

2.4 The Content of Education and Training

2.4.1 Development of Current Objectives and Curriculum

The current training program objectives and curriculum were developed as part of a project to develop a *Training Program Handbook*. This project commenced in 1996 and the first edition of the *Handbook* was released in 1999.

The work was undertaken by the then Chief Censor and three members of the Board of Censors. The project involved reviewing and updating policy and procedure documents that the College had developed over many years, and preparing additional material.

The project group consulted with other members of the Board of Censors, and previous Chief Censors and Censors.

2.4.2 Curriculum Review

The College has recognized that it must develop a detailed curriculum and in 2006 commenced a process to review the existing curriculum and develop a more detailed version. The new curriculum will document the skills, knowledge and behaviours required for specialist dermatology practice. The process used to develop the new curriculum is outlined in Attachment 4.

Draft curriculum standards have been developed for all clinical practice areas and the basic sciences. As at March 2007 these standards are being edited prior to them undergoing peer review. The College plans to conduct the peer review in April and May 2007. Copies of the draft documents will be provided to the accreditation team when the editing is completed.

2.4.3 The Generic Component of the Current Curriculum

2.4.3.1 *Development of the Knowledge, Skills and Professional Qualities to Fill the Broad Responsibilities of Specialists in the Community*

The *Objectives Relating to Attitudes as They Affect Professional Behaviour* and the curriculum relating to medico-legal issues and ethics define the attitudes, skills knowledge and behaviours that trainees must develop during the training program to fulfill the broader responsibilities of medical specialists in the community. (pages 9 and 29, 2006 *Training Program Handbook*, Attachment 3). These items are assessed in the Summative In-Training Assessment process and Fellowship examination (see Section 2.6 of this submission).

The College has not undertaken a process to map these objectives to CanMEDS. The College recognises the need to upgrade its curriculum in this area and is addressing this in the curriculum review project. This stage of the project is not complete.

2.4.3.2 *Preparing Trainees to Deliver Safe, High Quality, and Cost Effective Health Care and for their Role as Leaders*

The objectives of the training program are listed in section 2.2.1.1 of this submission. The College communicates to trainees the requirement for them to develop an appreciation of the issues associated with the delivery of safe, high quality and cost effective health care through objectives 21, 24, 26, 27, 28 and 29 of the program (see page 9 of the 2006 *Training Program Handbook*).

The College communicates to trainees the need for them to develop attitudes, skills and behaviours that enable them to take a leadership role on health issues through objectives 20, 21, 26 and 27, and the items relating to the communication and behaviour in the medico-legal issues and ethics syllabus, (pages 9 and 29 of the 2006 *Training Program Handbook*).

These items are assessed in the Summative In-Training Assessment process and Fellowship Examination (see Section 2.6).

2.4.3.3 *Education Programs, Material and Resources to Develop Generic Skills*

The Biennial Training Conference provides training sessions on generic skills. Trainees are required to attend this conference at least once, but preferably twice, during training (page 11, 2006 *Training Program Handbook*).

The Biennial Training Conference held in 2006 provided training on:

- Research Skills and the Internet;
- Legal Issues and Ethics;
- Communication Skills and Psychodermatology.

Information on the sessions that were run on these topics at this conference and previous conferences is at Attachment 5.

2.4.3.4 *Preparation of Trainees to Undertake Continuing Professional Development*

The training program assists trainees to develop the skills and habits required to undertake continuing professional development throughout their working lives by:

- Communicating to trainees, through the course objectives, the requirements for them to develop “An appreciation of the responsibility to maintain standards of medical practice at the highest possible level throughout a professional career” (page 9, 2006 *Training Program Handbook*);

- Requiring trainees to reflect on their performance, identify areas in which they need to improve and to work with their SOT to develop learning goals and strategies for the next three months as part of the Formative In-training Assessments (FITA) conducted in March and September each year (see section 2.6.2.1). These skills and habits are needed to develop a personal learning plan for continuing professional development;
- Requiring trainees to attend two of the College's Annual Scientific Meetings (ASM) in the first three years of training. Trainees therefore have experience participating in the ASM, which is a key aspect of the continuing professional development programs of many dermatologists;
- Requiring trainees to complete professional development forms for their attendance at the ASM, and to return the completed forms to the College. This develops one of the habits required to demonstrate participation in CPD throughout in their careers;
- Requiring trainees to develop competencies in undertaking research and presenting the findings of their research in peer reviewed journals and at specified scientific meetings as presentations or posters. These competencies are required to undertake continuing professional development.

2.4.4 The Discipline Specific Component

2.4.4.1 Current Discipline Specific Curriculum

The discipline specific curriculum covers:

Clinical Sciences and Pharmacology;
Dermatological Medicine;
Procedural Dermatology.

Information about the material covered in the curriculum is on pages 12-29 of the *2006 Training Program Handbook*.

The process used to develop the current curriculum is explained in Section 2.4.1 of this submission.

2.4.4.2 Core Components and Elective Components

All components of the curriculum are core components.

2.4.4.3 Frequency of Review of Discipline-specific Component of the Curriculum

The discipline specific component of the curriculum will be reviewed after it has been in use for three full years.

2.4.4.4 Defined Curriculum For Procedural Skills

The curriculum for procedural skills is in Appendix Seven on page 76 of the *2006 Training Program Handbook*.

2.4.4.5 Requirements for Training in Specific Institutions or Environments

The College requires that training be undertaken in accredited training positions. A list of accredited training positions is on pages 5 and 6 of the *2006 Training Program Handbook*. The College does not require a trainee to undertake training in specific institutions or environments. The College allows training in both public and private facilities.

However, some state training programs have training positions located in non-metropolitan areas or overseas. These posts, and the processes used by the faculties to decide who will rotate through these posts, are explained below.

NSW

The NSW training program has training positions based at the:

John Hunter Hospital, Newcastle, Australia
Royal Haslar Hospital, Gosport, UK

There are three training positions at the John Hunter Hospital in Newcastle, Australia. The positions offer a wide range of experiences in medical and surgical dermatology. Trainees in years one, two and three of the program rotate through these positions. Fourth year trainees are not rotated through this hospital because it is too difficult for them to attend didactic teaching sessions (in Sydney).

There is no set process for deciding who will rotate through these positions and generally it is a negotiated process. The DOT aims to have a first, second and third year trainee working in the positions, but this is not always possible. Usually there are two junior trainees and a third year trainee posted to this hospital.

The position at the Royal Haslar Hospital in Gosport UK is most suitable for trainees in years one or two of the program. The position is initially offered to second year trainees in NSW. If none of the second year trainees wish to take up this position then it is offered as a first year position to doctors selected to enter the training program for the following year.

A trainee receives a standard NHS salary while working in this position. The NSW faculty contributes \$3,000 towards the travel and housing costs of the trainee.

Victoria

The Victorian training program has training positions based at the:

Churchill Hospital, UK
St Georges Hospital, London
National Skin Centre, Singapore

The Director of Training (DOT) in Victoria organizes training rotations for each trainee. He discusses with each trainee their training needs and the training positions that will provide the trainee with the training experiences that will meet their needs. The DOT may also discuss a trainee's training needs with their supervisor of training. The DOT then prepares a draft rotation plan. The DOT and Heads of Dermatology Departments meet annually to discuss the draft plan and finalise the training rotation plan for each trainee for the next calendar year.

Victorian trainees posted to overseas training positions receive the appropriate salary for the position they occupy from the local health service. Trainees are responsible for all of their relocation costs.

Queensland

Clatterbridge Hospital, UK
Our Lady of Lourdes Hospital, Ireland

The overseas postings are discussed and agreed by the selection committee each year. This selection committee also interviews and selects doctors to enter the training program the next year.

Generally second year trainees are posted to these positions. However, in some years first or third year trainees have agreed to work in these positions.

Overseas Training Positions for Which There Are Scholarships

Travel scholarships are available for two overseas training positions.

One position is a Fellowship based at the Oxford Radcliffe Hospital. The scholarship for this position is funded by Novartis Pharmaceuticals Australia Pty Ltd and the Oxford Radcliffe Hospital. The Fellowship is awarded annually to a trainee or Fellow of the Australasian College of Dermatologists to enable them to pursue further training at the Oxford Radcliffe Hospital.

The incumbent receives a standard NHS salary which is topped up by the Novartis scholarship.

The second position is based at St John's Hospital for Diseases of the Skin in London. This travelling scholarship is funded by Roche Products Pty Ltd. The scholarship is awarded annually to a Fellow or trainee of the Australasian

College of Dermatologists to enable them to pursue further training or gain relevant expertise at St John's Hospital for Diseases of the Skin.

The incumbent receives a standard NHS salary. They are permitted to do one private clinic every fortnight. They also have free accommodation at the hospital and the hospital pays for them to attend the British Association of Dermatology and the Edinburgh Association of Dermatology meetings.

Trainees or Fellows of the College must apply in writing for these scholarships.

Until 2005 the College Executive reviewed the applications and recommended which applicants should be awarded the scholarships, to the College Council. The College Council awarded the scholarships based on these recommendations. In 2006 this process was changed in response to changes in the governance structure of the College. A short list of applicants is interviewed by the Education Committee of the College. The Education Committee recommends who should receive the scholarships to the Board of Directors. The Board of Directors awards the scholarships based on the recommendations of the Education Committee.

2.4.4.6 Consistency of Training Experiences

The College has established the following systems to promote consistency of training experiences in different locations:

- Training and assessment requirements;
- Training post accreditation requirements;
- The role of Director of Training in each state offering accredited training positions;
- The requirement to have variations in a trainee's training program prospectively approved by the BOC and Education Committee.

These systems are explained in the following sections of this submission.

2.4.4.6.1 Training and Assessment Requirements

The College has documented its training and assessment requirements and has made them publicly available in the *Training Program Handbook*. Every year a hard copy of this document is sent to all first year trainees and to the Board of Censors, Board of Directors and Directors of Training. Trainees in years two, three and four, Supervisors of Training, Clinical Supervisors, Heads of Departments and others with an interest in training, can view the handbook on line, or download a copy from the College website at www.dermcoll.asn.au The College plans to send a hard copy of the handbook to all Supervisors of Training and Heads of Department from 2007.

The *2006 Training Program Handbook* explains the College training requirements in the sections on:

Curriculum (pages 12 to 30);
Requirements for presentations, publications and research (page 36);
Log books (page 36);
Attendance at the ACD Annual Scientific Meeting and ACD Biennial
Training Conference (page 36);
Essential surgical procedures/treatment modalities (Appendix 7, page 76);
Advanced surgical procedures/treatment modalities (Appendix 8, page
77).

The College monitors each trainee's progress towards attaining the training requirements through its assessment systems which are explained on pages 30 to 35 of the *2006 Training Program Handbook*.

2.4.4.6.2 Training Post Accreditation Requirements

The College requires all trainees to work in training positions accredited by the College. The minimum requirements for accredited training positions in Australia and overseas are:

- Four supervised general dermatology clinics per week (adult and/or paediatric) where the trainee is directly involved in patient care¹;
- One dermatopathology session per week;
- One dermatological surgery session per week;
- Attendance at specialty clinics;
- Exposure to dermatology inpatients and dermatological referrals from other specialties;
- Availability of library and other support facilities to enable adequate study;
- Time to attend relevant teaching sessions both at the institution in which the training position is primarily based and in other institutions.

The College conducts inspections of all training programs on a three to five year inspection cycle to ensure that the standards for training, assessment and accredited training posts are being met.

The College's full accreditation requirements and the inspection process are explained in Section 2.7 of this submission.

2.4.4.6.3 Directors of Training (DOTS)

The College Director of Training (DOT) in each state is responsible for overseeing the training program in their state and is a line of communication between trainees and the College through the Education Committee.

¹ The BOC may accredit a training position that does not offer four supervised general dermatology clinics per week, if the position offers one or more supervised speciality clinics that are considered to provide valuable training in lieu of a supervised general clinic. The BOC may stipulate a maximum time period that a trainee can work in this position to ensure that the trainee is rotated through positions that allow them to cover the whole of the curriculum.

The DOT is responsible for ensuring that each trainee is rotated through positions that provide them with the opportunity to learn all of the material documented in the curriculum. The DOT is also responsible for monitoring each trainee's performance and ensuring they are attaining the training requirements in an acceptable timeframe. The role of the DOT is explained more fully in Section 2.8 of this submission.

2.4.4.6.4 Approval of Variations to a Trainee's Training Program

The College requires variations to a trainee's training program to be prospectively approved (page 10, *2006 Training Program Handbook*). This is to ensure that the proposed variations are consistent with the College requirements.

2.4.4.7 Comparison of ACD Vocational Training Program to Programs Offered in Countries With A Similar Health System

The ACD vocational training program is compared with specialist dermatology training programs offered in the United Kingdom and Canada in Table 3.

2.4.4.8 Material Provided to Trainees About the Discipline-specific Components of Training

The *Training Program Handbook* provides information to trainees about the discipline-specific components of training. All components of training are core, there are no elective components.

The *Training Program Handbook* is reviewed and updated annually.

Trainees are also notified in writing by mail or email about changes to the training program.

2.4.4.9 Educational Activities and Educational Material Provided to Trainees

The formal educational activities that the ACD provides to trainees are explained on pages 10 and 11 of the *2006 Training Program Handbook*. These activities are:

- **Annual Scientific Meeting.** Trainees who commenced training from 2005 onwards are required to attend at least two Annual Scientific Meetings or their equivalent in the first three years of training. A training day designed specifically for registrars is held in conjunction with this meeting;
- **Biennial Training Conference.** Trainees are required to attend the Biennial Training Conference of the College at least once (but preferably twice) during their training program. This conference is designed specifically for trainees and covers important elements of the

curriculum such as medico-legal issues, statistics, evidence based medicine, ethics and various aspects of procedural dermatology such as superficial radiotherapy and laser.²;

- **Biennial Spring Meeting³.** Trainees are encouraged to attend this meeting which is held every second year in September;
- **Australasian Society for Dermatology Research Meeting.** Trainees are encouraged to attend the meeting of the Australasian Society for Dermatology Research. Trainees may make one of the two presentations they are required to make at scientific meetings during their training program at this meeting⁴;
- **Australasian Dermatopathology Society Conference.** Trainees are encouraged to attend the Australasian Dermatopathology Society Conference during their training. One of their two required presentations may be made at this conference;
- **Small Group Learning.** Trainees are expected to attend all clinical or other meetings organized by their State Faculties and individual training institutions. In addition to educational activities aimed at the wider College Fellowship, State Faculties regularly provide small group learning activities specifically for trainees. These educational activities are an important feature of learning in the training program. The interactive nature of the activities encourages active engagement in learning rather than passive listening, and this in turn tends to encourage analysis, reflection and deeper learning. These activities also recognize the usefulness of peer-learning as trainees are able to interact with, and learn from, their peers who are training at different institutions.

Trainees can purchase the following written materials from the College:

- *Introductory Notes to Cryotherapy* by R Sinclair;
- *Principles and Practice of Physical Therapy* by W Land and W de Launey;
- *Surgical Anatomy of the Skin* by Salasche, Bernstein and Senkarik.

2.4.4.10 College Requirements for Attendance at Courses

These are explained in Section 2.4.4.9 of this submission.

² This conference also provides training in some of the practical aspects of setting up a practice and dealing with organisations such as Medicare Australia and the Health Insurance Commission.

³ The biennial spring meeting is a scientific meeting with a shorter program than the ASM. The programs for the last two meetings are at Attachment 6.

⁴ A trainee may submit a poster to this meeting and may have it recognized as meeting the training program requirements for poster presentations.

2.4.4.11 Formal Arrangements for the Provision of Training by Bodies External to the College

The College requires hospitals to provide a didactic teaching program in order to attain accreditation of training position/s. These requirements are explained in point 9 vi, on page 62 of the *2006 Training Program Handbook* as follows:

Teaching Program

Regular teaching sessions, tutorials and seminars in the following subjects should be conducted independently of attendance at dermatological outpatient clinics:

- (i) dermatological medicine;
- (ii) procedural dermatology;
- (iii) clinical pharmacology;
- (iv) dermatopathology and laboratory methods.

The College, in its *Application for Accreditation of a Training Program* form, asks for full details of regular teaching sessions that the trainee attends at the institution/hospital where they are primarily based (question 34) and about additional teaching and training facilities outside the hospital/institution available to the trainee (question 35). The *Application for Accreditation of a Training Program* form is on pages 63 to 75 of the *2006 Training Program Handbook*.

2.4.4.12 Informal Arrangements for the Provision of Training By Bodies External to the Training Organisation

The College has informal arrangements for Pathologists to provide pathology tutorials, and teaching sessions at hospital monthly and annual meetings. These sessions are organized by hospital Dermatology Departments.

2.4.4.13 Funding of Training Activities

The sources of funding for training activities are summarized in Table 5 below.

Table 5 – Sources of Funding for Training Activities

Activity	Funding
Annual Scientific Meeting	Trainee pays a registration fee
Biennial Training Conference	Trainee pays a registration fee
Biennial Spring Meeting	Trainee pays a registration fee
Australasian Society for Dermatology Research Meeting	To date trainees have attended this meeting free. The College does not run this meeting and cannot provide information about how it is funded.
Australasian Dermatopathology Society Conference	Trainee pays a registration fee

Small Group Learning	Funded by fees paid to state faculties
<i>Introductory Notes to Cryotherapy</i>	Trainee purchases the publication from the College
<i>Principles and Practice of Physical Therapy</i>	Trainee purchases the publication from the College
<i>Surgical Anatomy of the Skin</i>	Trainee purchases the publication from the College
Teaching Programs Provided by the Hospital	Funded by the hospital
Additional Training Outside the Hospital	Rural Advanced Specialist Training Scheme Networked Training Project Medical Specialist Outreach Assistance Program Grant from Victorian Government