registrars must demonstrate meeting all competencies at the Core Generalist standard and choose one specialised area in which they demonstrate meeting the competencies at the Advanced Specialised standard.

These standards are described in the curriculum. The Curriculum also details the knowledge, skills and attributes in 37 clinical and non-clinical Learning Areas. The Learning Areas all include Core Generalised content and Advanced Specialised content is included for the approved AST disciplines.

Rural Generalist Training Program

Components of training

The training program is aligned to the eight domains of Rural Generalist Curriculum and underpins the learning areas included in the Core Generalist and Advanced Specialised components of the Curriculum.

Core Generalist Training

Core Generalist Training (CGT) covers three years of training;

- developing broad generalist knowledge, skills and attributes in primary, secondary and emergency care in a rural and remote context, and
- fostering essential rural generalist knowledge and skills in paediatrics, obstetrics and anaesthetics.

Advanced Specialised Training

Advanced Specialised Training (AST) covers one year of training;
- building on the core generalist competencies and increasing knowledge and skills in a procedural or non-procedural discipline
- in a specialised area relevant to the needs of rural communities
- to allow autonomous delivery in a defined scope of specialist clinical practice.

## Training program summary

The table 1 below provides a summary of the training program requirements.

<table>
<thead>
<tr>
<th>Rural Generalist Training Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirements</strong></td>
</tr>
<tr>
<td>Time</td>
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<tr>
<td>Training</td>
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<tr>
<td>Education</td>
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</tbody>
</table>
- Rural Emergency Skills Training (REST) and another EM course/s
- a minimum of four “FACRRM recommended” online learning courses

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Successfully complete:</th>
<th>Successfully complete:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Six monthly supervisor reports</td>
<td>- Six monthly supervisor reports</td>
</tr>
<tr>
<td></td>
<td>- Nine formative mini Clinical Evaluation Exercises (miniCEXs)</td>
<td>- Work based and external assessments as specified for each AST</td>
</tr>
<tr>
<td></td>
<td>- Multi-Source Feedback (MSF)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Multiple Choice Question (MCQ) assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Cased Based Discussion (CBD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Structured Assessment using Multiple Patient Scenarios (StAMPS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Procedural Skill Logbook (logbook)</td>
<td></td>
</tr>
</tbody>
</table>
Commencement of training

Registrars who hold general registration and are in post graduate year (PGY) 2 must commence with CGT and undertake the first 12 months full time equivalent (FTE) in a postgraduate medical council (PMC) accredited post.

Registrars who hold general registration and are PGY3 or above may commence training with CGT or AST in an ACRRM accredited primary or secondary care training post as applicable.

Registrars who hold limited or provisional registration require an individual training plan approved by the Director of Training at the commencement of training.

Order of training

CGT and AST can be completed:

- Sequentially in either order, providing that prerequisites for the AST have been met or
- Concurrently, undertaking CGT and AST part-time.

If AST is undertaken at the beginning of training, a registrar must maintain currency until the completion of training.

It is important to plan timing and sequencing of education, training and assessment activities. This training plan should be started at the beginning of training and reviewed regularly throughout training.

Core Generalist Training

Core Generalist Training (CGT) may be started at PGY 2 or above. Training program requirements must be meet in four areas: time, training, education and assessment.

Time

CGT requires a minimum of three years full time equivalent (FTE) as described in the Training Time policy.

Training

All training must take place in accredited posts. Training placements must provide the opportunity to gain the required scope, type and volume of clinical experience, at an appropriate level of responsibility.

ACRRM accredits training posts for CGT in regional, rural or remote areas of Australia. Accredited posts include: general practices, Aboriginal and Torres Strait Islander medical services, hospitals, emergency departments and retrieval services.

ACRRM accredited posts are generally suited to doctors who can function competently, with significant responsibility for making patient care decisions, under broad supervision.

ACRRM recognises training posts accredited by state or territory Postgraduate Medical Council (PMC) as training placements for CGT. These posts are suitable for doctors requiring higher levels of supervision for example doctors who commence training in PGY2.

ACRRM also recognises training posts accredited by other specialist colleges as suitable for short term placements to fulfil mandatory training requirements. Posts
accredited by other specialist colleges may also be suitable for long term placements such as for an AST, however ACRRM accreditation is required.

**Regional, rural and remote placements**

Registrars are required to work in regional, rural and remote locations and gain experience across primary, secondary and emergency care in rural practice in order to gain the competencies, knowledge, skills and attributes described in the Core Generalist curriculum. All registrars must demonstrate minimum training requirements in these rural contexts.

While training requirements for primary, hospital and emergency care and rural and remote practice are defined separately they are designed to be covered concurrently. The ideal training placement involves working in a rural general practice, admitting into the local hospital, providing inpatient care and after hours cover in the emergency department. Experience in rural primary, secondary and emergency contexts can also be gained through several training placements.

Example:

You have worked for 12 months in an MM5 location in general practice at 0.5 FTE and at the local hospital at 0.5 FTE providing inpatient and emergency care.

As such you have now met your minimum training requirements of 12 months rural and remote training as well as six months primary care, three months emergency care and three months inpatient care.

You may then to build on your rural primary care and/or rural hospital experience and skills for the remainder of your CGT.

**Tertiary hospital placements**

Doctors undertaking hospital placements in PGY2 year must seek placements that provide generalist skills relevant to rural practice, including where possible the following placements:

- General medicine
- General surgery
- Emergency
- Paediatrics
- Obstetrics and gynaecology; and
- Anaesthetics.

Other generalist placements that would be helpful to include are:

- Rehabilitation
- Aged care
- Palliative care
- Intensive care
- Psychiatry
- Emergency (additional placement)

For further information see [Training Placements policy](#)
**Training requirements**

The training requirements as described in the Training Program Requirements policy. These requirements ensure that training is undertaken in all rural contexts.

Registrars are encouraged to maximise their training time to gain the required competencies articulated in the Rural Generalist Curriculum.

### Requirement

Paediatrics training that equates to 10 weeks or more FTE, at PGY1 or above

Options to meet this requirement are describes below.

### Competencies

The knowledge, skills and attributes that are being worked towards are defined in the Rural Generalist Curriculum: Paediatrics learning area.

<table>
<thead>
<tr>
<th>Accreditation options</th>
<th>Training options</th>
<th>Evidence required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train in a post holding one of the following accreditations:</td>
<td>10 weeks or more FTE paediatrics placement, or</td>
<td>Supervisor report</td>
</tr>
<tr>
<td>• PMC Intern training, or</td>
<td>Six months or more FTE emergency department placement, (where at least</td>
<td>Supervisor report</td>
</tr>
<tr>
<td>• RACP basic training or</td>
<td>25% of presentations are children) or</td>
<td>Evidence of a minimum of 25% child presentations</td>
</tr>
<tr>
<td>• ACRRM CGT or</td>
<td>General Practice placement, or</td>
<td>Supervisor report</td>
</tr>
<tr>
<td>• ACRRM AST Paediatrics</td>
<td>Integrated rural hospital placement eg PIERCE* or</td>
<td>Record 50 paediatric consultations (16 years and under)</td>
</tr>
<tr>
<td></td>
<td>Paediatrics outreach service placement, assisting a paediatrician (or</td>
<td>Complete paediatrics component of Procedural Skills Logbook</td>
</tr>
<tr>
<td></td>
<td>paediatrics team)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plus for the three options above two educational activities in paediatrics,</td>
<td>Evidence of two education activities</td>
</tr>
<tr>
<td></td>
<td>these may be online courses or workshops.</td>
<td></td>
</tr>
<tr>
<td>As specified for program</td>
<td>Sydney Child Health Program or</td>
<td>Evidence of completion</td>
</tr>
<tr>
<td>AST Paediatrics</td>
<td>AST Paediatrics</td>
<td>Letter of completion</td>
</tr>
</tbody>
</table>
### Requirement
Obstetrics training that equates to 10 weeks or more FTE, at PGY1 or above
Options to meet this requirement are described below

### Competencies
The knowledge, skills and attributes that are being worked towards are defined in the Rural Generalist Curriculum: Obstetrics and Gynaecology learning area.

<table>
<thead>
<tr>
<th>Accreditation options</th>
<th>Training options</th>
<th>Evidence required</th>
</tr>
</thead>
</table>
| Train in a post holding one of the following accreditations:  
  • PMC Intern training  
  • RANZCOG Fellowship training or  
  • RANZCOG Advanced Diploma training  
  • ACRRM CGT | 10 weeks or more FTE O&G placement, or  
  Clinical attachment or work with a Specialist or GP obstetrician (minimum of 10 sessions over no more than 6 months), or  
  General Practice placement, or  
  Integrated rural hospital placement eg PIERCE*  
  Plus for the three options above, demonstrate intrapartum care  
  • through deliveries  
  or  
  • through simulation by completing one of the following courses  
    o Rural Emergency Obstetrics Training (REOT), or  
    o Preparation in Maternity Safety (PIMS), or  
    o RVTS workshops, or  
    o CRANA Maternity Emergency care course | Supervisor report  
  Supervisor report  
  Record 25 antenatal and 25 postnatal consultations  
  Complete O&G component of Procedural Skills Logbook (including manage normal delivery)  
  Course certificate |
| As applicable for the program | Certificate in Women’s Health DRANZCOG, or DRANZCOG Advanced | Evidence of completion |
### Requirement
Anaesthetic training that equates to 10 weeks or more FTE, at PGY1 or above
Options to meet this requirement are describes below

### Competencies
The knowledge, skills and attributes that are being worked towards are defined in the Rural Generalist Curriculum: Anaesthetics learning area.

<table>
<thead>
<tr>
<th>Accreditation options</th>
<th>Training options</th>
<th>Evidence required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train in a post holding one of the following accreditations:</td>
<td>10-weeks or more FTE anaesthetics placement, or</td>
<td>Supervisor report</td>
</tr>
<tr>
<td>• PMC Intern training,</td>
<td>Combination of placements providing anaesthetics skills (e.g. ICU, emergency, or retrieval)</td>
<td>Supervisor reports</td>
</tr>
<tr>
<td>• ANZCA training or</td>
<td>Minimum of 10 anaesthetic sessions, under supervision of a GP anaesthetist or specialist anaesthetist or</td>
<td>Supervisor report</td>
</tr>
<tr>
<td>• JCCA training, or</td>
<td>Integrated rural hospital placement eg PIERCE* Plus for both options above an advanced airways skills workshop:</td>
<td>Record 50 procedures selected from the Anaesthetic component in the Procedural Skills Logbook</td>
</tr>
<tr>
<td>• Supervisor with appropriate anaesthetic qualification/credentialing when undertaking sessions</td>
<td>• Rural Anaesthetic Crisis Management (RACM), which will also count as Tier 2 EM course or</td>
<td>Complete Anaesthetics component of Procedural Skills Logbook</td>
</tr>
<tr>
<td></td>
<td>• RVTS workshop (RVTS registrars only)</td>
<td>Evidence of workshop completion</td>
</tr>
<tr>
<td>ProStart Anaesthetics program</td>
<td>Course logbook and supervisor sign off</td>
<td></td>
</tr>
<tr>
<td>This requires undertaking sessions with an anaesthetist while working through the program</td>
<td>Complete Anaesthetics component of Procedural Skills Logbook</td>
<td></td>
</tr>
<tr>
<td>AST in Anaesthetics (JCCA)</td>
<td>Letter of completion</td>
<td></td>
</tr>
</tbody>
</table>

* PIERCE A Queensland Rural Generalist Program, Prevocational Integrated Extended Rural Clinical Experience. May cover anaesthetics, paediatrics and obstetrics providing there are enough cases. A supervisor report and logbook covering each discipline is required.
## Requirement
Primary care training of six months or more FTE at PGY 2 or above

## Competencies
The competencies required are defined in Rural Generalist Curriculum:

- Domain 2: Provide primary care
  - plus
- Domain 1: Provide expert medical care in all rural contexts
- Domain 7: Practise medicine within an ethical, intellectual and professional framework

### Accreditation options | Training options | Evidence requirement
---|---|---
Train in a post holding ACRRM accreditation for CGT, to cover primary care | Six months or more FTE or Prorated over a longer period for part time | Supervisor reports
To demonstrate continuity of care, primary care training must be undertaken;
- no less than two days per week, averaged over one month or
- in FTE blocks, of no less than three months duration | Training organisation records

## Requirement
Secondary care training of three months or more FTE at PGY 2 or above

## Competencies
The competencies required are defined in Rural Generalist Curriculum:

- Domain 3: Provide secondary medical care
  - Plus
- Domain 1: Provide expert medical care in all rural contexts
- Domain 7: Practise medicine within an ethical, intellectual and professional framework

### Accreditation options | Training options | Evidence required
---|---|---
Train in a post holding one of the following accreditations: | Three months or more FTE of five to 10 week hospital placements providing skills relevant to rural practice, (see Tertiary hospital placements section page 9) or Minimum of 60 inpatient rural generalist hospital shifts (minimum eight hours), or | Supervisor reports
  - ACRRM CGT, to cover secondary care, or
  - ACRRM AST
  - PMC Intern training, or
  - Specialist College Accreditation | Training organisation records
Visiting Medical Officer (VMO) with admitting rights, admitting and managing care, for an average of three inpatients per week, over a period of at least 12 months, or

Advanced Specialised Training in AIM, Mental Health, O&G. Paediatrics or Surgery.

<table>
<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>Emergency care training of three months or more FTE at PGY 2 or above</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The competencies required are defined in Rural Generalist Curriculum:</td>
</tr>
<tr>
<td>• Domain 4: Respond to medical emergencies</td>
</tr>
<tr>
<td>• Domain 1: Provide expert medical care in all rural contexts</td>
</tr>
<tr>
<td>• Domain 7: Practise medicine within an ethical, intellectual and professional framework</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Accreditation options</th>
<th>Training options</th>
<th>Evidence required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train in a post holding one of the following accreditations:</td>
<td>Three months or more FTE emergency placement, or Minimum of 60, (minimum eight hour) shifts in an emergency department, or Minimum 12 months FTE in an integrated rural hospital or hospital that provides 24/7 emergency cover, or Minimum of 12 months of providing one in four after hours or weekend cover in an emergency department in a hospital that provides 24/7 emergency cover, or</td>
<td>Supervisor reports Training organisation records</td>
</tr>
<tr>
<td>• ACRRM CGT to cover EM, or PMC Intern training, or ACEM Fellowship or Diploma, Certificate training, or AST EM training</td>
<td>Advanced Specialised Training in Emergency Medicine</td>
<td>Evidence of completion</td>
</tr>
</tbody>
</table>
**Requirement**

Rural and remote practice training of 12 months or more FTE at PGY 2 or above

**Competencies**

The competencies required are defined in Rural Generalist Curriculum:

- Domain 8: Provide safe medical care while working in geographic and professional isolation
- Plus
- Domain 1: Provide expert medical care in all rural contexts
- Domain 5: Apply a population health approach
- Domain 6: Work with Aboriginal, Torres Strait Islander, and other culturally diverse communities to improve health and wellbeing
- Domain 7: Practise medicine within an ethical, intellectual and professional framework

<table>
<thead>
<tr>
<th>Accreditation options</th>
<th>Training options</th>
<th>Evidence required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train in a post holding accreditation for</td>
<td>12 months FTE living and working in rural or remote community (MM 4-7, or 3 case by case).</td>
<td>Supervisor reports</td>
</tr>
<tr>
<td>ACRRM CGT, to cover R&amp;R</td>
<td>May live and work in different communities providing they are both rural.</td>
<td>Training organisation records</td>
</tr>
<tr>
<td></td>
<td>The following options providing they total 12 months FTE are suitable:</td>
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<tr>
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<td>• living and working in the rural location averaging four or more days per week, for example regular fly in fly out arrangements</td>
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<tr>
<td></td>
<td>• living and working FTE in rural location in blocks, each of at least three months duration</td>
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<tr>
<td>Prospective approval where time permits</td>
<td>ADF registrars may count up to six months FTE for the following deployments:</td>
<td>Evidence of:</td>
</tr>
<tr>
<td>Retrospective for short notice deployments</td>
<td>• at sea aboard a Navy ship</td>
<td>• time and</td>
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<td>• leading the treatment team in remote field environment</td>
<td>• role and</td>
</tr>
<tr>
<td></td>
<td>• in a military field hospital</td>
<td>• case/treatment log</td>
</tr>
<tr>
<td></td>
<td>• in a aeromedical evacuation</td>
<td></td>
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<td></td>
<td>• or other types of work as approved</td>
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<tr>
<td></td>
<td>This applies to deployments as a medical officer of 14 or more continuous days, including pre-activity preparation and post activity refurbishment, but not travel.</td>
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</tbody>
</table>
**Education**

*Education program*

All registrars are required to actively participate in and complete a structured education program mapped to the Core Generalist Curriculum, provided by an accredited training organisation.

Registrars should refer to the College or their training organisation for details of the education program and the requirements for participation.

Participation in the education program counts towards Training Time.

*Emergency medicine courses*

All registrars must successfully complete:

- Rural Emergency Skills Training (REST), provided by ACRRM
  - completed by the end of second year CGT, and additionally
- One Tier 1 course or two Tier 2 courses, approved by ACRRM
  - inclusive of completion of an approved Advanced Life Support course
  - within three years prior to Completion of Training.

See Glossary, appendix 1 for classification of emergency courses for training

**Approved Tier 1 courses**

<table>
<thead>
<tr>
<th>Tier 1 courses, approved by ACRRM</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Life Support in Obstetrics (ALSO)</td>
<td>American Academy of Family Physicians</td>
</tr>
<tr>
<td>Advanced Life Support (ALS) Level 2</td>
<td>Australian Resuscitation Council accredited</td>
</tr>
<tr>
<td>Advanced Paediatric Life Support (APLS)</td>
<td>APLS Australia &amp; New Zealand</td>
</tr>
<tr>
<td>Australian and New Zealand Surgical Skills Education and Training (ASSET)</td>
<td>Royal Australasian College of Surgeons</td>
</tr>
<tr>
<td>Care of the Critically Ill Surgical Patient (CCrISP)</td>
<td>Royal Australasian College of Surgeons</td>
</tr>
<tr>
<td>Early Management of Severe Trauma (EMST)</td>
<td>Royal Australasian College of Surgeons</td>
</tr>
<tr>
<td>Emergency Trauma Management Course (ETM)</td>
<td>Emergency Trauma Management Pty Ltd</td>
</tr>
<tr>
<td>Effective Management of Anaesthetics Crises (EMAC)</td>
<td>Australian and NZ College of Anaesthetists</td>
</tr>
<tr>
<td>Major Incident Medical Management and Support (MIMMS) Advanced Course</td>
<td>Australia MIMMS</td>
</tr>
<tr>
<td>Course</td>
<td>Provider</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>Managing Obstetric Emergencies &amp; Trauma Course (MOET)</td>
<td>MOET Australia</td>
</tr>
<tr>
<td>Pre-Hospital Trauma Life Support (PHTLS)</td>
<td>NAEMT/American College of Surgeons</td>
</tr>
<tr>
<td>Rural Emergency Skills Program (RESP)</td>
<td>LearnEM</td>
</tr>
<tr>
<td>Clinical Emergency Management Program (CEMP) Advanced Workshop</td>
<td>Royal Australian College of General Practitioners</td>
</tr>
</tbody>
</table>

**Approved Tier 2 courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2 courses, provided by the College</td>
<td></td>
</tr>
<tr>
<td>Advanced Life Support (ALS)</td>
<td>Australian College of Rural and Remote Medicine</td>
</tr>
<tr>
<td>Pre-hospital and Retrieval Medicine</td>
<td>Australian College of Rural and Remote Medicine</td>
</tr>
<tr>
<td>Rural Emergency Obstetrics Training (REOT)</td>
<td>Australian College of Rural and Remote Medicine</td>
</tr>
<tr>
<td>Rural Anaesthetic Crisis Management (RACM)</td>
<td>Australian College of Rural and Remote Medicine</td>
</tr>
</tbody>
</table>

**Tier 2 courses, approved by ACRRM and accredited for PDP**

- search the catalogue

**Tier 2 courses, approved by ACRRM but are not accredited for PDP**

<table>
<thead>
<tr>
<th>Course</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Life Support (ALS) Level 1</td>
<td>Australian Resuscitation Council accredited</td>
</tr>
<tr>
<td>ALS Emergency Medicine Course for GP Registrars</td>
<td>GPEX Regional Training Organisation</td>
</tr>
<tr>
<td>Approach to Medical Emergencies (AME)</td>
<td>General Practice Training Tasmania</td>
</tr>
<tr>
<td>Clinical Emergency Management Program (CEMP) Intermediate Workshop</td>
<td>Royal Australian College of General Practitioners</td>
</tr>
</tbody>
</table>

Overseas courses that are equivalent to approved courses will also count.

Many of the Tier 1 courses are also EM requirements for AST programs.

Courses should be selected from the currently approved courses. Non approved courses that have been already completed may be considered case by case. Email training@acrrm.org.au. Details of the course program and instructors must be provided.
Online courses

All registrars are required to complete at least four approved ACRRM Online Courses as part of their education requirement; these are marked in the online library as ‘FACRRM recommended’ courses.

Participation in Tele-Derm National, 150 Shades of Radiology online and ruralEM forum can count towards education requirements.

To be considered as equivalent to one course, for:

- Tele-Derm National: registrars are required to, either:
  - submit five of their own cases for review and discussion, or
  - complete 10 case studies with multiple-choice questions successfully completed

- 150 Shades of Radiology online, registrars are required to
  - complete 10 case studies with multiple-choice questions successfully completed

- ruralEM forum, registrars are required to
  - complete 10 case studies with multiple-choice questions successfully completed

The College's Online Courses can accessed through the ACRRM website

The library contains interactive courses that are mapped to the curriculum including case studies, in-depth content and discussion boards covering a diverse and expanding range of topics, such as:

- dermatology (Tele-Derm)
- palliative care
- ruralEM forum
- skin surgery (a user’s guide to skin surgery); and
- radiology (basics of radiology series)

Other courses

Courses that are undertaken by registrars relating to the Rural Generalist Curriculum, that are five or more days in duration, may be approved to count towards Training Time.

The following courses are approved for ADF registrars:

- Initial Officer Training
- Medical Officer Introductory Course
- Health Officer Conversion Course
- Medical Officers Underwater Medicine Course
- Rotary Wing Aeromedical Evacuation
- ADF Aeromedical Evacuation Course
- RAAF Aviation Medicine Course
- Operational Health Support
- Logistic Officers Basic Course- Health Corps module
- Logistic Officers Advanced Course-Health Corps module
- Occupational Medicine Course
Assessment

Registrars must satisfactorily complete the following assessments during CGT

- Supervisor reports, each six months, or at the end of a placement if less than six months
- Nine miniCEXs, conducted by supervisors, medical educators and other Fellows of ACRRM
- Certification of the Procedural Logbook skills
- Multi-Source Feedback (MSF), early in training, ideally while working in primary care

Obtain a pass grade in the following assessment by the end of training

- Multiple Choice Questions (MCQ)
- Case Based Discussion (CBD)
- Structured Assessment using Multiple Patient Scenarios (StAMPS)

Information on these assessment and resources available to assist with preparing for assessment are provided in the Fellowship Assessment Handbook.

NOTE* eligibility requirements must be met prior to enrolling into an assessment see the Assessment Eligibility policy.
Advanced Specialised Training

AST may be undertaken at any stage of training providing that registrars are at least postgraduate year three or above. It is expected that registrars have core generalist knowledge and skills in the discipline prior to commencing AST.

AST may be undertaken as full time or part time training or in two or more blocks. The time, training, education and assessment requirements for each AST are described below.

Registrars are encouraged to consider working towards related academic qualifications while undertaking their Advanced Specialised Training year especially in Population Health, Remote Medicine, Aboriginal and Torres Strait Islander Health, Academic Practice and Mental Health. This may include work towards Graduate Certificate, Graduate Diploma, or Masters level qualifications in a related area. See Appendix 3.

Aboriginal and Torres Strait Islander Health

Time
Minimum 12 months FTE.

Training
Train in Aboriginal Community Controlled Health Services accredited by ACRRM.

Education
- Registrars participate in education sessions provided by the training post
- Registrars must complete the following courses:
  - Cultural Awareness’ module accredited for the Practice Incentive Payment (PIP) Indigenous Health Incentives or other cultural awareness training program accredited for PIP and
  - ACRRM “Introduction to Population Health” online learning course.

Assessment
Registrars must:
- Submit clinical supervisor reports, each six months, or at the end of a placement if less than six months
- Submit academic supervisor reports with project proposal and completed project
- Submit five miniCEXs conducted by a supervisor
- Successfully complete a Project, during AST, that is related to Aboriginal and Torres Strait Islander Health that meets the requirements as documented in the Assessment Handbook
Academic Practice

Time
Minimum 12 months FTE.

Training
Train in ACRRM accredited placements that integrate academic practice (teaching and research) with a clinical workload.

Education
Registrars participate in education sessions provided by the training post.

Registrars must successfully complete a Clinical Education Course, for example but not limited to: Train the Trainer, Teaching on the Run, Teach the Teacher, Cert IV Training & Assessment.

Assessment
- Submit clinical supervisor reports, each six months, or at the end of a placement if less than six months
- Submit academic supervisor reports with project proposal and completed project
- Successfully complete, a Project during AST, that related to Academic Practice that meets the requirements as documented in the Assessment Handbook

Adult Internal Medicine

Time
Minimum 12 months FTE.

Training
Train in ACRRM accredited AIM AST posts, ideally in a regional or rural hospital.

Placements to include inpatient, outpatient and community based facilities.

Employed as registrar or equivalent position.

Education
Registrars participate in the RACP registrar education program and education sessions tailored to the AST curriculum.

Assessment
Registrars must:
- Submit clinical supervisor reports, each six months, or at the end of a placement if less than six months
- Submit five miniCEXs conducted by a supervisor
- Gain a pass in AST AIM StAMPS
Anaesthetics

Time
Minimum 12 months FTE.

Training
Registrars undertake the Joint Consultative Committee for Anaesthetics (JCCA) training program.
Train in Anaesthetics posts accredited by Joint Consultative Committee for Anaesthetics (JCCA).

Education
Registrars participate in the ANZCA registrar education program and education sessions tailored to the AST curriculum.
Registrars must successfully complete mandatory courses.

Assessment
Complete JCCA assessment.
Submit a current JCCA statement of completion to ACRRM.

Emergency Medicine

Time
Minimum 12 months FTE.

Training
Train in an Emergency Department accredited by ACRRM.
Employed as a registrar or equivalent position.

Education
Registrars participate in the ACEM registrar education program and education sessions tailored to the AST curriculum.
Registrars must successfully complete or be a recognised instructor in one course from each of three categories below:

- Trauma:
  - Early Management of Severe Trauma (EMST), or
  - Emergency Trauma Management Course (ETM)

- Adult:
  - Rural Emergency Skills Training (REST), or
  - Adult Life Support Australian Resuscitation Council Level 2 (ALS2), or
  - Emergency Life Support (ELS), or
  - Advanced and Complex Medical Emergencies (ACME), or
  - Effective Management of Anaesthetics Crises (EMAC)

- Paediatrics:
  - Advanced Paediatrics Life Support (APLS) course, or
Advanced Paediatric Emergency Medicine course (APEM)

An adult and a paediatrics course must have been undertaken in the five years prior to completing the AST.

Candidates are also recommended to undertake an emergency obstetric course such as Rural Emergency Obstetric Training (REOT) or Preparation in Maternity Safety (PIMS).

The following are the definitive texts used in this AST:


Assessment

Registrars must:

- Submit clinical supervisor reports, each six months, or at the end of a placement if less than six months
- Submit five miniCEXs conducted by their supervisor
- Gain a pass in AST EM StAMPS
- Successfully complete the AST EM logbook

Obstetrics and Gynaecology

Time

Minimum 12 months FTE.

Training

Registrars undertake the Advanced Diploma of the Royal Australian and NZ College of Obstetrics and Gynaecology (DRANZCOG Advanced) program.

Registrars must complete education modules specified by RANZCOG.

Assessment

Complete DRANZCOG Advanced assessment.

Submit a current DRANZCOG Advanced Certificate to ACRRM.
Mental Health  
Time  
Minimum 12 months FTE.  

Training  
Train in a mental health facility in a regional or rural hospital, ACRRM accredited.  
Placements in inpatient, outpatient and community based care.  
Employed as a registrar or equivalent position.  

Education  
Registrars participate in the RANZCP registrar education program and education sessions tailored to the AST curriculum.  
Registrars must successfully complete the following courses:  
- an GPMHSC approved Level 2 Focussed Psychological Strategies Skills Training (FPS ST)  
- the ACRRM “Introduction to Population Health” online learning course  

Assessment  
Registrars must:  
- Submit clinical supervisor reports, each six months, or at the end of a placement if less than six months  
- Submit five miniCEXs conducted by their supervisor  
- Gain a pass in AST Mental Health STAMPS  

Paediatrics  
Time  
Minimum 12 months FTE.  

Training  
Train at an ACRRM accredited paediatric facility in regional or rural hospitals.  
Placements ideally include paediatric acute care, community and child psychiatry.  
Employed as a registrar or equivalent position.  

Education  
Registrars participate in the RACP registrar education program and education sessions tailored to the AST curriculum.  
Registrar must successfully complete the following courses:  
- Advanced Paediatric Life Support (APLS) course  
- Neonatal resuscitation course and  
- Child protection course covering:  
  - identifying and responding to children and young people at risk  
  - jurisdiction reporting requirements (many short online courses are available).
Assessment
Registrars must:

- Submit clinical supervisor reports, each six months, or at the end of a placement if less than six months
- Submit five miniCEXs conducted by their supervisor
- Gain a pass in AST Paediatric StAMPS

Population Health

Time
Minimum 12 months FTE.

Training
Train in a dedicated public population health service accredited by ACRRM or in a post accredited by ACRRM for CGT.

Education
Registrars are expected to participate in the education program provided by the training post.

Registrars must complete the ACRRM ‘Introduction to Population Health’ online learning course.

Registrars are also encouraged to consider working towards related academic qualifications while undertaking their Advanced Specialised Training in Population Health. See Appendix 3 for related programs.

At a minimum registrars must successfully complete

- an Epidemiology course at Graduate Certificate level or higher, covering:
  - fundamental principles of epidemiology
  - critical appraisal of epidemiological publications
  - application of study design to a research situation and
  - the strengths and weaknesses of the main study designs.

Assessment
Registrars must:

- Submit clinical supervisor reports, each six months, or at the end of a placement if less than six months
- Submit academic supervisor reports with project proposal and completed project
- Submit five miniCEXs conducted by their supervisor
- Successfully complete a Project, during AST, that relates to Population Health that meets the requirements as documented in the Assessment Handbook.
Remote Medicine

Time
Minimum 12 months FTE.

Training
Placements in a dedicated remote posts or a post accredited for CGT or in MM 6-7 location or MM 5 case by case accredited by ACRRM.

Education
Registrars must participate in the education program provided by training post.

Registrars must successfully complete the ACRRM ‘Introduction to Population Health’ online learning course.

Assessment
• Submit clinical supervisor reports, each six months, or at the end of a placement if less than six months
• Submit academic supervisor reports with project proposal and completed project
• Submit five miniCEXs conducted by their supervisor
• Successfully complete a Project, during AST, that relates to Remote Medicine that meets the requirements as documented in the Assessment Handbook.

Surgery

Time
Minimum 24 months FTE.

Training
Train in an regional secondary or tertiary referral hospital with general surgical services, accredited by ACRRM.

Work in general surgical services, ideally with short-term placements in orthopaedic trauma, O&G, burns, vascular and plastics.

Employed as a registrar or equivalent position.

Education
Registrars participate in the RACS registrar education program and education sessions tailored to the AST curriculum.

Registrars must successfully complete the following courses:
• RACS Australian and New Zealand Surgical Skills Education and Training (ASSET) course or RANZCOG Basic Surgical Skills Workshop
• Early Management of Severe Trauma (EMST)
• Care of the Critically Ill Patient (CCrISP)

Assessment
Candidates are required to complete Gastroscopy & Colonoscopy training that meets the requirements of the Conjoint Committee for Recognition of Training in Gastrointestinal Endoscopy (CCRTGE).

Registrars must:
• Submit supervisor reports six monthly
• Maintain a log of surgical procedures
• Submit ten miniCEXs conducted by their supervisor
• Gain a pass in AST Surgery StAMPS

**Palliative Care**

**Time**
Minimum 12 months FTE.

**Training**
Train in a Palliative Care service, accredited by ACRRM. Ideally in a regional location.

Placements will ideally include inpatient, outpatient and community based care.

Employed as a registrar or equivalent position.

**Education**
Registrars are required to participate in the education program provided by the training post.

Registrars must successfully complete the following ACRRM Online learning courses:
- Palliative Care - A doctor’s bag
- Palliative Care in Aged Homes
- Opioid Medication in Palliative Care
- Palliative care - choose your own journey
- Living longer, Dying better
- GP Pain Help App

Candidates are encouraged to complete the Clinical Diploma in Palliative Care - RACP.

**Assessment**
Registrars must:

- Submit clinical supervisor reports, each six months, or at the end of a placement if less than six months
- Submit five miniCEXs conducted by their supervisor
- Gain a pass in Palliative Care Case Based Discussion

Information and requirements for each type of assessment is provided in the Assessment Handbook.
Training Program Policies

Training

Eligibility for Training
This policy describes the eligibility requirements to apply to the ACRRM Training Program. It covers eligibility for first time applicants, repeat applicants and applicants who have previously been accepted for training but not completed.

Recognition of Prior Learning
This policy aims to provide guidelines for the granting of recognition of prior learning that is deemed comparable to the training program requirements for training, education and assessment program. Recognition of prior learning is assessed in consideration of currency of experience, skills, knowledge and time.

Training Program Requirements
This policy defines the requirements that must be met to complete the ACRRM Training Program.

Performance and Progression
This policy sets the requirement for registrars to demonstrate progression through training and to improve the level of performance during training. Registrars must achieve Fellowship within 10 calendar years from the commencement of training unless there are extenuating and unforeseen circumstances.

Training Time
This policy defines the minimum Training Time for registrars on the ACRRM Training Program. It defines how training time is accrued and provisions for part-time training.

Training Placements
This policy sets the requirements that need to be met to have a placement count towards Training Time.

Overseas Training Placements
This policy sets the requirements that need to be met for training placements to be undertaken outside Australia.

Medicare Provider Number Application
The policy defines the situations where ACRRM will support an application to be placed on the Register of Approved Placements while in training, and when advice will be provided to Department of Human Services (DHS) to remove a registrar from the Register of Approved Placements. This policy applies to IP registrars only.

Registrar in Difficulty
This policy defines ‘a registrar in difficulty’ in the context of the Training Program and defines the responsibilities for the registrar, training post, training organisation and the college when a difficulty is identified.
Leave from Training
This policy defines leave that can be taken while on the Training Program, including statutory and additional leave. Additional leave provisions are specific to the training pathway, links are provided to relevant policies.

Training Pathway Transfer
This describes the policy to transfer from AGPT or RVTS training pathways to IP.

Withdrawal from Training
This policy defines voluntary and involuntary withdrawal from training, the reasons for actioning involuntary withdrawal and the actions that follow withdrawal.

Doctors who have withdrawn either voluntarily and involuntarily may apply for re-entry to training, acceptance is at the discretion of the College.

Assessment

Assessment Eligibility
This policy defines eligibility requirements to enrol in and undertake assessments, rules around reattempting assessments and undertaking assessments while on leave from training.

Special Consideration policy
This policy describes the criteria by which candidates may apply for reasonable adjustments to accommodate for circumstances beyond their control and which is likely to affect participation in assessment.

Conduct, behaviour and access

Academic Code of Conduct
The Code of Conduct aims to provide a clear statement of the College’s expectations of doctors participating in education or training programs in respect to personal and professional conduct and a duty to disclose a review of or changes to medical registration.

Academic Misconduct
The Academic Misconduct Policy defines how alleged breaches of the Academic Code of Conduct are investigated and the penalties that may be applied for proven misconduct.

Access to Training
This policy describes how the College seeks to ensure that doctors with a disability can access and participate in the ACRRM Training Program on the same basis as other doctors. It applies to selection into training and training.

Complaints
The complaints policy outlines the principles and processes for handling complaints. It is applicable to any person accessing College services or programs.
Reconsideration, Review and Appeals

This policy defines College decisions that can be reconsidered, reviewed, or appealed. The policy defines the processes and timeframes and the possible outcomes.

The policy also applies to decisions made by Regional Training Organisations, delivering ACRRM training. All disputes relating to a decision made by a Regional Training Organisation (RTO) must first be considered through the RTO’s dispute resolution and/or appeals process before an application for Review can be submitted to the College.

Refund

This policy details the circumstances under which refunds are paid.
Information, support and advocacy

While ACRRM training requirements are outlined in this handbook and the policies are the same nationally, there are differences regionally in the delivery of the program. There are also requirements that may be specific to your training pathway or Training Organisation. Therefore, you should contact your training organisation delivering your training first for specific advice.

ACRRM is also available to provide information about training and assessment.

You may contact the College at any time by phone on 1800 223 226 or (07) 3105 8200 or email. If your query relates to:

- Training, your training officer will be your best contact. If emailing training@acrrm.org.au, your email will be directed to your training officer.
- Assessment, the assessment team will be your best contact. Email: assessment@acrrm.org.au or
- Membership, ask for the membership officer when you call the College or email: membership@acrrm.org.au

There is a range of available resources, communities and groups through the College and externally for you to connect and network, share your views and find support, including:

Rural Medicine Australia conference

ACRRM and Rural Doctors Association host the Rural Medicine Australia (RMA) annual conference and scientific forum each October. The conference includes a wide range of presentations and workshops relevant to rural and remote practice.

Registrar Committee Assessment Guides

The ACRRM Registrars' Committee Assessment Guides provide a quick reference, tips and tricks to all the ACRRM assessments.

Research Grants

Registrars training on the AGPT pathway who wish to undertake research as part of training may apply for a funded Academic Post. A registrar in an academic post will work 0.5 FTE in an academic institution and 0.5 FTE in a clinical position in an accredited training post. Registrars may choose to undertake Advanced Specialised Training in Academic Practice, Population Health, Aboriginal and Torres Strait Islander Health or Remote Medicine. The topic of the research and the post where clinical work is undertaken will determine which AST is appropriate.

ACRRM Registrar Committee

The committee provides registrars of the College with an opportunity to provide feedback, suggestions, and advice to the ACRRM Board and Council, which ultimately determines College policy and direction. The Registrar Committee aims to have membership from all training pathways. The Committee represents the views of registrars in Committees of the College including the College Board, College Council, Education Council, Education and Training Committee and Assessment Committee.

The Registrar Committee also represents and advocates for ACRRM registrars on a range of external national fora.

If you have any suggestions or feedback for the committee, or would like to join the committee, or get more involved – please email: registrarchair@acrrm.org.au.
Registrars Online Community

Registrars have access to their own exclusive community on Connect@ACRRM. Connect@ACRRM is an online forum where you can communicate, collaborate and connect with fellow registrars across Australia. Through the dedicated Registrars Community, you can engage in conversation about member-driven topics regarding your education and training journey, work life balance, or life as a Fellow.


ACRRM Registrars Facebook Group

The ACRRM Registrars Facebook group is open to all ACRRM registrars. It has been designed to allow registrars on all ACRRM training pathways to engage and network, as well as keep up with events and ask questions pertaining to ACRRM Assessment and Training.

When registrars join the College for their training, a welcome email is sent containing the link to join the Registrar Facebook group. Alternatively, registrars can contact the College and they will be able to send the link.

General Practice Registrars Australia

General Practice Registrars Australia (GPRA) is an independent, not-for-profit organisation. It is funded by the federal government to provide advocacy services for registrars on employment and policy issues in general practice. For further information see: https://gpra.org.au/

Employee Assistance Program

If you are experiencing workplace, training, exam, or other stresses or issues that are impacting your personal well-being you can call ACRRM’s Employee Assistance Program.

ACRRM's Employee Assistance Program is available to any registrar and provides immediate confidential phone counselling support 24 hours, 7 days a week in Australia & Overseas. Phone 1800 818 728.

Counselling aims to resolve work or personal problems before they adversely impact general well-being.

Additional resources and practical advice are available on the Employee Assistance Program website.

Doctors Health Advisory Service (DHAS)

DHAS operate a telephone Help Line and are available to provide confidential personal advice to practitioners facing difficulties. They also provide health promotion and educational information through their website and they provide lectures to interested groups.

The advice is used mostly in relation to stress and mental illness, drug and alcohol problems, or personal and financial difficulties. More information is available here: http://dhas.org.au/contact/contact-dhas-in-other-states-territories-and-new-zealand.html
**CRANAPlus Bush Crisis Line**

This service has a trained psychologist available 24 hours, 7 days a week through a phone counselling service to all remote and rural registrars, health workers and their families who may be in distress with support and assistance every day of the year at 1800 805 391. More information is available here: [https://crana.org.au/support](https://crana.org.au/support)

**DRS4DRS**

The Drs4Drs website is provided by Doctors Health Services and offers doctors and medical students access to resources to support their own health and wellbeing, as well as training modules to support doctors who treat other doctors. More information is available here: [https://www.drs4drs.com.au/](https://www.drs4drs.com.au/)

**Beyond Blue**

Beyond Blue provides free, confidential, 24 hours, 7 days a week phone counselling services for people experiencing mental stress or illness at 1300 22 4636. Further information regarding these and other national services is available here: [https://www.beyondblue.org.au/](https://www.beyondblue.org.au/)
Professional conduct in training and practice

The College expects the highest professional standards of its fellows, registrars, students and other members, as well as of its staff and contracted professionals involved in our educational programs. It expects that these same people should also be treated according to acceptable professional standards.

Our vision of acceptable professional standards involves always treating others with dignity, courtesy, respect and compassion. The College has a zero tolerance approach with respect to bullying, discrimination and sexual harassment or any other inappropriate behaviours in training and practice. The College also values our members’ efforts toward building personal resilience and self-efficacy to address problems that arise in a positive way.

Employers have a duty under the occupation health and safety law to provide and maintain for their employees, so far as is reasonably practicable, a working environment that is safe and without risks to health. All workplaces in which our registrars train should have in place policies and procedures which can control the risk of harm to all people in that workplace, including physical harm or the experience of bullying, harassment, or sexual discrimination.

If you have concerns about your work environment, discuss your concerns with your supervisor or if you are uncomfortable with speaking with your supervisor for any reason, speak with someone equivalent. If unable to resolve the concerns within your workplace the issue should be raised with your training organisation. ACRRM as your professional college is also available to support and provide advice about any problems that arise regarding inappropriate workplace behaviour during your training experience.

General information on appropriate behaviours in training is available in the General Practice Supervisor Association resource Bullying and Harassment: Pursuing Zero Tolerance in General Practice.

Comments, compliments and complaints

ACRRM welcomes all feedback from registrars and others to enable continued improvement of training. Any formal complaints received by the College will be managed appropriately and will also be de-identified and considered for the purposes of ongoing program improvement. Feedback is encouraged anytime:

- by phoning 1800 223 226 or emailing our training team training@acrrm.org.au; or
- by emailing the Registrar committee registrarchair@acrrm.org.au

ACRRM invites registrars to provide feedback via online surveys:

- following education or assessment events
- training program feedback surveys, and
- as required around specific areas.
Resolving problems

If you have a problem or concern during training the following general principles should assist you to resolve the concern.

- Direct contact is usually the quickest and most effective way to resolve an issue. Raise the issue with the person involved and explain your point of view. Under normal circumstances, this discussion should occur as close to the time of the relevant event as possible.
- If you feel that the issue was not dealt with appropriately as a result of speaking with the person most directly involved, or if you feel uncomfortable speaking with the direct contact, then you should speak with the next senior person of responsibility.
- If you still feel that the issue has not been resolved satisfactorily, you should speak with someone in a senior management position in the organisation responsible.
- If you feel that the issue has not been resolved satisfactorily, lodge a formal complaint in writing.

There are many organisations involved in general practice training and it may not always be clear where to direct your concern. You may wish to seek guidance on where to direct your concern from your training organisation or from ACRRM. As a general guide, the areas of responsibility for the College include the following:

- on all ACRRM training pathways – delivery of assessment
- on the Independent Pathway - delivery of education and support
- on the AGPT and RVTS pathways – ensuring training organisations uphold the College Standards for Supervisors and Teaching Posts and Standards for Training Organisations and deliver training in accordance with the ACRRM curriculum.

Areas in which the College does not have direct responsibility include, on AGPT and RVTS:

- the delivery of education
- placement of registrars
- identifying, supporting and monitoring supervisors and teaching posts.

ACRRM, AGPT and all the training organisations will have a complaints policy to guide the process.

Where all efforts to resolve the Complaint at the local level have been exhausted, the registrars can refer the matter to the College for consideration.

ACRRM’s complaint policy
### Appendix 1 Glossary

<table>
<thead>
<tr>
<th>Word/Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional leave</td>
<td>Leave taken by a registrar when not working, or undertaking work that is not able to count towards Training Time</td>
</tr>
<tr>
<td>Advance Life Support (ALS)</td>
<td>ALS skills and knowledge must include:</td>
</tr>
<tr>
<td></td>
<td>• An understanding of, and practical competence in, one-person and two-person expired air resuscitation and external cardiac compression</td>
</tr>
<tr>
<td></td>
<td>• Competence in airway management techniques that include Guedel airway, bag and mask, oxygen therapy and either laryngeal mask or intubation</td>
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<tr>
<td></td>
<td>• Demonstrated ability to efficiently use automated external defibrillators (AEDs) and/or biphasic defibrillators</td>
</tr>
<tr>
<td></td>
<td>• Demonstrated ability to identify and manage basic arrhythmias; and</td>
</tr>
<tr>
<td></td>
<td>• Competence in intravenous access and drug therapy.</td>
</tr>
<tr>
<td>Candidates</td>
<td>Doctors enrolled to undertake an assessment</td>
</tr>
<tr>
<td>Competency</td>
<td>Observable abilities that require the integration of multiple knowledge, skills and attributes.</td>
</tr>
<tr>
<td>Education program</td>
<td>The education that is provided during training; this may be provided by the training post, training organisation or the College.</td>
</tr>
<tr>
<td>MM</td>
<td>The Modified Monash Model is a geographic classification system that categorises metropolitan, regional, rural and remote areas. For more information on the MM system see: <a href="http://www.doctorconnect.gov.au/internet/otd/publishing.nsf/Content/Classification-changes">http://www.doctorconnect.gov.au/internet/otd/publishing.nsf/Content/Classification-changes</a></td>
</tr>
<tr>
<td>Formative assessments</td>
<td>This includes supervisor reports, miniCEX and other assessments undertaken by supervisors or medical educators</td>
</tr>
<tr>
<td>Non-VR Support Funding</td>
<td>Funding provided by the Commonwealth to assist non vocationally registered doctors to achieve a general practice Fellowship.</td>
</tr>
<tr>
<td>Remediation Program</td>
<td>Formal program of work that is documented and agreed by registrar, remediator and Director of Training</td>
</tr>
<tr>
<td>Show cause</td>
<td>Provide justification explaining why the application should be considered</td>
</tr>
<tr>
<td>Summative assessments</td>
<td>Multi ChoiceQuestion exam, Multi-source Feedback, Case Based Discussion, Procedural Skills Logbook, Project and STAMPS for Core Generalist Training and as relevant for Advanced Specialised Training.</td>
</tr>
<tr>
<td>Tier emergency course 1</td>
<td>EM course approved by ACRRM as:</td>
</tr>
<tr>
<td></td>
<td>Highly relevant emergency medicine content applicable in a rural context.</td>
</tr>
<tr>
<td></td>
<td>Not less than 12 hours duration over two days.</td>
</tr>
<tr>
<td></td>
<td>Rigorously assessed using MCQ, skills station and scenario assessment.</td>
</tr>
<tr>
<td></td>
<td>Recognised at national or international level.</td>
</tr>
<tr>
<td>Word/Term</td>
<td>Definition</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tier emergency 2</td>
<td>EM course approved by ACRRM as:</td>
</tr>
<tr>
<td>course</td>
<td>Highly relevant emergency medicine content applicable in a rural context.</td>
</tr>
<tr>
<td></td>
<td>Not less than eight hours duration or one day.</td>
</tr>
<tr>
<td></td>
<td>Taught using interactive learning techniques, including simulation.</td>
</tr>
<tr>
<td></td>
<td>Recognised at state or national level.</td>
</tr>
<tr>
<td>Training</td>
<td>Working in an accredited training post under supervision.</td>
</tr>
<tr>
<td>Placement</td>
<td>Placements that count towards Training Time and may meet Training Program Requirements</td>
</tr>
<tr>
<td>Training plan</td>
<td>A prospective map of the training journey, planning when and where Training Program Requirements will be met</td>
</tr>
<tr>
<td>Training Pathway</td>
<td>One of the three pathways accredited to deliver the ACRRM Training Program: AGPT, IP and RVTS</td>
</tr>
<tr>
<td>Training Post</td>
<td>Facilities accredited by the ACRRM to provide training on the ACRRM Training Program</td>
</tr>
<tr>
<td>Training Region</td>
<td>A defined and agreed area in Australia within which a Regional Training Organisation is required to deliver training to registrars enrolled on the AGPT Program</td>
</tr>
<tr>
<td>Training Program Requirements</td>
<td>Requirements that must be met to complete the ACRRM Training Program</td>
</tr>
<tr>
<td>Training Organisation</td>
<td>A training organisation is the organisation that is responsible for training delivery and ensuring that training requirements are met. On AGPT this is the Regional Training Organisation, on RVTS this is RVTS and on IP this is ACRRM</td>
</tr>
<tr>
<td>Training Time</td>
<td>Minimum training time required to meet Training Program Requirements</td>
</tr>
</tbody>
</table>
Appendix 2 Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACRRM</td>
<td>Australian College of Rural and Remote Medicine</td>
</tr>
<tr>
<td>AGPT</td>
<td>Australian General Practice Training</td>
</tr>
<tr>
<td>AHPRA</td>
<td>Australian Health Practitioner Regulation Agency</td>
</tr>
<tr>
<td>ALSO</td>
<td>Advanced Life Support in Obstetrics</td>
</tr>
<tr>
<td>AMC</td>
<td>Australian Medical Council</td>
</tr>
<tr>
<td>AMS</td>
<td>Aboriginal Medical Service</td>
</tr>
<tr>
<td>AST</td>
<td>Advanced Specialised Training</td>
</tr>
<tr>
<td>CBD</td>
<td>Case Based Discussion</td>
</tr>
<tr>
<td>CGT</td>
<td>Core Generalist Training</td>
</tr>
<tr>
<td>CRANA</td>
<td>Council of Remote Area Nurses of Australia</td>
</tr>
<tr>
<td>DHAS</td>
<td>Doctors Health Advisory Service</td>
</tr>
<tr>
<td>DRANZCOG</td>
<td>Diploma of the Royal Australian and New Zealand College of Obstetricians and Gynaecologists</td>
</tr>
<tr>
<td>FACRRM</td>
<td>Fellowship of Australian College of Rural and Remote Medicine</td>
</tr>
<tr>
<td>GPRA</td>
<td>General Practice Registrars Australia</td>
</tr>
<tr>
<td>IMG</td>
<td>International Medical Graduate</td>
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<tr>
<td>IP</td>
<td>Independent Pathway</td>
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<tr>
<td>JCCA</td>
<td>Joint Consultative Committee for Anaesthesia</td>
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<tr>
<td>MCQ</td>
<td>Multiple Choice Questions</td>
</tr>
<tr>
<td>MSRPP</td>
<td>Medical Superintendent with Right of Private Practice</td>
</tr>
<tr>
<td>MMM</td>
<td>Modified Monash Model</td>
</tr>
<tr>
<td>MSF</td>
<td>Multi-Source Feedback</td>
</tr>
<tr>
<td>PGY</td>
<td>Post graduate year</td>
</tr>
<tr>
<td>PMC</td>
<td>Post Graduate Medical Council</td>
</tr>
<tr>
<td>RANZCOG</td>
<td>Royal Australian and New Zealand College of Obstetricians and Gynaecologists</td>
</tr>
<tr>
<td>REOT</td>
<td>Rural Emergency Obstetrics Training</td>
</tr>
<tr>
<td>REST</td>
<td>Rural Emergency Skills Training</td>
</tr>
<tr>
<td>RFDS</td>
<td>Rural Flying Doctors Service</td>
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<tr>
<td>RPL</td>
<td>Recognition of Prior Learning</td>
</tr>
<tr>
<td>RTO</td>
<td>Regional Training Organisation</td>
</tr>
<tr>
<td>RVTS</td>
<td>Remote Vocational Training Scheme</td>
</tr>
<tr>
<td>StAMPS</td>
<td>Structured Assessment using Multiple Patient Scenarios</td>
</tr>
<tr>
<td>TO</td>
<td>Training Organisation</td>
</tr>
<tr>
<td>VMO</td>
<td>Visiting Medical Officer</td>
</tr>
</tbody>
</table>
Appendix 3 Tertiary Courses

Courses that may articulate with Advanced Specialised Training programs include, but are not limited to:

Advanced Specialised Training in Public Health, Remote Medicine, Aboriginal and Torres Strait Islander Health:

- Master of Public Health – Menzies School of Health Research in Darwin, www.menzies.edu.au
- Master of Public Health - University of Queensland, www.uq.edu.au
- Master of Public Health - Griffith University, Griffith also offers speciality in Agricultural health which can de done externally https://degrees.griffith.edu.au/Program/5263
- Postgraduate courses in public health and health promotion offered by Swansea University, http://www.swansea.ac.uk/postgraduate/taught/humanandhealthsciences/public-health-and-health-promotion/
- The Master of Remote Health Practice Program conducted by Flinders University’s Centre for Remote Heath in Alice Springs, http://crh.flinders.edu.au
- The Master of Public Health and Tropical Medicine conducted by James Cook University in Townsville, www.jcu.edu.au
- The Master of Rural and Remote Medicine conducted by James Cook University in Townsville, www.jcu.edu.au
- The Master of Public Health (Remote and Polar Health) conducted by University of Tasmania and Australian Antarctic Division, www.utas.edu.au
- The Master of Public Health conducted by Menzies School of Health Research in Darwin, www.menzies.edu.au

Advanced Specialised Training in Academic Practice:

Possible courses include any Master of Public Health (MPH) programmes, particularly those incorporating a research component, and a range of other options, such as:

• Masters of Health Professional Education by James Cook University https://www.jcu.edu.au/courses-and-study/courses/master-of-health-professional-education
• Masters of Clinical Leadership by University of Tasmania http://www.utas.edu.au/courses/hsi/courses/m7m-master-of-clinical-leadership
• Masters of Health Professional Education by Monash University https://www.monash.edu.au/study/coursefinder/course/3860/

Advanced Specialised Training in Mental Health:

• Master of Mental Health – University of Queensland: https://www.uq.edu.au/study/program.html?acad_prog=5151
• Master of Mental Health Science - Monash University: https://www.monash.edu.au/study/coursefinder/course/4508/
• Master of Mental Health Sciences - Flinders University: http://www.flinders.edu.au/courses/rules/postgrad/mmhs.cfm
• Masters of Science in Addiction Studies - University of Adelaide: https://www.adelaide.edu.au/addiction
• Masters of Health Studies (Addiction Sciences) - University of Queensland School of Public Health http://www.sph.uq.edu.au/