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Australasian Faculty of
Public Health Medicine

Learning Contract for Prospective Approval of Advanced Training

Important Information

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

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

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

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

Calculation of Training Time (FTE)

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

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

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

Submission Dates

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

Notification of Approval

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

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

Payment of Training Fees

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

A schedule of current training fees is available here.

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

Enquiries & Application Submission

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

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

Faxed applications will not be accepted by the Australian office

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The Annual Learning Contract

This application may cover a single term/rotation <u>or</u> more than one term/rotation occurring in the year.

1.   PERSONAL DETAILS

Name of Trainee	███████	███████
	SURNAME / FAMILY NAME	GIVEN / FIRST NAME(S)
Contact E-mail	████████████████████████	

NB: The College will use email as the primary method to communicate with you throughout your Advanced Training. Please ensure that you can receive e-mail from PublicHealth@racp.edu by adding this address to your address book and/or safe senders list.

Any updates to contact details should be made through https://my.racp.edu.au/.

Member ID No (MIN) *If you don't know your MIN, leave it blank.*   ████

2.   DETAILS OF TRAINING

Period of Training (max time period covered is 12 months)	1/02/2021 **To** 30/01/2022
Year of Advanced Training	2
Duration of Position	Full Time
Full Time Equivalent (FTE)	1.0

NB: *To ensure you have calculated your training time for this period adequately, please use the following formula: Total Amount of Months x part time (decimal point) = FTE*

Number of units expected to obtain from this placement (max 1 unit per month - e.g. 12 x 0.6 (60% FTE) = 7.2 FTE)	12
Is the position currently accredited for AFPHM training?	Accredited

Professional role title *(e.g. Public Health Officer, Lecturer, Project Officer)*	There are TWO 0.5 FTE roles for my AFPHM Training in 2021; 1. Advanced Trainee, Sexual Health Medicine (0.5 FTE) 2. . PhD Candidate, ▮▮▮▮▮▮▮▮▮▮▮▮▮▮ (0.5 FTE)
Name of Organisation, Division or Unit	1. ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ 2. ▮▮▮▮▮▮▮▮▮
Full address of Organisation, Division or Unit *(please clearly indicate STATE)*	1. ▮▮▮▮▮▮▮▮▮▮ ▮▮▮▮▮▮▮▮ ▮▮▮▮▮ ▮▮▮▮ 2. ▮▮▮▮▮▮▮▮
Is the position STP funded?	Not STP Funded
List main workplace activities and *Public Health projects*	1. ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ My role at ▮▮▮▮▮▮▮▮ has both clinical and non-clinical components: i. Clinical components include to provide testing for, and management of, HIV and other sexually transmissible infections (STIs). ii. Non-clinical components include; - Education and teaching (see below for details) - Clinic research, health promotion & audit activities, - Liaison with and notification to local Public Health Unit. 2. ▮▮▮▮▮▮▮▮ My PhD Research encompasses a population health approach to improving the delivery of preconception care within primary care. The PhD comprises of a series of studies to achieve the research aim; i. Quantitative assessment of current preconception care delivered by primary care nurses in Australia (developed in collaboration with the Australian Primary Care Nurses Association) ii. Policy document analysis of preconception and post-partum contraception guidelines (two separate studies) iv. Mixed method study of a current online self-assessment preconception tool (The Healthy Conception) in Australia 3. Lecturer, ▮▮▮▮▮▮, where I co-ordinate the Preconception Care Intensive Seminar for the Postgraduate Program of Sexual and Reproductive Health. 4. Ongoing research from the ▮▮PHU into experiences of those in isolation for COVID-19. 5. Medical Representative on the ▮▮▮▮▮ ▮▮▮▮▮) Human Research Ethics Committee (HREC).

OVERVIEW OF PUBLIC HEALTH TRAINING ACTIVITIES/ PROJECTS

(Please delete columns that have not been completed)

Project 1 Title:	Clinical Component, Sexual Health Medicine, ██████████

Description of Public Health Training activity/project	**Main roles, activities and learning strategies** (<u>must</u> be directly aligned with competencies in next column)	**Competencies expected to partially or completely addressed** (*bold ones that are expected to be more completely addressed*)
██████████████ has the highest rates of gonorrhoea, infectious syphilis and newly diagnosed HIV in ████, and the highest rate of chlamydia in metropolitan ████. The core clinical work will include participating in Sexual Health Clinics and patient management, including testing for and management of HIV and other sexually transmitted infections (STIs).	Clinical work within the Sexual Health unit. This will involve management of new referrals to the Sexual health service from initial contact with history / examination/ appropriate testing and follow up and follow up of cases through the PHU.	1.1.6 Practice Medicine in a safe manner 1.1.8 Work in am ethically sound manner 1.1.10 Provide effective first aid in emergency situations 1.2.3 Contribute effectively to multidisciplinary teams **1.2.5 Support professional development of colleagues and more junior staff** 2.1.2 Communicate effectively with people of other cultures 2.1.7 Contribute effectively to culturally diverse teams **3.1.7 Analyse and communicate the risk of adverse events in a meaningful way** 5.1.3 Enable individual and community participation in health promotion **5.3.3 Manage infectious disease control measures**
	Liaison with local medical services for follow up of patients - including the PHU, ████ and primary care centres such as AMS, GP's and other Sexual health services.	1.2.1 Establish highly effective working relationships with colleagues 1.2.3 Contribute effectively to multidisciplinary teams 2.1.2 Communicate effectively with people of other cultures 5.4.1 Advise on the public health management of chronic diseases, mental illness and injury
	Management of STI and HIV notifications and follow up as per the MOH. This can involve receiving notifications (lab-notified and on the phone), case and contact investigation,	3.1.2 Assess and respond rapidly to urgent public health questions 3.1.3 Store and swiftly access essential public health information

initiating immediate control measures, advising on prophylaxis or treatment in consultation with the provisions of the Public Health Act and the ███ Control Guidelines.	3.1.13 Advise on the optimal public health response to specific health issues 5.2.3 Use regulatory measures to protect and promote health 5.3.3 Manage infectious disease control measures 5.3.4 Investigate and manage infectious disease outbreaks

Project 2 Title:	Non-Clinical Component, Sexual Health Medicine, ████████████	
Description of Public Health Training activity/project	**Main roles, activities and learning strategies** (_must_ be directly aligned with competencies in next column)	**Competencies expected to partially or completely addressed** (bold ones that are expected to be more completely addressed)
████████████████████ has the highest rates of gonorrhoea, infectious syphilis and newly diagnosed HIV in ███, and the highest rate of chlamydia in metropolitan ███. ███ Sexual Health Service aims to reduce the high rates of these sexually transmitted infections (STIs) in our local community, and improve the health of individuals and communities living with, or at risk of, STIs, including HIV. A key component of the work at the ███ Sexual Health Service is research and evaluation to inform health promotion activities and clinical service provision. ███ Sexual Health Service follows all clients requiring Post Exposure Prophylaxis (PEP) for six weeks. These care pathways require analysis to ensure the delivery of comprehensive and efficient clinical care. Results will help inform policy and practice for these clients and the health care service.	Education and teaching; Attendance and presentation at fortnightly multidisciplinary Clinical Education Seminars co-ordinated by the Australasian Society for HIV, Viral Hepatitis and Sexual Health Medicine (ASHM) and ████ Sexual Health (███. Attendance and presentation at alternate fortnightly ████ department Case Discussion presentation Completion of online modules co-ordinated by the Australasian Society for HIV, Viral Hepatitis and Sexual Health Medicine (ASHM)	1.1.1 Establish and maintain career direction and motivation 1.1.2 Manage one's own training and continuing professional development 1.1.4 Manage time and workload to achieve organisational and professional goals 5.1.1 Apply a health promotion approach to analysing public health problems
	Liaison with and notification to local Public Health Unit	3.1.1. Plan and deliver effective analyses of public health issues 5.2.3 Use regulatory measures to protect and promote health 5.3.1. Advise on the public health management of infectious diseases 5.3.2 Analyse surveillance data to support prevention and control of infectious diseases 5.3.4 Investigate and manage infectious disease outbreaks 5.3.5 Develop and implement effective intersectoral strategies for prevention of infectious diseases 5.4.1 Advise on the public health management of chronic diseases. mental illness and injury

		5.4.2 Advise on the determinants of chronic disease, mental illness and injury and their public health management 5.4.6 Develop and implement effective intersectoral strategies for prevention of chronic diseases, mental illness and injury
	Research and Quality Improvement Task in General Practitioner notification and management of syphilis. 1. Analysis of syphilis notification and management by general practitioners in ▇▇▇▇ 2. Assessment for any strategies to be implemented to assist with GP management of syphilis.	3.1.4 Conduct effective literature reviews 3.3.1 Evaluate health services 3.2.7 Analyse alternative disease prevention and control strategies in a quantitative manner 5.3.2 Analyse surveillance data to support the prevention and control of infectious diseases 6.2.1 Advise on optimal development and operation of the primary health care sector 6.2.3 Plan developments or changes to health services.
	Completion of the ▇▇▇▇ STI online module "Becoming more Gay Friendly in your practice"	2.1.1 Manage one's own cultural competence development 2.1.3 Identify and act on cultural bias within health care services and other organisations.

Project 3 Title:	Online self-assessment tools to enhance preconception care. Higher Degree Research, PhD. ██████████	
Description of Public Health Training activity/project	**Main roles, activities and learning strategies** (_must_ be directly aligned with competencies in next column)	**Competencies expected to partially or completely addressed** (bold ones that are expected to be more completely addressed)
Preconception care comprises biomedical, social and behavioural components to optimise the health of women and men prior to pregnancy. Several modifiable lifestyle factors can improve the health of men and women prior to pregnancy and have significant positive impacts on fertility, pregnancy outcomes, and health the child and future generations. Strategies to implement preconception care include education of individuals and checklists or guidelines to guide positive behaviour change. The role of the primary care nurse also needs to be evaluated to increase access to preconception care for Australian men and women. Online self-assessment tools are a possible medium to increase knowledge and promote these positive behavior changes. This research aims to investigate current preconception behaviours amongst pregnant women, current preconception care practices amongst primary care nurses and to evaluate whether preconception knowledge and behaviour can be enhanced through use of online self-assessment tools.	Overview; I hold a PhD position within the ██████████ for Research Excellence in Sexual and Reproductive Health for women in Primary Care ██████████ This role involves; 1. Participation and presentation in bi-monthly, multidisciplinary meetings to present on research progress and impact with primary care in women's sexual and reproductive health. 2. Participation and presentation in bi-monthly higher degree research meetings with other PhD and discuss opportunities for professional development. 3. Liaise with research disciplines such as statisticians, health economists. 4. Present research findings to primary care practitioners and networks to influence clinical care. 5. Present research findings to policy makers and health institutions to influence models of care.	1.1.1 Establish and maintain career direction and motivation 1.1.2 Manage one's own training and continuing professional development 1.1.4 Manage time and workload to achieve organisational and professional goals 1.2.1 Establish highly effective working relationships with colleagues 1.2.6 Mange projects effectively 3.2.1 Design and conduct effective research studies 3.2.10 Support an effective research base for public health 4.1.1 Develop and influence policy to improve public health and reduce inequalities 4.1.8 Develop and use goals targets and indicators 5.1.4 Establish effective partnerships and intersectoral action to achieve improved public health outcomes 5.1.5 Advocate for action to respond to public health problems 6.1 Promote a population health approach within the health and disability care sector 6.1.2 Influence clinical staff to adopt a population health approach 6.1.3 Produce and implement best practice guidelines for the clinical and public health sectors 6.2.1 Advise on optimal development and operation of the primary health care sector 6.2.3 Plan developments or changes to health services

	Study	Competencies
	Study: Quantitative assessment of current preconception care delivered by primary care nurses in Australia. This is a collaboration with the Australian Primary Care Nurses Association (APNA)	1.2.1 Establish highly effective working relationships with colleagues 1.2.3 Contribute effectively to multidisciplinary teams 3.2.2 Design sound observational epidemiological studies 3.2.3 Design and manage data collection for studies 3.2.4 Perform suitable epidemiological analyses 4.1.9 Manage policy implementation effectively
	Study: Systematic review assessing preconception behaviour change through Mobile Applications	1.1.5 Use evidence as the basis for public health practice 3.1.4 Conduct effective literature reviews 3.1.5 Critically assess published literature and other evidence 3.3.3 Evaluate health technologies and interventions 5.1.1 Apply a health promotion approach to analysing public health problems
	Study: Mixed method study of a current online self-assessment preconception tool (The Healthy Conception) in Australia. This involves establishing a consumer advisory group and stakeholder group meetings. It has a qualitative (interview) component and the development of a Discrete Choice Experiment (DCE) to evaluate the Healthy Conception Tool. The findings will inform the optimisation of the tool and the improved tool will be disseminated through the ██████ professional network.	1.2.8 Communicate effectively using written and electronic media 1.2.10 Communicate effectively using mass media 2.1.4 Plan, analyse, research and evaluate public health issues in a culturally competent manner 3.1.6 Use suitable information sources to describe the health of populations 3.1.8 Advise on health and public health information systems 3.1.10 Design and evaluate screening programs 3.1.11 Advise on major public health determinants and inequalities 3.1.13 Advise on optimal public health response to specific health issues 3.1.14 Advise on the implications of international events for public health 3.2.2 Design sound observational epidemiological studies 3.2.3 Design and manage data collection for studies 3.2.4 Perform suitable epidemiological analyses

		3.2.6 Analyse and interpret the spatial distribution of health-related events
		3.2.7 Analyse alternative disease prevention and control strategies in a quantitative manner
		3.2.3 Design and manage data collection for studies
		3.2.8 Use qualitative methods to investigate public health issues
		3.3.1 Evaluate health service and public health programs
		3.3.2 Implement results of evaluations to improve health services and public health programs
		3.3.3 Evaluate health technologies and interventions
		3.3.4 Monitor access to and use of health technologies and interventions
		4.1.2 Conduct health needs assessments to inform policy
		4.1.9 Manage policy implementation effectively
		5.1.2 Develop health promotion programs in response to public health problems
		5.1.3 Enable individual and community participation in health promotion
		5.1.6 Advise on development of health education material
		6.2.6 Manage contracting processes for purchase or provision of services
		6.3.5 Manage Budgets
	Collaboration with other CRE and University Research Teams	1.2.7 Consult effectively with others in a range of settings.
		1.2.9 Communicate effectively through oral discussion and presentations.
		3.2.9 Facilitate learning in a variety of settings
		3.2.10 Support an effective research base for public health
		5.1.4 Establish effective partnerships and intersectoral action to achieve improved public health outcomes

Project 4 Title:	Ongoing work with ▮▮▮ PHU	
Description of Public Health Training activity/project	**Main roles, activities and learning strategies** (_must_ be directly aligned with competencies in next column)	**Competencies expected to partially or completely addressed** (bold ones that are expected to be more completely addressed)
▮▮▮▮▮▮▮▮▮▮▮▮ Public Health Unit (PHU) is where I have ongoing work in COVID-19 Research and Public Health Skills	Research project for COVID-19: An assessment of care for those in isolation – how are we doing? Co-lead of this project which commenced in 2020. Interviews will be completed and analysed with findings documented in 2021.	1.2.3 Contribute effectively to multidisciplinary teams 1.2.4 Contribute effectively to organisational processes 1.2.6 Manage projects effectively 3.1.7 Analyse and communicate the risk of adverse events in a meaningful way 3.1.12 Advise on the public health issues affecting age and gender groups 3.1.13 Advise on the optimal public health response to specific health issues 3.1.14 Advise on the implications of international events for public health 3.2.3 Design and manage data collection for studies 3.2.4 Perform suitable epidemiological analyses 3.2.8 Use qualitative methods to investigate public health issues 3.2.10 Support an effective research base for public health 3.3.1 Evaluate health services and public health programs 6.2.2 Advise on optimal development and operation of secondary and tertiary health services 6.2.3 Plan developments or changes to health services 6.2.7 Develop and implement quality improvement programs for health services
	Training opportunities in environmental health as they arise (given that these were not always available in 2020 due to my involvement in the COVID-19 pandemic response)	Learning competencies will be added if/when these opportunities arise.

ASSOCIATED ROLES AND OTHER TRAINING

(Please delete columns that have not been completed)

List associated workplace roles, one off training and other activities	Competencies *(directly align to list in column one)*
1. MARCH (Maternal, Adolescent & Reproductive Health) Research Group	1.1.1 Establish and maintain career direction and motivation 3.1.5 Critically assess published literature and other evidence 3.3.1 Evaluate health service and public health programs 3.2.10 Support an effective research base for public health
2. Lecturer, ███████████	1.2.1 Establish Highly effective working relationships with colleagues 1.2.4 Contribute effectively to organisational processes 1.2.5 Support the professional development of colleagues and more junior staff 1.2.8 Communicate effectively using written and electronic media 1.2.9 Communicate effectively through oral discussion and presentations 3.2.9 Facilitate learning in a variety of settings
3. Family Planning ███, HREC Committee	4.1.5 Analyse policy and proposals from an equity perspective 4.1.6 Analyse policy and proposals from an ethical perspective
4. Attendance at PHU Training days, AFPHM training days and Relevant conferences in 2020	1.1.1 Establish and maintain career direction and motivation 1.1.2 Manage one's own professional development 3.2.9 Facilitate learning in a variety of settings
5. Click here to enter text.	

1.1 Professional Development and self-management										
Project/activity during THIS position	1.1.1	1.1.2	1.1.3	1.1.4	1.1.5	1.1.6	1.1.7	1.1.8	1.1.9	1.1.10
Sexual Health: Clinical						✓		✓		✓
Sexual Health: Non-Clinical	✓	✓		✓						
PhD	✓	✓		✓	✓					
▐ PHU										
Associated roles & other training	✓	✓								
Project/activity from PREVIOUS position(s)	1.1.1	1.1.2	1.1.3	1.1.4	1.1.5	1.1.6	1.1.7	1.1.8	1.1.9	1.1.10
	2	2		2	2	2		2	2	
Attainment expected	2	2	2	2	2	2	2	2	2	2

Summary of Competence Level Development by Public Health Training Activities/Projects

1.2 Communication, leadership and teamwork									
1.2.1	1.2.2	1.2.3	1.2.4	1.2.5	1.2.6	1.2.7	1.2.8	1.2.9	1.2.10

	1.2.1	1.2.2	1.2.3	1.2.4	1.2.5	1.2.6	1.2.7	1.2.8	1.2.9	1.2.10
Sexual Health: Clinical ✓			✓		✓					
Sexual Health: Non-Clinical										
PhD ✓			✓			✓	✓	✓	✓	✓
▇▇ PHU			✓	✓		✓				
Other ✓				✓	✓			✓	✓	
1.2.1	1.2.2	1.2.3	1.2.4	1.2.5	1.2.6	1.2.7	1.2.8	1.2.9	1.2.10	
From Previous										
2	2	2	2	2	2	2	2	2	2
2	2	2	2	2	2	2	2	2	2

	2.1 Universal cultural							2.3 Aboriginal and Torres Strait Islander			2.4 Ethnic minority health	
Project/activity during THIS position	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.1.7	2.3.1	2.3.2	2.3.3	2.4.1	2.4.2
Sexual Health: Clincal	✓	✓					✓					
Sexual Health: Non- Clinical	✓		✓									
PhD				✓								
▇▇ PHU												
Associated roles & other training												

Project/activity from **PREVIOUS** position(s)	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.1.7	2.3.1	2.3.2	2.3.3	2.4.1	2.4.2
		2		2	2	2						
Attainment expected	2	2	2	2	2	2	2	2	2	2	2	2

	3.1 Public health information and critical appraisal													
Project/activity during THIS position	3.1.1	3.1.2	3.1.3	3.1.4	3.1.5	3.1.6	3.1.7	3.1.8	3.1.9	3.1.10	3.1.11	3.1.12	3.1.13	3.1.14
Sexual Health: Clinical		✓	✓				✓						✓	
Sexual Health: Non-Clinical	✓			✓										
PhD				✓	✓	✓		✓		✓	✓		✓	✓
▬ PHU							✓					✓	✓	✓
Associated roles & other training					✓									
Project/activity from	3.1.1	3.1.2	3.1.3	3.1.4	3.1.5	3.1.6	3.1.7	3.1.8	3.1.9	3.1.10	3.1.11	3.1.12	3.1.13	3.1.14

PREVIOUS position(s)														
	2	2	2	2	2	2	2	1			2	2	2	2
Attainment expected	2	2	2	2	2	2	2	2	2	2	2	2	2	2

	3.2 Public health research and teaching						3.3 Health care & public health programme evaluation							
Project/activity during THIS position	3.2.1	3.2.2	3.2.3	3.2.4	3.2.5	3.2.6	3.2.7	3.2.8	3.2.9	3.2.10	3.3.1	3.3.2	3.3.3	3.3.4
Sexual Health: Clinical														
Sexual Health: Non-clinical							✓				✓			
PhD	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
▬ PHU			✓	✓				✓		✓	✓			
Associated roles & other training									✓					
Project/activity from	3.2.1	3.2.2	3.2.3	3.2.4	3.2.5	3.2.6	3.2.7	3.2.8	3.2.9	3.2.10	3.3.1	3.3.2	3.3.3	3.3.4

PREVIOUS position(s)														
	2	2	2	2				2	2	2	2	1		
Attainment expected	2	2	2	2	1	1	1	1	1	1	2	1	1	1

	4.1 Policy analysis, development and planning									5.1 Health promotion and community development					
Project/activity during THIS position	4.1.1	4.1.2	4.1.3	4.1.4	4.1.5	4.1.6	4.1.7	4.1.8	4.1.9	5.1.1	5.1.2	5.1.3	5.1.4	5.1.5	5.1.6
Sexual Health: Clinical												✓			
Sexual Health: Non-clinical										✓					
PhD	✓	✓						✓	✓	✓		✓	✓	✓	✓
▮ PHU															
Associated roles & other training					✓	✓									
Project/activity from	4.1.1	4.1.2	4.1.3	4.1.4	4.1.5	4.1.6	4.1.7	4.1.8	4.1.9	5.1.1	5.1.2	5.1.3	5.1.4	5.1.5	5.1.6

PREVIOUS position(s)															
	2	2			2	2	1	1	2	2		2	2	1	2
Attainment expected	2	2	2	2	2	2	1	1	1	2	2	2	2	1	1

	5.2 Health protection and risk management							5.3 Infectious diseases prevention and control							
Project/activity during THIS position	5.2.1	5.2.2	5.2.3	5.2.4	5.2.5	5.2.6	5.2.7	5.2.8	5.2.9	5.2.10	5.2.11	5.3.1	5.3.2	5.3.3	5.3.4	5.3.5
Sexual Health: Clinical			✓											✓	✓	
Sexual Health: Non-clinical			✓									✓	✓		✓	✓
PhD																
▬ PHU																
Associated roles & other training																

Project/activity from **PREVIOUS** position(s)	5.2.1	5.2.2	5.2.3	5.2.4	5.2.5	5.2.6	5.2.7	5.2.8	5.2.9	5.2.10	5.2.11	5.3.1	5.3.2	5.3.3	5.3.4	5.3.5
	1		2			2	1	2		2	1	2	2	2	2	1
Attainment expected	2	2	2	2	2	2	1	1	1	1	1	2	2	2	1	1

Project/activity during **THIS** position	5.4 Chronic disease, mental illness & injury prevention						6.1 Health sector advocacy			6.2 Health sector development and operation								
	5.4.1	5.4.2	5.4.3	5.4.4	5.4.5	5.4.6	6.1.1	6.1.2	6.1.3	6.2.1	6.2.2	6.2.3	6.2.4	6.2.5	6.2.6	6.2.7	6.2.8	6.2.9
Sexual Health: Clinical	✓																	
Sexual Health: Non-clinical	✓	✓				✓	✓			✓		✓						
PhD								✓	✓	✓		✓			✓			

	5.4.1	5.4.2	5.4.3	5.4.4	5.4.5	5.4.6	6.1.1	6.1.2	6.1.3	6.2.1	6.2.2	6.2.3	6.2.4	6.2.5	6.2.6	6.2.7	6.2.8	6.2.9
▬ PHU											✓	✓				✓		
Associated roles & other training																		
Project/activity from PREVIOUS position(s)	5.4.1	5.4.2	5.4.3	5.4.4	5.4.5	5.4.6	6.1.1	6.1.2	6.1.3	6.2.1	6.2.2	6.2.3	6.2.4	6.2.5	6.2.6	6.2.7	6.2.8	6.2.9
							2	1			1	1		1				1
Attainment expected	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1

	6.3 Organisational management						
Project/activity during THIS position	6.3.1	6.3.2	6.3.3	6.3.4	6.3.5	6.3.6	6.3.7
Sexual Health: Clinical							
Sexual Health: Non-clinical							
PhD					✓		
▬ PHU							

Associated roles & other training							
Project/activity from PREVIOUS position(s)	6.3.1	6.3.2	6.3.3	6.3.4	6.3.5	6.3.6	6.3.7
				1			
Attainment expected	2	1	1	1	1	1	1

SIGN OFF OF THE LEARNING CONTRACT

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

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

SUPERVISOR(S) DETAILS
Supervisor 1

Full Name of Supervisor:	▨
FAFPHM	Yes ☐ No ☒
Qualification(s):	▨
Full Address	▨
Phone (W):	(▨
E-mail	▨

Please specify the period of supervision:	Commencing:	1/02/2021	Ending:	29/01/2022

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

Supervisor Signature ▨

Click here to enter a date.

Date 26/2/21 -

Supervisor 2

Full Name of Supervisor :	███████████████
FAFPHM:	Yes ☐ No ☒
Qualification(s):	█████████████████████████
Full Address:	███████████████████████████
Phone (W):	██████████
E-mail:	████████████████

Please specify the period of supervision:	Commencing:	1/02/2021	Ending:	30/01/2022

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

████████████████

24/02/2021

Supervisor Signature

Date

Co-Supervisor *(if applicable, please select)*

Full Name of Supervisor :	████████████████	
FAFPHM:	Yes ☒ No ☐	
Qualification(s):	█████████████	
Full Address:	████████████████████████████████	
	███████████████████	
Phone (W):	████████████	
E-mail:	████████████████	

Please specify the period of supervision:	Commencing:	1/02/2021	Ending:	30/01/2022

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

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

██████████████████████

Supervisor Signature

Click here to enter a date.

Date *11/3/21.*

MENTOR DETAILS
Mentor

Full Name of Mentor:	███████████████
FAFPHM:	Yes ☒ No ☐
Qualification(s):	██████████████████
Full Address:	████████████████████████████
Phone (W):	(██████████
E-mail:	█████████████████

Please specify the period of supervision:	Commencing:	1/02/2021	Ending:	31/01/2022

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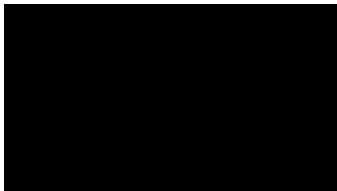
████████████████

Mentor Signature

26/02/2021

Date

TRAINEE DECLARATION *(please tick boxes that apply)*

☒   I declare the information supplied on this form is complete and accurate

☒   I have familiarised myself with my obligations as documented in the <u>Advanced Training Program Requirements Handbooks</u> and <u>Education Policies</u>.

☒   I have provided my supervisor(s) with copies of Learning Contract Reports from previous training periods and other documentation relevant to my progression

☒   I have liaised with my supervisor to confirm that the position outlined within this Learning Contract is in line with the current accreditation granted for this setting and/or, where accreditation of the setting is not required, meets the standards for training.

☒   My supervisors have confirmed the training information included in this application and have signed this form.

1/03/2021

Trainee Signature   ***Date***

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