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Introduction

Welcome to the Australian College of Rural and Remote Medicine (ACRRM), the home of the Rural Generalist.

ACRRM is a professional college accredited by the Australian Medical Council to define standards and deliver training in the medical specialty of general practice.

ACRRM’s standards and training program prepares medical practitioners to practise safely and confidently as rural generalists. Attainment of Fellowship (FACRRM) leads to specialist registration as a general practitioner with the Medical Board of Australia.

Being a rural generalist means you have specific expertise in providing medical care for rural and remote or isolated communities. As a rural generalist you understand and respond to the diverse needs of rural communities including; applying a population health approach, providing safe primary, secondary and emergency care, culturally safe Aboriginal and Torres Strait Islander people’s health care and providing specialised medical care in one or more of the Advanced Specialised Training disciplines offered by ACRRM.

This handbook has been designed to support ACRRM’s training program policies and provide you with comprehensive information to enable you to plan and tailor your training and education needs to attain Fellowship.

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 assessment 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.
Fellowship 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>Fellowship Training Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration</strong></td>
</tr>
<tr>
<td><strong>Requirements</strong></td>
</tr>
<tr>
<td>Core Generalist Training (CGT)</td>
</tr>
<tr>
<td>Time</td>
</tr>
<tr>
<td>Training</td>
</tr>
<tr>
<td>Commence at post graduate year (PGY) 2 or above.</td>
</tr>
<tr>
<td>Train in regional, rural and remote general practices, hospitals, Aboriginal and Torres Strait Islander health services and retrieval services.</td>
</tr>
<tr>
<td>Complete the minimum full-time equivalent training in the following:</td>
</tr>
<tr>
<td>primary care - six months</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Secondary Care</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>three months</td>
</tr>
</tbody>
</table>

**Education**

Successfully complete:
- the education program as outlined and delivered by the College or training organisation
- Rural Emergency Skills Training (REST) and another emergency course/s
- a minimum of four “FACRRM recommended” online learning courses

Successfully complete:
- the education provided by the training post and
- specific courses as outlined for each of the AST

**Assessment**

Successfully complete:
- Six monthly supervisor reports
- Nine formative mini Clinical Evaluation Exercises (miniCEXs)
- Multi-Source Feedback (MSF)
- Multiple Choice Question (MCQ) assessment
- Cased Based Discussion (CBD)
- Structured Assessment using Multiple Patient Scenarios (StAMPS)
- Procedural Skill Logbook (logbook)

Successfully complete:
- three monthly reports
- workplace based and standardised assessments as specified for each AST
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. Those who are PGY 3 or above may undertake the first 12 months FTE in a 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 in the discipline until the completion of training.

It is important to plan timing and sequencing of training, education 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 met 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 training 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 training 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 up to three months 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. See Training Placements policy.

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 a rural 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 their junior doctor years 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)

Experienced doctors seeking to meet secondary care requirements must seek placements in rural hospitals where care is provided by generalists rather than large hospitals where care is provided primarily by specialists.

For further information see Training Placements policy
Training requirements

The training requirements as described in the Training Program Requirements policy 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.

Evidence explanation

Where the training occurred in a regular training placement, the regular six monthly supervisor report is acceptable evidence. Where a specific training placement was undertaken, then specific supervisor report is required. The Verification of Clinical Experience proforma or other supervisor report is acceptable evidence.

Where a case log is provided as evidence, it is anticipated that all cases have been conducted by the registrar. To meet the training requirement, 50% or more cases must be conducted by the registrar.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Paediatrics training that equates to 10 weeks or more FTE, at PGY1 or above.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Options to meet this requirement are described below.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The knowledge, skills and attributes that are being worked towards are defined in the Rural Generalist Curriculum: Paediatrics learning area.</td>
</tr>
</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></td>
<td></td>
</tr>
<tr>
<td>• Post Graduate Medical Council (PMC) or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• RACP basic training or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ACRRM CGT or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ACRRM AST Paediatrics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 weeks or more FTE paediatrics placement, or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six months or more FTE emergency department placement, (where at least 25% of presentations are children) or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Practice placement, or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated rural hospital placement eg PIERCE* or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paediatrics outreach service placement, assisting a paediatrician (or paediatrics team)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plus, for the three options above two educational activities in paediatrics, these may be online courses or workshops.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter from hospital confirming dates and location of placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter from hospital confirming dates and location of placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of a minimum of 25% child presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case log of 50 paediatric cases (16 years and under)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete paediatrics component of Procedural Skills Logbook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of two educational activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As specified for program Sydney Child Health Program, or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AST Paediatrics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of completion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter of completion</td>
<td></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 case log covering each discipline is required.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Obstetrics training that equates to 10 weeks or more FTE, at PGY1 or above. Options to meet this requirement are described below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies</td>
<td>The knowledge, skills and attributes that are being worked towards are defined in the Rural Generalist Curriculum: Obstetrics and Gynaecology learning area.</td>
</tr>
</tbody>
</table>

<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  
  * 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 half day 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  
    - Rural Emergency Obstetrics Training (REOT), or  
    - Preparation in Maternity Safety (PIMS), or  
    - RVTS workshops, or  
    - CRANA Maternity Emergency care course | Letter from hospital confirming dates and location of placement  
  Supervisor report  
  Letter from confirming dates and location of placement  
  Supervisor report  
  Case log of 25 antenatal and 25 postnatal cases  
  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 described 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</td>
<td>Letter from hospital confirming dates and location of placement</td>
</tr>
<tr>
<td>• PMC</td>
<td></td>
<td>Supervisor report</td>
</tr>
<tr>
<td>• ANZCA training or JCCA training or</td>
<td>Six months or more FTE in a combination of placements providing anaesthetics skills (e.g. ICU, emergency, or retrieval)</td>
<td>Letter from hospital confirming dates and location of placement</td>
</tr>
<tr>
<td>• Supervisor with appropriate anaesthetic qualification/ credentialing when undertaking sessions</td>
<td>Integrated rural hospital placement eg PIERCE*</td>
<td>Supervisor report</td>
</tr>
<tr>
<td></td>
<td>Minimum of 10 anaesthetic half day sessions, under supervision of a GP anaesthetist or specialist anaesthetist or</td>
<td>Letter from hospital confirming dates and location of placement</td>
</tr>
<tr>
<td></td>
<td>Plus, an advanced airways skills workshop for example:</td>
<td>Supervisor report</td>
</tr>
<tr>
<td></td>
<td>• Rural Anaesthetics Crisis Management (RACM), which will also count as Tier 2 EM course or</td>
<td>Course logbook and supervisor sign off</td>
</tr>
<tr>
<td></td>
<td>• RVTS workshop (RVTS registrars only)</td>
<td>Complete Anaesthetics component of Procedural Skills Logbook</td>
</tr>
<tr>
<td></td>
<td>ProStart Anaesthetics program</td>
<td>Log 50 procedures selected from the Anaesthetic component in the Procedural Skills Logbook (PIERCE only)</td>
</tr>
<tr>
<td></td>
<td>This requires undertaking sessions with an anesthetist while working through the program</td>
<td>Evidence of workshop completion</td>
</tr>
<tr>
<td></td>
<td>AST in Anaesthetics (JCCA)</td>
<td>Letter of completion</td>
</tr>
</tbody>
</table>
### 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
- Domain 1: Provide expert medical care in all rural contexts
- Domain 7: Practise medicine within an ethical, intellectual and professional framework

<table>
<thead>
<tr>
<th>Accreditation options</th>
<th>Training options</th>
<th>Evidence requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train in a post holding ACRRM accreditation for CGT, to cover primary care</td>
<td>Six months or more FTE or Prorated over a longer period for part time 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</td>
<td>Supervisor reports Training organisation records</td>
</tr>
</tbody>
</table>

### 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
- Domain 1: Provide expert medical care in all rural contexts
- 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 one of the following accreditations: - ACRRM CGT, to cover secondary care or - ACRRM AST - PMC or - Specialist College Accreditation</td>
<td>Three months or more FTE of hospital placements providing skills relevant to rural practice, (see Tertiary hospital placements section page 7) or Minimum of 60 inpatient rural generalist hospital shifts (minimum eight hours), or</td>
<td>Letter from hospital confirming dates and location of placement Supervisor reports</td>
</tr>
</tbody>
</table>
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.

Training organisation records

Evidence of completion

**Requirement**

Emergency care training of three months or more FTE at PGY 2 or above

**Competencies**

The competencies required are defined in Rural Generalist Curriculum:

- Domain 4: Respond to medical emergencies
- Plus
- Domain 1: Provide expert medical care in all rural contexts
- 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 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, (demonstrating a minimum of 60 shifts) 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>Letter from hospital confirming dates and location of placement Supervisor reports Training organisation records</td>
</tr>
<tr>
<td>ACRRM CGT to cover EM or PMC 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 ACRRM CGT, to cover R&amp;R</td>
<td>12 months FTE living and working in rural or remote community (MM 4-7, or 3 case by case). May live and work in different communities providing they are both rural. The following options providing they total 12 months FTE are suitable: • living and working in the rural location averaging four or more days per week, for example regular fly in fly out arrangements • living and working FTE in rural location in blocks, each of at least three months duration</td>
<td>Supervisor reports Training organisation records</td>
</tr>
<tr>
<td>Prospective approval where time permits Retrospective for short notice deployments</td>
<td>ADF registrars may include up to six months FTE for the following deployments: • at sea aboard a Navy ship • leading the treatment team in remote field environment • in a military field hospital • in an aeromedical evacuation • or other types of work as approved 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>
<td>Evidence of: • time and • role and • case/treatment log</td>
</tr>
</tbody>
</table>
Education

**Education program**

All registrars are required to actively participate in and complete a structured education program mapped to the Core Generalist component of the Curriculum, provided by an ACRRM 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
- One Tier 1 course or two Tier 2 courses, approved by ACRRM

All courses must be completed within the 10 years prior to Completion of Training.

One approved Advanced Life Support course must be 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>Managing Obstetric Emergencies &amp; Trauma Course (MOET)</td>
<td>MOET Australia</td>
</tr>
<tr>
<td>Course</td>
<td>Provider</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>-----------------------------------------------</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**

### Tier 2 courses, provided by the College

<table>
<thead>
<tr>
<th>Course</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<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 and Complex Medical Emergencies</td>
<td>ACME approved providers</td>
</tr>
<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 courses required for AST programs.

Courses must 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.
ACRRM 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 be 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:

- Medical Officer Introductory Course
- RAAF Operational Health Support Course
- Medical Officers Underwater Medicine (MOUM) Course
- Rotary Wing Aeromedical Evacuation (RWAME) Course
- ADF Aeromedical Evacuation Course
- ADF Aviation Medical Officer (AVMO) Course
- Occupational Medicine Course
- Joint Health Planning Course
**Assessment**

Registrars must satisfactorily complete the following assessments during CGT

- Supervisor reports, each six months, or at the end of a training placement if less than six months
- Nine mini Clinical Evaluation Exercises (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.

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

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.

Training

AST may be undertaken as full time or part time training or in two or more blocks as appropriate to the discipline. Training must be undertaken in a training post accredited by ACRRM and be supervised by ACRRM accredited supervisors.

Education

Registrars are expected to average a minimum of four hours per week engaged in educational activities related to the AST. A record of education must be kept by the registrar and discussed with the Supervisor and Medical Educator regularly throughout training.

Registrars are expected to participate in the relevant Specialist College registrar education program where this is provided by the Training Post. The Specialist College education program should be supplemented with (or when a program is not provided, replaced with) education activities tailored to the AST curriculum. These education activities may come from a variety of sources. Courses that are provided or accredited by ACRRM are mapped to the Rural Generalist Curriculum to enable relevant courses to be identified. Search under Online Learning for the relevant curriculum Learning Area provided by ACRRM.

Registrars are encouraged to consider working towards related academic qualifications while undertaking their Advanced Specialised Training; especially when undertaking an AST 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 master’s level qualifications in a related area. See Appendix 3.

Assessment

The following changes apply to registrars who commence an AST in 2021. Registrars who commenced an AST in 2020 or earlier are required to complete the requirements that applied when their AST commenced.

The supervisor report is replaced by a Plan and Progress Report which begins with a training plan and is updated by the registrar and supervisor every three months. The report is submitted to the training organisation and ACRRM at training@acrrm.org.au along with completed workplace based assessments and course certificates.

Registrars are strongly encouraged to complete and submit case based discussions conducted by a supervisor in addition to miniCEXs conducted by their supervisor. In the procedural ASTs some miniCEXs may be replaced by Direct Observation of Procedural Skills (DOPS). Formative workplace based assessments forms may be found here.

Information and requirements for each type of assessment are provided in the Assessment Handbook.

The time, training, education and assessment requirements for each AST are described below.
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 will supplement their learning by completing ACRRM online courses which have content relevant to the AST for example:

- Cultural Awareness module accredited for the Practice Incentive Payment (PIP) Indigenous Health Incentives or other cultural awareness training program accredited for PIP
- Effective Communication Skills
- Youth Friendly Consultation Skills
- Approach to Care courses
- Introduction to Population Health
- Rural Sexual Health courses
- Alcohol and Other Drugs courses
- Rural Doctors Family and Domestic Violence Education Package

**Assessment**
Registrars must submit to their training organisation and ACRRM:

- AST Plan and Progress Report completed by registrar and supervisor every three months
- Academic supervisor reports with project proposal and completed project
- Five miniCEXs conducted by a supervisor
- Five Case Based Discussions conducted by a supervisor (strongly encouraged)

Registrars must successfully complete a Project, during AST, that relates 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 related to Research and Clinical Education. It is expected that some courses at Graduate Certificate level or higher are completed. Other education activities may include attending conferences or completing practical courses such as Train the Trainer, Teaching on the Run, Teach the Teacher.

The courses will be discussed with and guided by the Academic Supervisor.
**Assessment**

Registrars must submit to their training organisation and ACRRM:

- AST Plan and Progress Report completed by registrar and supervisor every three months
- Academic supervisor reports with project proposal and completed project
- Report on the observation and feedback of five teaching/assessment activities (comparable to miniCEX requirement, for academic activities)

Registrars must successfully complete a Project, during the AST, that relates 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 tailored to the AST curriculum.

Registrars must successfully complete or be a recognised instructor in one of the following adult EM courses:

- 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)

Registrars must attain one or more advanced diagnostic and/or therapeutic procedures eg exercise stress testing, Holter monitoring, ultrasound, endoscopy.

**Assessment**

Registrars must submit to their training organisation and ACRRM:

- AST Plan and Progress Report completed by registrar and supervisor every three months
- Five miniCEXs conducted by a supervisor
- Five formative Case Based Discussions conducted by a supervisor (strongly encouraged)

Registrars must gain a pass in AST AIM STAMPS.
Anaesthetics

Time
Minimum 12 months FTE.

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

Education
Registrars participate in the ANZCA registrar education program and education 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 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 definitive texts are used in this AST:


**Assessment**

Registrars must submit to their training organisation and ACRRM:

- AST Plan and Progress Report completed by registrar and supervisor every three months
- Five miniCEXs conducted by their supervisor (two miniCEXs may be replaced by Direct Observation of Procedural Skills (DOPS))
- Five Case Based Discussions conducted by their supervisor (strongly encouraged)
- AST EM Procedural Skills logbook

Registrars must gain a pass in AST EM StAMPS.

**Obstetrics and Gynaecology**

**Time**

Minimum 12 months FTE.

**Training**

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

Placements in O&G posts accredited by RANZCOG.

**Education**

Registrars participate in education provided by training post.

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 service in a regional or rural hospital accredited by ACRRM.
Placements in inpatient, outpatient and community based care. Ideally include a short-term placement in an addiction medicine service.
Employed as a registrar or equivalent position.

Education
Registrars participate in the RANZCP registrar education program and education tailored to the AST curriculum.
Registrars must successfully complete the following course
• an GPMHSC approved Level 2 Focussed Psychological Strategies Skills Training (FPS ST)

Assessment
Registrars must submit to their training organisation and ACRRM:
• AST Plan and Progress Report completed by registrar and supervisor every three months
• Five miniCEXs conducted by their supervisor
• Five Case Based Discussions conducted by their supervisor (strongly encouraged)
Registrars must gain a pass in AST Mental Health STAMPS.

Paediatrics

Time
Minimum 12 months FTE.

Training
Train an ACRRM accredited paediatric service 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 tailored to the AST curriculum.
Registrars must successfully complete the following courses:
• Advanced Paediatric Life Support (APLS) course
• Neonatal resuscitation course and
• Child protection course covering:
  o identifying and responding to children and young people at risk
  o jurisdiction reporting requirements (many short online courses are available).
Assessment
Registrars must submit to their training organisation and ACRRM:

- AST Plan and Progress Report completed by registrar and supervisor every three months
- Five miniCEXs conducted by their supervisor
- Five Case Based Discussions conducted by their supervisor (strongly encouraged)

Registrars must gain a pass in AST Paediatric 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 will supplement their learning by completing ACRRM online courses which have content relevant to the AST for example:
- Palliative Care - A doctor’s bag
- Palliative care - choose your own journey

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

Assessment
Registrars must submit to their training organisation and ACRRM:

- AST Plan and Progress Report completed by registrar and supervisor every three months
- Five miniCEXs conducted by their supervisor
- Five Case Based Discussions conducted by their supervisor (strongly encouraged)

Registrars must gain a pass in the Palliative Care Case Based Discussion assessment conducted by a College assessor.
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 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.

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.

Registrars will supplement their learning by completing ACRRM online courses which have content relevant to Population Health, for example:
- Introduction to Population Health
- Approach to Care courses
- Effective Communication Skills
- Youth Friendly Consultation Skills
- Digital Health Rural Australia - Better Health, Easier to Deliver
- Clinical Bytes
- Alcohol and other Drugs courses
- Rural Doctors Family and Domestic Violence Education Package
- Rural Sexual Health 1, 2 & 3
- Q Fever - Early Diagnosis and Vaccination
- Tuberculosis in Australia
- Yellow Fever Vaccination Course

Assessment
Registrars must submit to their training organisation and ACRRM:
- AST Plan and Progress Report completed by registrar and supervisor every three months
- Academic supervisor reports with project proposal and completed project

Registrars must 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 an ACRRM accredited post in a MM 6-7 location or MM 5 approved case by case.

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

Registrars will supplement their learning by completing ACRRM online courses which have content relevant to remote medicine, for example:
- Retrieval Medicine Basic and Advanced
- Rural EM forum
- Clinical Bytes courses
- Alcohol and Other Drugs - Driving Change in the Community
- Approach to Care courses
- Introduction to Population Health
- Effective Communications Skills
- Digital Health Rural Australia - Better Health, Easier to Deliver
- eHealth Module 1, 2 & 3
- Getting started with Telehealth Introductions
- Managing eHealth Work for Your General Practice

Assessment
Registrars must submit to their training organisation and ACRRM:
- AST Plan and Progress Report completed by registrar and supervisor every three months
- Academic supervisor reports with project proposal and completed project
- Five miniCEXs conducted by their supervisor
- Five Case Based Discussions conducted by their supervisor (strongly encouraged)

Registrars must 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 a 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)

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

Assessment

Registrars must submit to their training organisation and ACRRM:

- AST Plan and Progress Report completed by registrar and supervisor every three months
- A log of surgical procedures
- Ten miniCEXs conducted by their supervisor (five miniCEXs may be replaced by Direct Observation of Procedural Skills (DOPS))
- Five Case Based Discussions conducted by their supervisor (strongly encouraged)

Registrars must gain a pass in AST Surgery STAMPS.
Training Program Policies

View 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
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 or 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

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/

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/
Building respectful workplaces

ACRRM is committed to promoting and upholding safe and respectful workplaces and communities with a culture of belonging; where diversity is celebrated, and people can reach their full potential.

Accordingly, the College framework to address issues of Bullying, Discrimination, Harassment and Racism is based on a resilience paradigm, emphasising proactive and preventive approaches to encourage positive behaviours across entire workplace cultures.

While regulatory processes are in place our focus is on creating training and work environments for our members which understand and value respectful behaviours and which enable the individuals within them to learn, improve, and support their peers towards creating a better workplace.

An overview of the College framework for preventing and addressing bullying, discrimination, racism and harassment is provided here.

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>
</tr>
<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>MMM</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 Choice Question 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 1 emergency course</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>
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<tr>
<td>----------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tier emergency course 2</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 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>Training 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

ACRRM  Australian College of Rural and Remote Medicine
AGPT  Australian General Practice Training
AHPRA  Australian Health Practitioner Regulation Agency
ALSO  Advanced Life Support in Obstetrics
AMC  Australian Medical Council
AMS  Aboriginal Medical Service
AST  Advanced Specialised Training
CBD  Case Based Discussion
CGT  Core Generalist Training
CRANA  Council of Remote Area Nurses of Australia
DHAS  Doctors Health Advisory Service
DRANZCOG  Diploma of the Royal Australian and New Zealand College of Obstetricians and Gynaecologists
FACRRM  Fellowship of Australian College of Rural and Remote Medicine
GPRA  General Practice Registrars Australia
IMG  International Medical Graduate
IP  Independent Pathway
JCCA  Joint Consultative Committee for Anaesthesia
MCQ  Multiple Choice Questions
MSRPP  Medical Superintendent with Right of Private Practice
MMM  Modified Monash Model
MSF  Multi-Source Feedback
PGY  Post graduate year
PMC  Post Graduate Medical Council
RANZCOG  Royal Australian and New Zealand College of Obstetricians and Gynaecologists
REOT  Rural Emergency Obstetrics Training
REST  Rural Emergency Skills Training
RFDS  Rural Flying Doctors Service
RPL  Recognition of Prior Learning
RTO  Regional Training Organisation
RVTS  Remote Vocational Training Scheme
StAMPS  Structured Assessment using Multiple Patient Scenarios
TO  Training Organisation
VMO  Visiting Medical Officer
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](http://www.menzies.edu.au)
- Master of Public Health - University of Queensland, [www.uq.edu.au](http://www.uq.edu.au)
- Master of Public Health - Griffith University, Griffith also offers speciality in Agricultural health which can be done externally [https://degrees.griffith.edu.au/Program/5263](https://degrees.griffith.edu.au/Program/5263)
- The Master of Remote Health Practice Program conducted by Flinders University’s Centre for Remote Heath in Alice Springs, [http://crh.flinders.edu.au](http://crh.flinders.edu.au)
- The Master of Public Health and Tropical Medicine conducted by James Cook University in Townsville, [www.jcu.edu.au](http://www.jcu.edu.au)
- The Master of Rural and Remote Medicine conducted by James Cook University in Townsville, [www.jcu.edu.au](http://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](http://www.utas.edu.au)
- The Master of Public Health conducted by Menzies School of Health Research in Darwin, [www.menzies.edu.au](http://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
• 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:
• Master of Science in Addiction Studies - University of Adelaide:
  https://www.adelaide.edu.au/addiction
• Master of Health Studies (Addiction Sciences) - University of Queensland School of Public Health
  http://www.sph.uq.edu.au/
• Masters of Psychiatric Medicine Framework - NSW Institute of Psychiatry
  http://heti.edu.au/psychiatric-medicine