

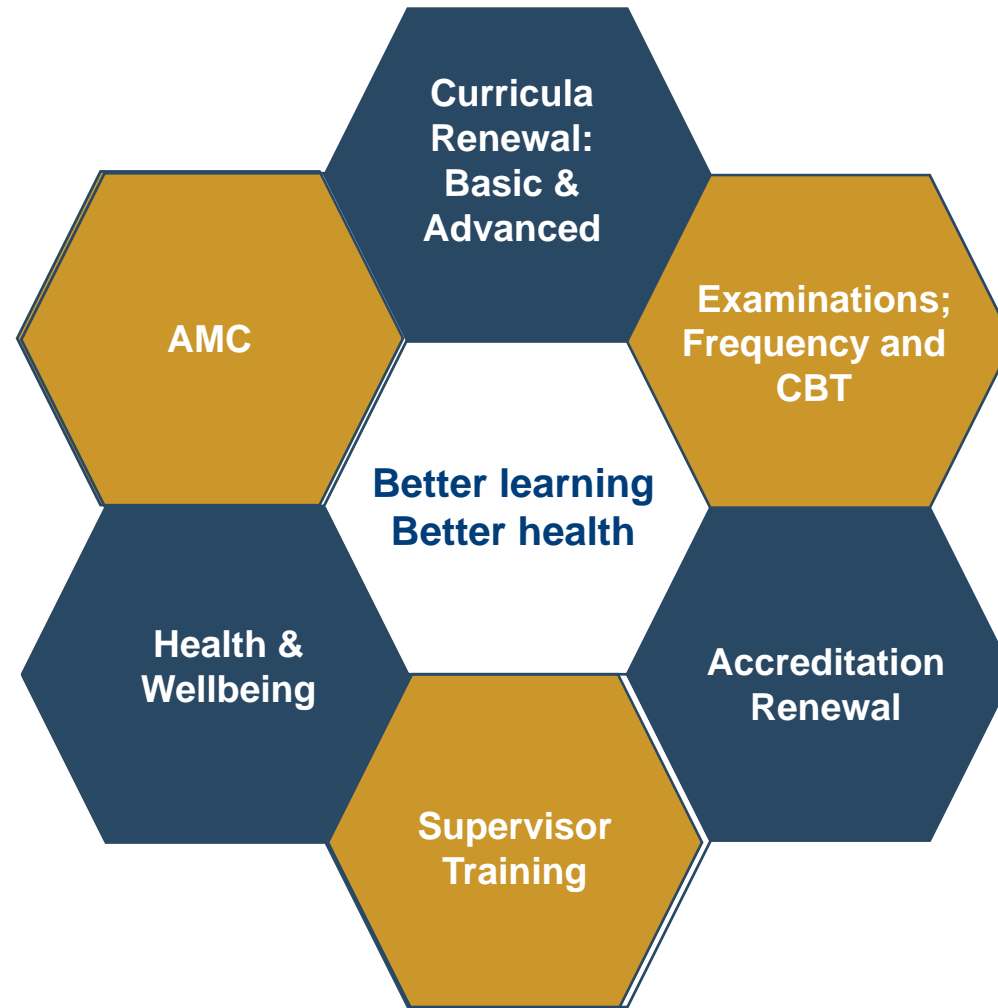


**RACP**

**Specialists. Together**

EDUCATE ADVOCATE INNOVATE

# Education Renewal Projects



Early adopters  
2020

# New BT Program

The training program is structured into three phases:

## 1. Foundation

Orient trainees and confirm their readiness to progress in the Basic Training program

## 2. Consolidation

Support trainees' professional development in the workplace

## 3. Completion

Confirm trainee's achievement of the curriculum standards and completion of Basic Training  
Support trainees' transition to Advanced Training



# 10 Key Learning Goals



**Clinical assessment**



**Investigations**



**Communication with patients**



**Acutely unwell patients**



**Documentation**



**Procedures**



**Prescribing**



**Professional behaviours**



**Transfer of care**



**Knowledge**

# Assessment toolkit



## Registration form

- Enrol trainees and assess entry criteria
- College-run (centralised)



## Learning capture

- Capture evidence of work-based learning
- Work-based



## Observation capture

- Capture supervised observation of trainee performance of a particular EPA
- Work-based



## Rotation plan and progress report

- Plan learning and assess progress for the rotation
- Work-based



## Phase plan and progress report

- Plan learning and assess progress for the phase of training
- Work-based



## Written Examination

- Assess trainees' applied knowledge



## Clinical Examination

- Assess trainees' ability to perform clinical assessment of patients



The Programs will be delivered through an online, mobile-friendly RACP platform.

# Look out for our email...

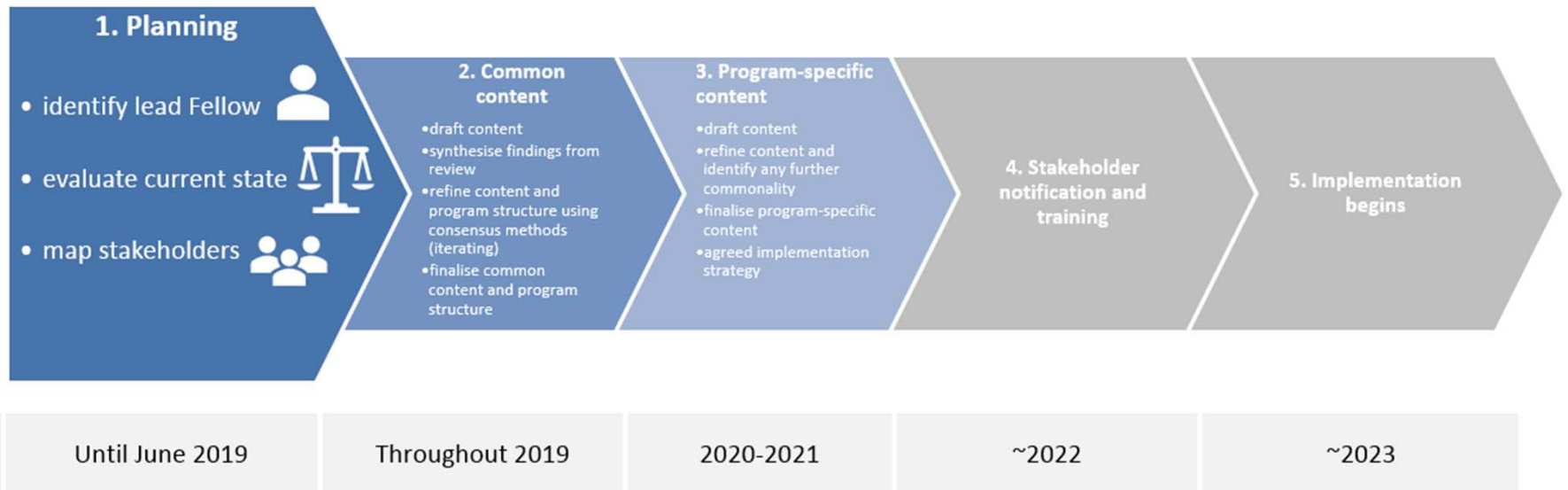


1. Seeking your feedback on the proposed **clinical experience (rotation) requirements** for the new program, covering:
  - Rotation types
  - Patient-care experiences
  - Locations of training
2. Inviting you to **participate as early adopters** of the new Basic Training programs:
  - Work with us to plan the rollout the Foundation phase of training in 2020.
  - ~3-5 Training Settings/Networks sought to participate
  - Lessons learned will help us to plan full implementation.
  - Trainees will be supported and not disadvantaged by a Settings participation

# Curricula Renewal - Advanced Training (CR-AT)



# CR-AT Timeframes








# Divisional Examinations

- Divisional Written Examination: 18 February 2019
- 1164 candidates sat the examinations across 19 sites
- Report on 2018 Divisional Written Examination
- Building item bank
- Working Party on Computer Based Testing
- Preparation for the Divisional Clinical Examinations



# RACP supervisor training – online and face-to-face

SPDP 1	SPDP 2	SPDP 3
<b>Practical Skills for Supervisors</b>	<b>Teaching and Learning in Healthcare Settings</b>	<b>Work-based Learning and Assessment</b>
The learning culture and effective feedback	Using questioning techniques and multi-level learners	Integrating learning and assessment into the workplace
		

# Supervisor Professional Development Program - Online

## 2019 online course schedule

### SPDP 1: Practical Skills for Supervisors

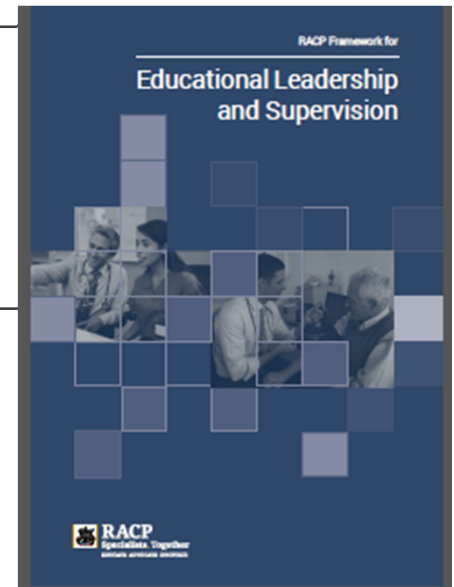
- 11 February – 17 March
- 3 June – 7 July

### SPDP 2: Teaching and Learning in Healthcare Settings

- 29 April – 2 June
- 22 July – 18 August

### SPDP 3: Work-based Learning and Assessment

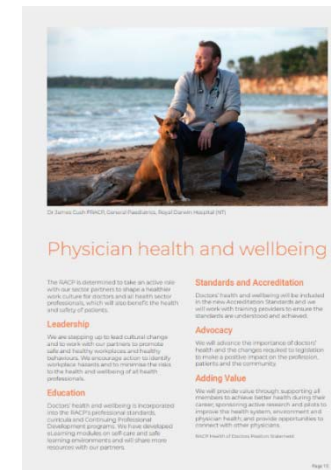
- 26 August – 29 September
- 14 October – 17 November



# Physician Health & Wellbeing

## What have we done?

- Established a Physician Health and Wellbeing Reference Group
- Prioritised Physician Health and Wellbeing in the RACP Strategic Plan 2019-2021
- Strong President statements about unacceptable behavior and health and wellbeing
- Drafted Physician Health and Wellbeing Strategy







## STANDARDS, POLICIES AND GUIDELINES

The College promotes a safe and supportive learning environment for Fellows and trainees through:

### 1 RACP CODE OF CONDUCT

Defines expectations of Directors and members in how they show respect for others including

- acting honestly
- treating all other persons fairly and with dignity, courtesy and respect
- not using offensive language or behaviour in the workplace
- not engaging in any form of unlawful discrimination
- not engaging in any form of bullying or harassment or physical or verbal conduct, which a reasonable person would deem to be unwelcome, offensive, humiliating, or intimidating

### 5 SUPPORT HELPLINE

The Royal Australasian College of Physicians Support Program is a professional and confidential counselling service, available to all RACP Fellows and trainees. The program provides members with access to confidential counselling, coaching and support for workplace and personal issues.

### 2 PROFESSIONAL QUALITIES CURRICULUM

Learning objectives and associated knowledge, skills, attitudes and behaviours required and used by all physicians and paediatricians within Australia and New Zealand regardless of their specialty including:

- respect for and acknowledgement of professional contributions of all others in the workplace, including office staff and employees.
- no tolerance in the workplace of unacceptable behaviour including bullying, discrimination and sexual harassment.
- supporting colleagues who are affected by unacceptable behaviour.

### 6 SUPPORTING PHYSICIANS PROFESSIONALISM AND PERFORMANCE GUIDE

A framework which is based on the Professional Qualities Curriculum and describes professional behaviours to support physician performance for safe, high quality practice.

### 3 TRAINING AND SUPPORT

- Providing training and support about positive and negative behaviours and practices.
- Building a culture where professional behaviour is role modelled and poor behaviour is discouraged and remediated.
- Providing access to information, resources and support including a confidential help line for members affected by unacceptable behaviour.

### 4 PARTNERSHIPS

- Collaborating with other medical professional organisations to share and/or develop learning resources for trainees and supervisors that promote wellness and positive behaviour.
- Working with employers and accredited sites to reinforce the standards of behaviour and conduct expected of College supervisors.
- Clarifying the role of the College and employers when unacceptable behaviour occurs in the workplace.



## TRAINING PROVIDER ACCREDITATION STANDARDS

2.3 The Setting has a learning environment and culture which **values, supports and delivers equitable physician training** and:

- values the work of trainees and Fellows
- embraces evidence based patient and population-centred care
- employs culturally safe practices
- has doctors who demonstrate what is outlined in Good Medical Practice
- demonstrates professionalism, teamwork, effective leadership and communication
- emphasises the importance of learning
- supports learning for all professional groups
- promotes and provides high-quality and accessible learning experiences
- fosters an environment of inquiry, scholarship and professional development
- supports trainees and educators to engage in activity that improves training
- values and recognises staff contributions to training.

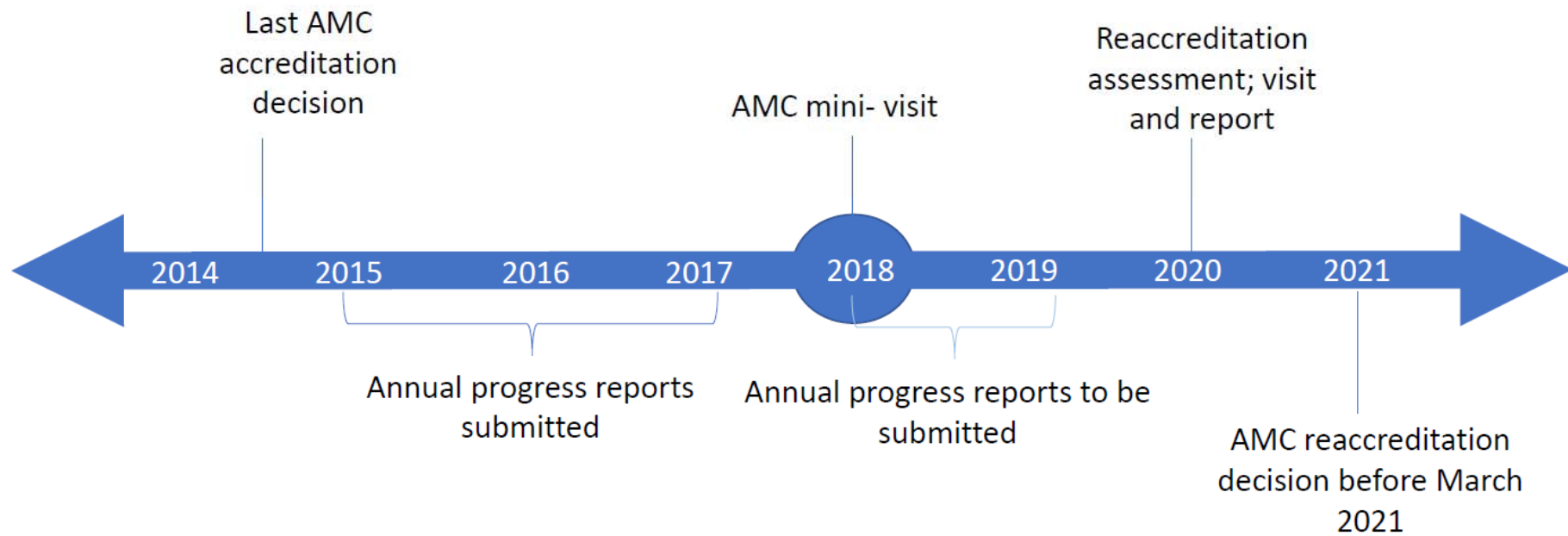
2.4 The Setting provides a **safe, respectful learning environment** and addresses any behaviour that undermines self and/or professional confidence as soon as it is evident.

Supervision is conducted lawfully, professionally and in accordance with the RACP Code of Conduct. The Setting has a process to address and prevent **bullying, discrimination, harassment and sexual harassment** in accordance with the RACP Respectful Behaviour in College Training Programs. The process is publicised to trainees and educators.

**“Bullying or harassment of any kind is totally unacceptable; towards Fellows, trainees (accredited or unaccredited), colleagues or staff. The RACP has zero tolerance for such behaviour.”**

*A/Prof Mark Lane, President, RACP on 6 February 2019*

# AMC Accreditation cycle timeline



# If you want to know more..

