

General Practice Training Tasmania Inc.



GP Registrar
HANDBOOK
2011

Training, Education and Assessment Requirements

Acknowledgements

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Foreward

I am delighted to welcome you to General Practice Training Tasmania.

Our 2011 Handbook provides a comprehensive overview of the Training Program, its requirements and the key principles guiding our philosophy.

We are committed to providing best practice training which is innovative and focused on quality and continuous improvement.

We look forward to working together and hope you enjoy your experience with General Practice Training Tasmania.

Michael Sertori
Chief Executive Officer
General Practice Training Tasmania Inc

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Introduction

This handbook is also available electronically. For the online version go to the General Practice Training Tasmania (GPTT) website **www.gptt.com.au** and click on 2011 Handbook

This handbook focuses on GPTT specific information and should be used in conjunction with the Australian General Practice Training (AGPT) Guide for GP Registrars 2011 see **<http://www.agpt.com.au/NewEvents/Update/article.shtml?article=2898230>** which will be referenced throughout.





Section One - General Practice Training Tasmania

Who is GPTT?

General Practice Training Tasmania Inc. (GPTT) is established under a funding agreement with General Practice Education and Training (GPET), the body established by the Commonwealth Government to coordinate vocational training for general practice.

The goal of GPTT is to ensure that GP registrars achieve competence and demonstrate an ability to perform effectively in unsupervised general practice through a high quality training program.

GPTT aims to provide training, education and assessment activities that meet the learning needs of GP registrars and which are consistent with the RACGP and ACRRM curricula, vocational training standards and AGPT requirements.

Philosophy

The GPTT approach to training is based on the following key principles:

- GP registrars are treated respectfully as adult individuals; training needs to be relevant, time efficient and enjoyable
- a wide range of flexible training options are available for registrars to pursue their personal learning needs and interests, within the framework of program requirements
- training, education and assessment will be innovative and based on best practice evidence from research literature
- doctor-self care and family needs will be given a high level of importance throughout the training program
- GP registrars, GP supervisors and medical educators will collaborate to deliver the training program and achieve registrar learning goals
- training will prepare GP registrars for their future careers, rather than be wholly focused on exam preparation
- GPs need to be life-long learners; registrars will engage actively with the training program and develop independent adult learning skills, including critical analysis and self-reflection

Board of Directors

The board of directors is responsible for governance of GPTT including finances, policy directions and priorities. The GPTT board consists of member organisations which represent many major players in general practice including nominees from:

University of Tasmania
Australian College of Rural and Remote Medicine
Royal Australian College of General Practitioners
GP Registrar Association
GP Supervisor Association
GP Tasmania (Divisions of General Practice)
Health Recruitment Plus

This group ensures that the Training Program integrates well with general practice as a profession and its associated educational activities. Meet the current board members:



Dr Tim Jackson
Chairman of the Board
GP Supervisor
nominee



Professor Mark Nelson
University of Tasmania
nominee



Ms Louise Mason
Deputy Chair
Health Recruitment Plus
nominee



Dr David Knowles
RACGP
nominee



Dr Jane Gorman
Secretary/Treasurer
GP Registrar
nominee



Dr Jeff Ayton
ACRRM
nominee



Dr Geoff Chapman
GP Tasmania
nominee

Organisation and Staffing

Meet the GPTT team - all can be contacted on (03) 62 781551



CEO - Mr Michael Sertori
michael.sertori@gppt.com.au

Michael has been GPTT CEO since March 2010. He hopes to assist GPTT through a journey of change via collaboration with other organisations to create seamless training pathways into general practice. Outside of work you can find Michael reading political biographies and he is an avid collector of 1950's and 60's TV shows and a hapless Carlton supporter.

Deputy CEO - Ms Cheryl Blizzard
cheryl.blizzard@gppt.com.au

Cheryl is the longest serving staff member at GPTT and is responsible for financial management, compliance issues, the selection process and accreditation of training posts. She enjoys her garden and takes time to stop and smell the roses!



Director of Training - Dr Jenny Presser
jenny.presser@gppt.com.au

Jenny manages the overall development and co-ordination of the GPTT registrar training program. She is also involved in workshop teaching, with special responsibility for additional registrar support. In a previous life Jenny did a PhD in plant genetics and consequently knows rather a lot about peas!

Executive Assistant - Ms Cheryl Street
cheryl.street@gppt.com.au

Cheryl manages PGPPP administration, the GPTT Board, the CEO and Director of Training. She is an avid footy fan and supports Essendon. If anyone loves puppies as much as Cheryl they should pop in and say 'Hi' one day to check out her collection of adorable photos.





Education Manager - Ms Robyn Rose
robyn.rose@gpptt.com.au

Robyn is the point of contact at GPTT for practice placements, General training enquiries, re-enrolment questions, training requirements, Recognition of Prior Learning/Retrospective Credit and transfers! When not at work Robyn is a competition winning expert, having won a cruise and a trip on the Ghan! She also likes spending time with family & friends, and is a bit of a foodie.

Events Manager - Mr Tim Grimsey
tim.grimsey@gpptt.com.au

Tim coordinates all of the arrangements for training workshops to make sure everyone is in the right place at the right time, doing the right thing. You can contact Tim in relation to any training events. Away from GPTT you will find Tim enjoying his hobby of swing dancing.



Marketing and Accreditation Manager - Ms Jo France
joanne.france@gpptt.com.au

Jo is responsible for all of our marketing and publications. She is also able to help you with questions about Extended Skills Posts and Advanced Rural Skills Posts - what we have available and what we can make available for your training. Jo describes herself as a frustrated artist and enjoys working with pastels in her spare time.

Payroll & Accounts Officer - Ms Sheridan McCarthy
sheridan.mccarthy@gpptt.com.au

Sheridan looks after the finances in GPTT. She is the person who processes any claims or invoices required by GPTT. Practices can also contact Sheridan in regard to practice subsidies. During her time away from work Sheridan is a reluctant renovator and enjoys riding her motorbike.



Reception/Administrative Assistant - Ms Sam Morris
samantha.morris@gpptt.com.au

Sam is the face of GPTT and the first person you will speak to when you call the office. She can assist you with general enquiries and some GPRime enquiries. Outside of work, Sam enjoys surfing and gardening.

Medical Educators (ME)

The role of medical educators is to help GP registrars achieve the stated learning objectives of the program. As experienced and practising GPs they have a unique mix of educational and practical knowledge in the general practice environment. Medical educators liaise with GP supervisors, organise and conduct external education activities and provide advice and support to GP registrars. They act as training advisers to individual GP registrars and perform external clinical teaching (ECT) visits and 6 monthly Learning Plan meetings. Additionally they provide teacher training and support for GP supervisors.

An experienced GPTT medical educator is nominated as the point of contact for each GP registrar during training. This 'designated medical educator' provides overall advice and guidance to each GP registrar about their learning needs, plans and goals and the training and educational activities they should undertake.

The designated medical educator approves the initial learning plan and ensures that it is reviewed and updated at least each semester. They also review the GP registrar learning plan and learning portfolio at the end of training as the basis for determining satisfactory completion of education and training requirements. Meet some of our Medical Educators below:



Senior Medical Educator - Dr Rohan Kerr
rohan.kerr@gptt.com.au

Rohan is a Senior Medical Educator involved in running the ALS/ILS workshops, ACRRM advising, remedial work and conducting Learning Plans and ECT visits. In his time away from work he likes playing tennis and bush walking.

Senior Medical Educator - Dr Helen Dixon
hdixon@rtlmg.com.au

Helen coordinates the GPTT program in Launceston. She is involved in facilitating the Small Group Learning and doing ECTVs in this region.



Medical Educator - Dr Vivien Wright

Vivien has been a medical educator for 8 years. She does ECTVs and teaches a workshop on women's health examination. She is also a locum GP with a special interest in medical acupuncture.



Medical Educator - Dr Allison Turnock
allison.turnock@gppt.com.au

Allison is currently completing her GPT3 rotation at the Aboriginal Health Service and also works at GPTT as a Medical Educator. In her spare time Allison enjoys spending time at the beach and being amused by her Spoodle and Groodle.

Medical Educator - Dr Karen Vaughan
karen.vaughan@gppt.com.au

Karen conducts ECTVs in the south of the state. She is also an ALS instructor. Karen has been a cruise ship doctor in the past.



Medical Educator - Dr Margaret Oetterli - mmonks@internode.on.net

Margaret looks after Small Group Learning in the North West out of Ulverstone. She also conducts ECTVs in the North West.

Medical Educator - Dr Jenny Williams

Jenny conducts ECTVs in the south of the state and also assists with selection interviews. She has had a long standing involvement with gp training and GPTT.



Medical Educator - Dr Marianne Catchpole
marianne.catchpole@gppt.com.au

Marianne is currently looking after the First Wave Scholarship and the Registrars as Teachers workshop, and helps out with other workshops. She also practices in sunny Bellerive and works at the University of Tasmania School of Medicine. Outside of work she enjoys spending time with her family, reading, walking and eating out (hence the need for walking!).

Medical Educator - Dr Felicity Wivell

Felicity works at Newstead Medical. This is her 23rd year in General Practice. She also has about 5 other small medical jobs to fill up her 'day off.' Felicity is involved in completing ECTVs. In her spare time she is a member of Rotary, involved with St Giles, walks and likes doing jigsaw puzzles. Felicity loves to travel and has visited over 50 countries!



Medical Educator - Dr Juliet Tait
juliet.tait@gppt.com.au

Juliet is involved in ECTVs and workshops such as the Communication Skills workshops. Her areas of special interest are mental health and adolescent health. She is also a part time senior lecturer at UTas. When not at work Juliet enjoys bush walking, reading and writing short stories.

Registrar Medical Educators (RME)

RMEs are registrars who are interesting in building skills in medical education and will aspire to be Medical Educators or GP Supervisors in the future.

Meet our RMEs for 2011:

Registrar Medical Educator - Dr Columbine Mullins

Collie is a GP Registrar who is currently working at the Tasmanian Aboriginal Centre 2 1/2 days a week which she really enjoys. She has an interest in indigenous health, teaching and medical ethics. She is married with a 2 year old son who keeps her entertained and occupied. In her spare time she enjoys hanging out with friends, horse riding, surfing, and cooking. She is planning to sit the exams in 2011 so should be knuckling down and studying!



Registrar Medical Educator - Dr Emma Wherrett



Emma is a GPT3 registrar working at Greenpoint Medical Service in Bridgewater. She enjoys working in lower socioeconomic areas and in the future would like to use her skills in a less developed country. When she is not at work she enjoys being Mum to two active young children, travelling and enjoying the outdoors.

Registrar Medical Educator - Dr Sonista Jasal

Sonista is currently a GPT2 registrar with an interest in medical education. She will commence as RME in the second half of 2011. Sonista enjoys working with International Medical Graduates and also has an interest in sexual health.



Registrar Medical Educator - Dr Jane Gorman

Jane is a registrar in her GPT3 term. She assists at Emergency Medicine workshops and also holds the office of Treasurer on the GPTT Board.

Registrar Liaison Officer (RLO)

An RLO is a registrar who is interested in being an advocate for registrars and liaising between the registrar, GPTT and the General Practice Registrars Association. As part of this role they are the first contact for registrars on a daily basis for any training program or other issues. They are also responsible for publishing the fortnightly 'Roaring Forties' news for registrars.

Meet our RLOs for 2011:



Registrar Liaison Officer (RLO) - Dr Jennie Robinson **rlotas@gppt.com.au**

Jennie is a GPT2 registrar currently working at the Kingborough Medical Centre in Kingston. Jennie in her role as RLO, hopes to be supportive and accessible to all registrars during their training to address any questions or concerns and provide appropriate information. Also Jennie is keen to introduce some more social events. When Jennie is not at work she enjoys travelling, shopping, kick boxing and spending time with friends and family.

Registrar Liaison Officer (RLO) - Dr Jerome Muir-Wilson

GPTT is pleased that the registrars in the north and north west will have their very own RLO! Jerome is currently a GPT2 registrar at George Town. He will be your contact person and work closely with the RLO in the south.



Hospital Liaison Officers (HLO)

HLOs are medical educators who visit the major regional hospitals and provide support for the GP registrars undertaking their hospital terms. HLOs also promote general practice training in the hospital setting and act as a resource for RMOs who are considering GP training.

Meet our HLOs:

HLO - Launceston General Hospital (LGH) Dr Beth Mulligan



I am the Hospital Liaison Officer for GPTT at the LGH, and also assist in the placement of junior doctors into the PGPPP program. I have an interest in medical education, and am involved in the Work-place Based Assessment program at the LGH for International Medical Graduates. Outside of work my interests are in walking, rowing and following the adventures of my 3 adult children!

HLO - Royal Hobart Hospital (RHH) -Dr Helene Curtis



I work in hospital liaison at the RHH. This involves meetings 6 monthly for learning plans and as I am the interface between registrars at the hospital and the program any queries or issues can be directed towards me. I have many years of experience in ECT visits. My main work role is in general practice at Claremont. I enjoy keeping up with my kids, husband and eating out with friends, trying to keep fit and have taken up the piano with my 7yo.

GP Supervisors (GPS)

GPS are experienced GPs accredited in accordance with RACGP or ACRRM standards to provide supervision in an accredited teaching practice. GP supervisors are the principal providers of practice-based education especially during GPT1 and GPT2 terms. Using an apprenticeship model, GP supervisors provide professional role modelling, advice, one-to-one teaching, supervision, feedback and assessment. GP supervisors also provide general support and guidance to registrars. In rural areas they play a key role in familiarising the GP registrar with their area and provide local information and support for the GP registrar and his/her family.

The GPTT website

The GPTT website www.gptt.com.au - is your first port of call when you are looking for information. Important things for you to be able to find include:

GPTT 2011 Handbook -
www.gptt.com.au

Resources and Links -
www.gptt.com.au/Resources%20&%20Links.html

GPRime link -
www.gptt-gprime.com.au

Accredited Hospital Terms, ARSPs and Extended Skills Posts-
www.gptt.com.au/Training%20Posts.html

GPTT Training Practice list -
www.gptt.com.au/Training%20Practices.html

Practice Placement Policy -
www.gptt.com.au/PDF/Practice%20Placement%20Policy.pdf

GPRime

GP Registrar Information Management & Education (GPRime) is an online system for:

- Keeping track of the completion of education requirements
- Registering for educational events
- Web based submission forms for reports and feedback
- Individual portfolio, learning planner and learning needs analysis tool
- Educational resource sharing
- Links to quality GP educational sites, including:
 - > eTG: the electronic Therapeutic Guidelines
 - > ThinkGP: a private online education portal with multiple education modules to complete
 - > PriMeD: an online education site covering clinical management, communication and professionalism

- > RRMEO: ACRRM's online learning platform. Includes ACRRM's program and education modules. Look out for Tele-Derm and Tele-Tox
- > GP Learning: RACGP's online education system including education modules and access to CHECK
- > Google: fondly known to anyone with an MBBS as 'asking Dr Google' this search engine is still a good place to find information you can't otherwise track down. Just be prepared to wade through a few thousand hits if you are looking for something specific.
- > STARS: (Self directed Training and Resource System) is a web based collection of education resources for general practice vocational training

Any queries about GPRime can be directed to Robyn Rose, the GPRime Administrator at robyn.rose@gpvt.com.au



Illuminate

Is the web conferencing platform that GPTT uses to provide learning live via the internet. Workshops including the exam and negotiation workshops are delivered via this platform. To use it you need a computer with an internet connection. You will also need a headset with microphone to be able to fully participate.

For a demonstration of Illuminate go to: http://www.illuminate.com/Resources/Recorded_Demos/?id=97 and click on 'Introduction to Illuminate Live.'

It is recommended that the first time you use Illuminate you log in at least 30 minutes prior to the event as you may need to download some software to enable it on your computer.

Survey Monkey

Is an online surveying tool that GPTT uses from time to time to ask your opinion on a topic. For example, in 2010 we did a survey on Practice Placements.

Please take the time to fill out any survey from GPTT as we use your feedback to improve your training.

GPTT Stakeholders and Associated Organisations



General Practice Registrars Association (GPRA)

www.gpra.org.au

GPRA represents the interests of GP Registrar and supports them through the training program. They aim to:

- Ensure registrars are supported during the training program
- Negotiate national minimum conditions of employment for registrars
- Work closely on key policy issues to ensure excellence in GP education and training
- Assist their members to have sustainable & fulfilling careers in general practice **membership is free. JOIN TODAY!**

Look out for your copy of 'Explorer 2011 - The Registrar Guide' - contact your RLO for a copy.

General Practice Tasmania

www.gptasmania.com.au



General Practice Tasmania is the peak representative organisation for General Practice in Tasmania. They have a large variety of information and educational events for general practitioners, including registrars.

General Practice Tasmania has 3 divisions in the state including:

GP North - www.gpnorth.com.au

GP North West - www.gpnw.com.au

GP South - www.gpsouth.com.au

Each division supports the GPs in its local area.



In addition to this, Health Recruitment Plus - www.healthrecruitmentplus.com.au is involved in attracting and retaining general practitioners to rural Tasmania.



Section Two

Training



GPTT's Education Program

GPTT's education requirements are consistent with overall AGPT policies and RACGP and ACRRM standards for vocational training. All registrars should be familiar with the AGPT pathway and their policies. The bulk of teaching and learning occurs in general practice teams with experienced, friendly and supportive GP supervisors. This in-practice teaching is supplemented by a workshop program.

The compulsory components of the workshop program include:

1. Orientation workshop: plus pre-commencement assessment and ALS.
2. GPT1/PRR1 workshop: 4 days including Sick Child workshop, Immunisation, Communication Skills, Acute Medical Emergencies, Boundaries workshops.
3. GPT2/PRR2 workshop: 3 days including Population health, Men's health, Women's health, Active Listening, Medical Error and Registrars as Teachers workshops.
4. GPT3/PRR3 workshop: 3 days including Evidence Based Medicine, Motivational Listening, Aboriginal Health and Cross Cultural Health workshops.
5. STITCH (Surgical Training in the Clinical Habitat) workshop: 2 day workshop on surgical skills focusing on suturing and skin lesion removal.

Other compulsory components of the program include:

1. Attendance at 4 out of 5 Registrar Education Teleconferences (RET) in GPT1/PRR1.
2. Attendance at 5 out of 10 Small Group Learning Meetings in GPT1/PRR1 and GPT2/PRR2.

3. Development of a Learning Plan by the registrar in consultation with their designated ME and GP Supervisor. This must be reviewed by the registrar on a monthly basis, and with the registrar's designated ME on a 6 monthly basis. For more on Learning Plans see below.
4. External Clinical Teaching Visits (ECTVs) - a minimum of 5 ECTVs must be completed during training. Registrars will be encouraged to complete 2 ECTVs in GPT1/PRR1, 2 ECTVs in GPT2/PRR2, 1 ECTV in GPT3/PRR3, and 1 ECTV in Extended Skills/PRR4.
5. Feedback forms - includes registrar and GP Supervisor feedback on each term completed.

See GPRime - Forms and Documents - iforms for registrars - Registrar feedback on GP term.

The Learning Plan

The GP registrar Learning Plan is the document agreed between the GP registrar and GPTT, setting out how the GP registrar will meet their own learning needs in order to achieve the training program objectives and requirements. It includes when mandatory activities and requirements are undertaken plus other activities chosen by the GP registrar in consultation with her or his GP Supervisor and designated medical educator.

A prime purpose of the Learning Plan is to ensure that the GP registrar undertakes a range of learning activities which adequately sample the domains of competence described in the RACGP curriculum or ACRRM curriculum.

The Learning Plan is prepared at the commencement of training and thereafter at the beginning of each semester (usually every 6 months) or new training attachment where these do not commence on semester basis. The GP registrar should meet with their GP Supervisor early in each semester to discuss the learning plan and review this soon after with their medical educator.

Elements of a Learning Plan

To adequately fulfil its purpose, a learning plan should include reference to:

- The overall outcomes the GP registrar expects to achieve from training
- The specific learning needs of the GP registrar based on his or her previous experience and demonstrated areas of competence when compared against the competencies required for general practice as described in the available curricula (including mandatory requirements)
- The particular goals which the GP registrar seeks to achieve as they undertake each training placement
- The particular clinical experience and educational and assessment activities to be undertaken to meet their overall needs and their more specific needs during the next training placement. This will include activities occurring in the practice setting, through release seminars and workshops and through self-study and distance education modules. Activities specified as mandatory should also be included

Recording the Learning Plan

To achieve these requirements a Learning Plan will be approved if it incorporates the following minimum documentation on GPRime:

1. A statement of the overall learning goals of the GP registrar for their total training.
2. A documented learning needs analysis with reference to the RACGP and ACRRM curricula.
3. A list of the specific learning goals for the semester being commenced.
4. A listing of the learning activities to be undertaken during the semester (including both mandatory activities, assessment tools, etc., plus other activities chosen by the GP registrar in consultation with the designated medical educator).
5. Target dates for completion of activities where appropriate.
6. A description of the evidence of satisfactory completion which will be submitted for the learning activities included in the plan.

Non compliance

Registrar attendance will be reviewed six monthly by the Review Committee. The Registrar will be notified of deficiencies and asked to attend the event on another date. In special circumstances it may be possible to negotiate completion of an alternative workshop with the Director of Training.

Performance review and intervention processes

There is a rigorous process of performance review and supportive intervention of under performing GP registrars at GPTT. The key principles of the GPTT Performance Review and Intervention Process are:

- Transparency of the process
- Clear guidelines which are well documented and defensible
- Thorough documentation of all proceedings and actions
- Delivery of natural justice to all participants
- Early detection and specific negotiated remediation with defined outcomes

GPTT follows the AGPT policy and guidelines on Performance Assessment Monitoring and Intervention in AGPT (PAMI).

GPTT will review the progress of all GP registrars on a regular basis. This occurs through feedback from GP and Hospital supervisors, visits to the practice by MEs to conduct ECT visits, 6 monthly Learning Plan meetings (including a review of the portfolio) with the designated ME and other ad hoc means.

Early detection

The most optimal intervention process occurs when problems are detected early, confirmed and defined by multiple assessments and remediation is instituted in a timely fashion. Early detection is promoted at GPTT by:

- Priming supervisors about at risk registrars
- Early risk assessment by supervisors
- Early contact by GPTT staff with supervisors in GPT1 terms
- Meeting with a designated medical educator early in the GPT1 term to undertake a learning plan
- Early ECT visits in GPT1 term
- Regular mandatory formative assessments
- GP supervisor's feedback forms
- Ad hoc discussions with GP supervisors

Early detection of learning needs is not limited to skill, knowledge and attitude deficits but also may include deficiencies in the prerequisites for learning (self awareness, common sense, awareness of context, inter-personal skills and organisational ability), cultural adjustment and language skills.

Other problems that affect performance include:

- Internal practice or supervisor conflicts
- Health issues
- Professional and ethical behaviour concern

When a concern is raised in one of these areas a more detailed assessment of the GP registrar may reveal multiple areas of sub optimal performance.

Process of review

The process of reviewing all registrars to ensure early detection of those registrars who are under performing or demonstrating at risk performance is shown in Fig. 1. on page 28.

During GPT1 registrars are monitored closely to enable early detection of the under performing registrar. Usually the formal review process will detect most problems, however concerns about performance can also be raised in ad hoc discussions with supervisors.

Whenever a problem is detected, it is referred to the attention of the senior medical educators (see figure 2 on page 29). The problem is further discussed with regional medical educators and specific assessment is organised. This assessment includes at least one extended ECTV involving 10 consecutive patient observations ("an assessment visit").

If multiple assessments demonstrate a concordance in the outcomes then remediation is planned. If there is discordance in the assessment then further assessment is performed. This process of assessment will take a maximum of 3 months. The senior medical educator will interview the registrar, supervisor, practice staff & regional medical educator to give all parties an opportunity to define the problem.

Once there are consistent assessment outcomes and the problem has been accurately defined, there is a meeting with the GP registrar and the senior medical educator and/or DoT. If the registrar agrees with the assessment he or she will be offered a remediation program. If the registrar disagrees with the assessment there will be an attempt at resolving the dispute by mediation. The registrar and medical educator will agree on a suitable independent mediator. If mediation is unsuccessful the dispute will be referred to an Independent Review Committee (consisting of a medical educator from a different region to the registrar, AMA Doctors in Training Rep and The Chair of the Tasmanian Faculty of the RACGP, or their nominees).

Intervention programs

Consistent with the AGPT guidelines on remediation, GPTT follows the following steps in assisting under performing registrars to achieve acceptable levels of performance:

1. Senior Medical Educator to gain agreement and document the problems/deficiencies in consultation with the GP registrar. The specific problem(s) requiring intervention is determined based on comprehensive assessment from multiple sources.
2. An intervention can be offered at 3 levels depending on the degree of learning needs:
 - (a) Formal Remediation
 - (b) Formal Remediation with Probation

Further information can be obtained from the AGPT PAMI policy.

1. ME to notify AGPT that GP registrar is about to receive an intervention and record this on GPRime. If the GP registrar is offered formal remediation they will be advised that remediation is categorised as elective time, this is not counted towards active training. The ME also to flag the possibility that additional funds may be required from AGPT.
2. ME to ensure all stakeholders (GP Supervisor, medical educator, DoT) are aware of the problem but to ensure confidentiality is maintained with non relevant parties.
3. ME and GP registrar to develop a plan of remediation which addresses all of the identified causative factors, including a specific learning plan educational and training interventions and educational and training assessments. Specific dates of completion of the tasks need to be made. Planning for suitable remedial training placements needs to be considered.
4. Advise all personnel involved in education and training of their role in the specific remediation program.
5. Apply for additional funding from AGPT if required.
6. Undertake the remediation program with at least monthly reviews.
7. Satisfactory completion of a planned remediation program will require the GP supervisor and ME to give approval for the registrar to resume normal training. This decision will be formally documented and reported to the DoT and AGPT when appropriate.

Once the need for formal remediation is identified, all required remediation will precede the commencement of further training units. Remediation is additional to the normal requirements for completion of training.

Progress through Intervention Programs

Once the GP registrar has completed the time and learning objectives specified in their intervention program the outcome of the program is evaluated by a senior medical educator. If possible the GP registrar's progress is measured against negotiated bench marks which usually are determined when the program is initially set up.

If the Senior Medical Educator is concerned that adequate progress has not been made towards achieving the learning objectives they will discuss the matter initially with the Director of Training if he/she is not already involved. They then take the matter to the RACGP State Censor (Tasmania) and the GP supervisor (Remediation Committee). If there is consensus that there still are major deficiencies:

- the registrar cannot progress to the next stage of training
- the registrar cannot sit the RACGP exam
- the registrar will be offered further remediation with probation.

Failure of remediation programs

If after further remediation, the Remediation Committee agrees that remediation has failed, and further remediation is unlikely to be successful, the GP registrar will be counselled and advised to seek a career path other than general practice. They will not be re-enrolled. The GP registrar has access to the AGPT appeal mechanism.

Fig 1. Review of registrar performances and early detection of under performing registrars

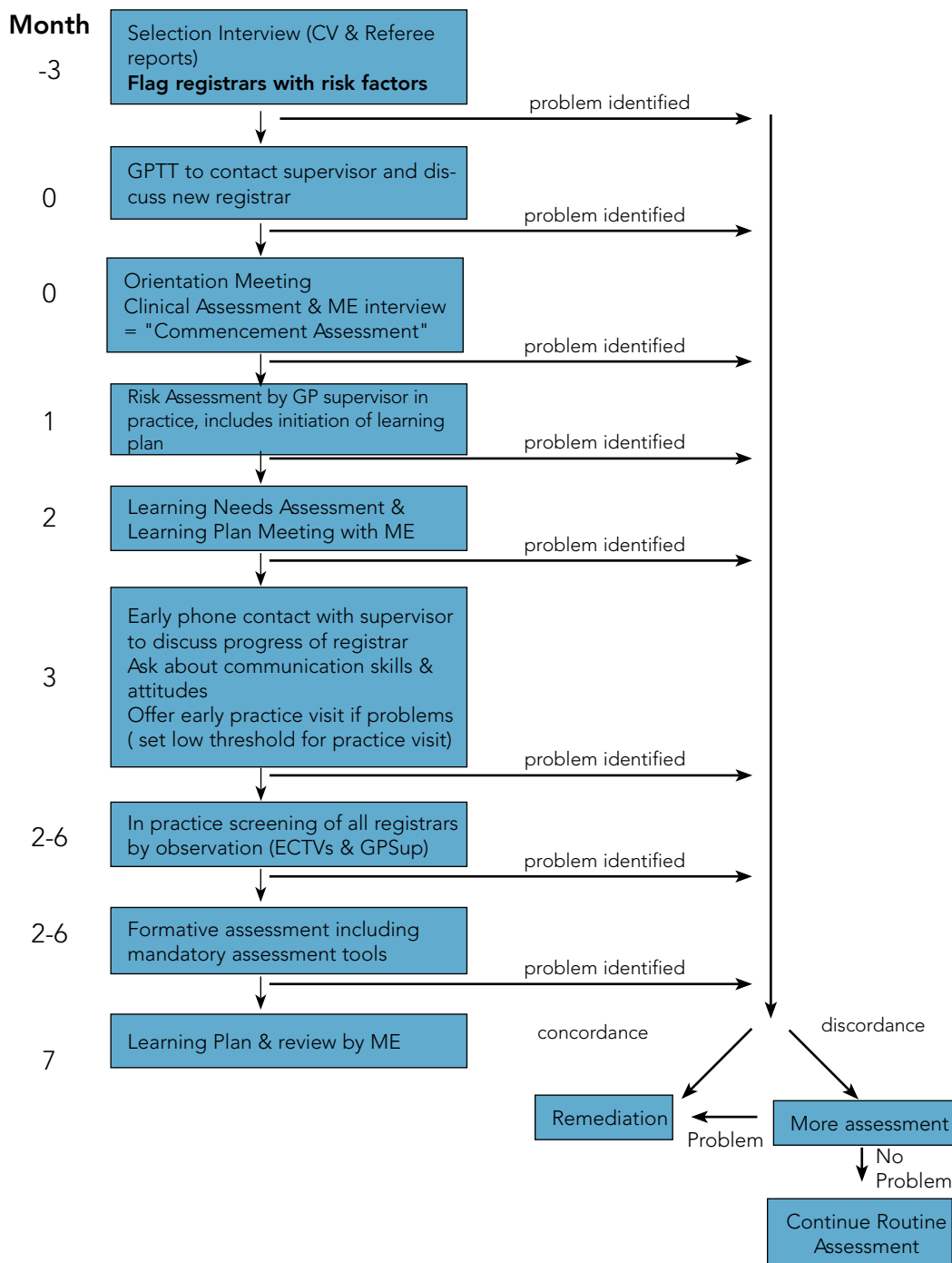
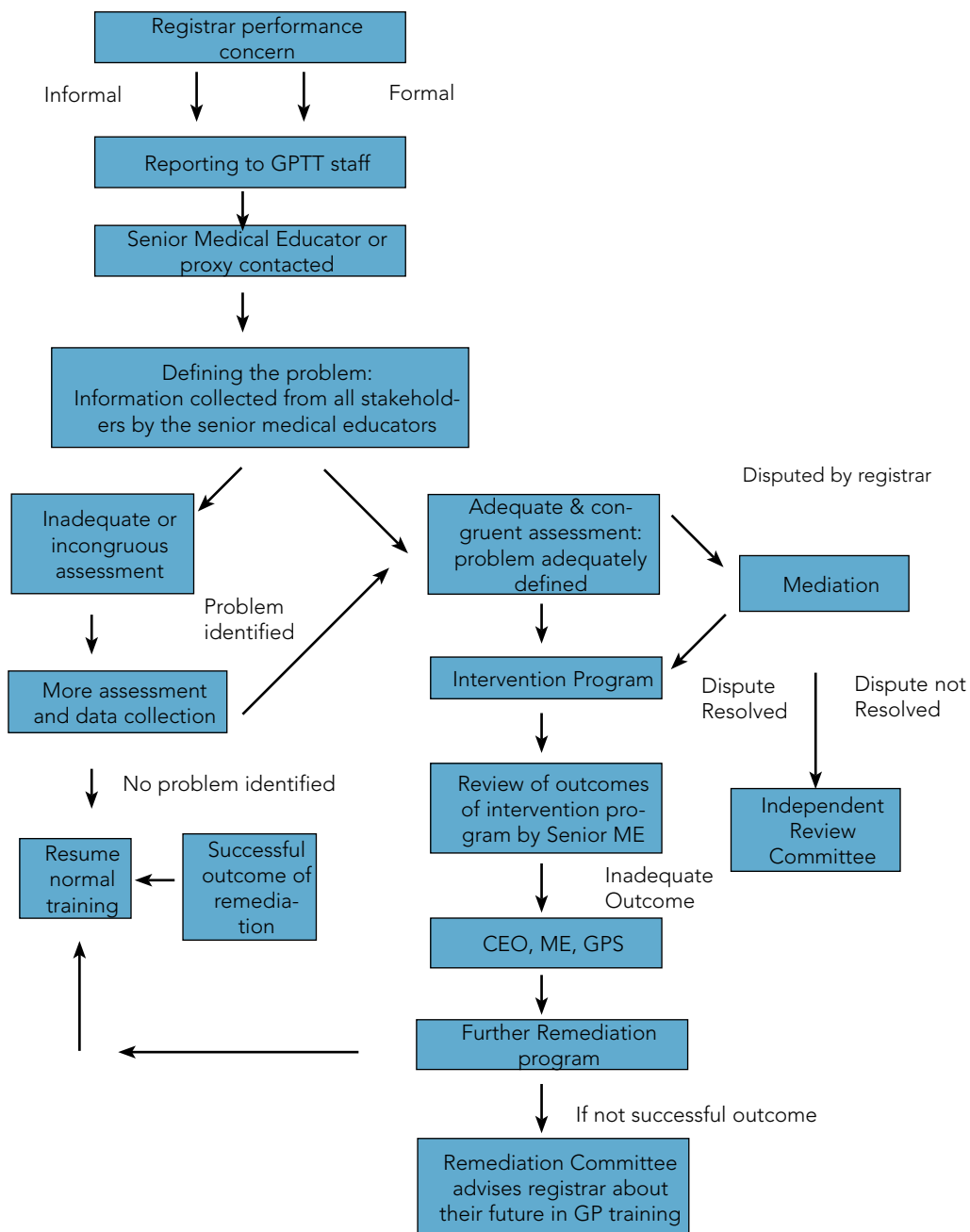


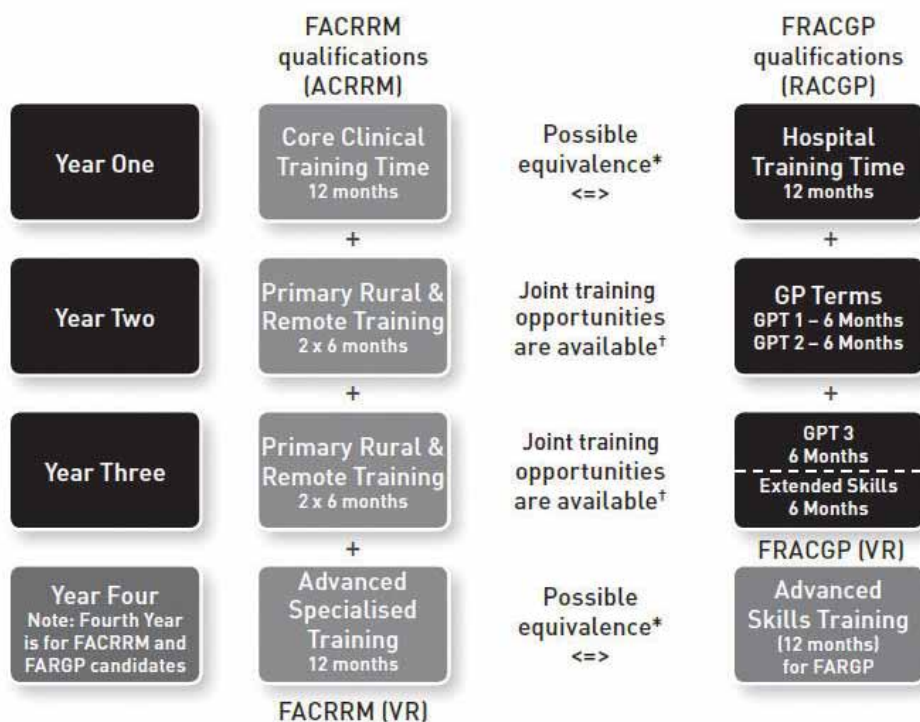
Fig 2. Management of the underperforming registrar

If registrar disputes the decisions in this pathway they may appeal to the Independent Review Committee (IRC)



What are the training end points?

AGPT program end point qualifications and fellowships



- * Credit given for AGPT training already undertaken towards one fellowship, prior to undertaking a second or third fellowship.
- † Can be achieved in dual accredited practices or posts.

GPTT offers training to the ACRRM and RACGP end points.



Fellowship of the Australian College of Rural and Remote Medicine (FACRRM) - www.acrrm.org.au

See Chapter 3 of the AGPT Guide for GP Registrars 2011. <http://www.agpt.com.au/NewEvents/Update/article.shtml?article=2898230>

All ACRRM Registrars are required to enrol with ACRRM at the beginning of their training time. All ACRRM Registrars should be familiar with the ACRRM Pathway, Policies, Standards, Curriculum and Assessment process.

Advanced Skills Training at GPTT includes:

- Remote/Antarctic Medicine
- Emergency Medicine (Calvary Hospital)

If there is an AST you would like to do in Tasmania, please contact your Medical Educator to see if this can become a possibility for you.



Fellowship of the Royal Australian College of General Practitioners (FRACGP) - www.racgp.org.au

See Chapter 3 of the AGPT Guide for GP Registrars 2011. <http://www.agpt.com.au/NewEvents/Update/article.shtml?article=2898230>

All RACGP Registrars should be familiar with the RACGP pathway, Policies, Standards, Curriculum and Assessment process.

Extended Skills Posts through GPTT include:

- Aboriginal Health (Hobart)
- Alcohol and Drug (Hobart and Launceston)
- Community Paediatrics (Latrobe)
- Emergency Medicine (Calvary Hospital and Hobart Private Hospital)
- Family Planning (Hobart)
- Palliative Care (Whittle Ward)
- Prison Health
- Public Health
- Refugee Health
- Royal Flying Doctors Service
- Sexual Health
- Women's Health (LGH)
- Youth Health (Pulse, Hobart and Launceston)

If there is an area you would like to do an Extended Skills Post in that is not already accredited please contact your designated Medical Educator to discuss further options.

It is also possible to complete Extended Skills posts interstate, associated with other RTPs.



**RACGP
National Rural
Faculty**

Fellowship of FARGP - www.racgp.org.au/fargp

Advanced Rural Skills Posts (ARSPs)

In Tasmania we offer a number of ARSPs. These include:

- Anaesthetics (LGH)
- Anaesthetics (NWRH)
- Emergency Medicine (Calvary Hospital)

If there is an area you would like to complete an ARSP in that is not yet accredited, please contact your designated Medical Educator to see if we can make this a reality for you.

Additional Opportunities in Training

Academic Registrar Post

For more information visit www.gptt.com.au/Training%20Posts.html

This allows registrars to receive funding for training and to contribute in a positive way to this area of research, teaching, professional service and leadership.

The position includes attendance at the Registrar Research Workshop, and regular teaching with other registrars completing Academic Posts around Australia.

In Tasmania, there is a strong link between GPTT, the University of Tasmania and The Menzies Centre. For more information see www.agpt.com.au/TrainingPosts/Academictraining/

There are numerous additional learning opportunities provided by GPTT. These are updated on the GPTT Calendar on GPRime and include:

- Musculoskeletal workshop
- Counselling Skills workshop
- ALS/ILS
- Balint Workshop
- Exam Webinars
- Negotiation Webinars
- Plaster workshop
- ENT workshop

Occasionally there are limited spots available for various workshops. A good example of this includes our Ophthalmology Workshop with a maximum of 12 participants able to be accommodated at any workshop. Below outlines how the attendees are selected if the workshop is oversubscribed.

Please see GPRime -> Forms and documents -> Documents for registrars -> 'Guidelines for Selection of Workshop Attendees'

Some registrars in our program also complete external learning through various organisations during their training which is encouraged.

Examples of such courses include:

Diploma of Children's Health
Certificate in Skin Cancer Medicine
Family Planning Diploma and more.

Registrar Self-care

GPTT registrars in Tasmania are all participating in rural general practice. Whilst the main GPTT offices are located in Hobart, there are Medical Educators and Supervisors located across the state for the support of registrars.

GPTT prides itself on knowing each registrar individually.

Registrar self-care is of paramount importance to GPTT. Therefore we seek to minimise travel for our registrars and are increasingly using distance education practices, whilst balancing this with the valuable face-to-face interaction that workshops allow for.

How do I look after myself during training?

Learning about doctor self-care is an important part of transitioning between being a medical student and a Fellowed GP. If done well, it will increase your resilience and assist in offering you a long and enjoyable career.

Each person will find different methods of self-care, some examples include:

- Regular exercise
- Meditation
- Ballint group
- Mindfulness Based Stress Reduction
- Yoga
- 'Every time you come back from a holiday start organising your next holiday'

Supports and resources which you may find useful include:

- Book: First do no harm- being a resilient doctor in the 21st century by Leanne Rowe
- Local Psychologists and Counsellors:

See GPRime -> Forms and Documents -> Documents for Registrars -> 'Psychological support services for GP registrars'

- GP Support Program <http://www.racgp.org.au/gpsupport> A RACGP support service specifically for GPs by registered psychologists.
- R-cubed <http://rcubed.org.au/> A site initiated by GPRA to teach registrars how to be resilient throughout their careers.

If you have moved to a new area in Tasmania please discuss with your supervisor or practice manager local supports or opportunities such as Sporting groups, Art groups, Church groups and more to ensure you maintain a work-life balance.



Section Three

Resources and Opportunities

3

How do I organise a General Practice Placement?

The GPTT website gives an overview of the practices taking registrars for placements in Tasmania as well as a link to the Practice Placement Policy and information on GPRIP.

Please refer to the Practice Placement Policy at GPRime -> Forms and Documents-> Documents for Registrars -> Practice Placement Policy or <http://www.gptt.com.au/Training%20Practices.html>

Can I train part time?

GPTT supports flexible training options. You can work part time as negotiated with your practice. This must be in agreement with the GPET 'Full Time Equivalency' Policy. <http://www.agpt.com.au/Policies/test/>

It may also be possible to accelerate your training time when working part time.

For more information see GPRime -> Forms and Documents -> Documents for Registrars -> 'Acceleration of Part Time Training Policy' and 'Log Diary for Acceleration of Part-Time Training'

How can my previous medical work count towards my training?

You can apply for Retrospective Credit or Recognition of Prior Learning.

Retrospective Credit is acknowledgement that you have completed a particular rotation, for example. Paediatrics, but does not reduce your training time.

Recognition of Prior Learning is acknowledgement of prior work which will reduce your training time.

For more information see:

GPRime -> Forms and Documents -> Documents for Registrars -> 'General Information Letter – RC & RPL'

GPRime -> Forms and Documents -> Documents for Registrars -> 'Review of Options – RC & RPL'

GPRime -> Forms and Documents -> iForms for Registrars -> 'Recognition of Prior Learning Essay Template'

GPRime -> Forms and Documents -> Documents for Registrars -> 'RACGP Application for Recognition of Prior Learning' OR 'ACRRM RPL Application Form'

What sort of leave am I entitled to?

As a GP Registrar you are entitled to 2 weeks annual leave per 6 months (as long as your employee agreement mirrors this).

In addition to this you can organise with your practice to take leave without pay. This time taken from training does not count towards training time and will slow your training down.

See GPRime -> Forms and Documents -> Documents for Registrars -> 'Leave of Absence'

Maternity and Paternity leave can be applied for. Please note that this is unpaid. However, from Jan 1 2011 you may be eligible for the government's new Paid Parental Leave Scheme.

See http://www.fahcsia.gov.au/sa/families/progserv/paid_parental/Pages/default.aspx

Finances

How do I get paid as a GP Registrar?

As a GP Registrar in the Hospital setting you will be employed by the hospital you are working in.

As a GP Registrar in General Practice you will need to negotiate a contract with your supervising practice.

You will be paid a base rate, or a percentage of your patient billings (whichever is the greater) as per the National Minimum Terms and Conditions in GPR1/2 & PRR1/2.

To assist this process there are a number of resources you can use:

- GPTT Negotiation Webinars (see GPRime -> Events Calender)
- GPRA website - **www.gpra.org.au**
 - > National Minimum Terms & Conditions (NMT&C)- this document is negotiated between GPRA and the National GP Supervisors Association. It outlines the **minimum** conditions of employment for a GPT1/PRR1 and GPT2/PRR2 registrar in Australia.
 - > Interpretation Documents of NMT&C
 - > GPRA recommended worked examples for annual leave calculations

As part of this process you may be asked whether you would like to be an employee or a contractor.

GPTT encourages all registrars to be employees.

See also the GPRA website documents 'Legal Advice on Employment Status for Registrars' and 'Distinguishing features of employees versus independent contractors.'

I still have a HECS debt. Is there any assistance for this?

Yes. All of Tasmania is now considered rural. Therefore you will be assisted in paying off your HECS debt under the HECS Reimbursement Scheme. This works on a sliding scale depending on your rurality as in the table below.

ASGC-RA classification	Number of years your HECS will be paid off
2	5
3	4
4	3

For more information on your eligibility and how to apply go to: <http://www.medicareaustralia.gov.au/provider/patients/rural-programs/hecs.jsp>

What is the RA—ASGC and how does this affect me?

For detailed information on this subject read AGPT Guide for Registrars - Appendix I, p.31 & 32, or visit www.doctorconnect.gov.au

I am going on an 'Outside of Hobart' placement. Is there any help for moving or accommodation?

Yes. GPTT support training in areas across Tasmania, including those with increased workforce need. You may be eligible for:

- **Rural Rental Subsidy:** is \$125 per week which is paid for rental assistance to those registrars who are maintaining **two** places of residence in Tasmania to enable them to complete their rural GPT1/PRR1, GPT2/PRR2, and remediation GP terms. This is paid monthly upon receipt of a signed claim form, together with the rental receipt.
- **Relocation Reimbursement:** covers removalist expenses for you to take up residence. To be eligible, this relocation must occur within Tasmania. The move covers relocating to a rural location to undertake training in your GPT1/PRR1 or GPT2/PRR2 terms within Tasmania. The maximum amount available is \$2500 over the duration of your training with GPTT.

Is there any help for travelling long distances to GPTT workshops within Tasmania?

Yes. GPTT understands there can be financial hardships associated with undertaking training away from your home area. You may be eligible for:

- **Accommodation Allowance:** An accommodation allowance of \$125 per night is available from GPTT for attendance at training educational events if staying overnight >60km away from your current place of residence.
- **Travelling Allowance:** reimbursement of travel costs in accordance with distance travelled to attend training educational events is available if you have travelled more than 60kms one way from your current place of residence. A claim form is included in your portfolio in GPRime.

Go to 'Forms and Documents' -> 'Documents for Registrars'
-> 'Registrar Workshop Claim Form'

Are there any avenues to fund Professional Development?

Yes. GPTT offer a number of ways to fund Professional Development.

- **Emergency course funding:** All GPTT Registrars complete a **free** Advanced Life Support course during their orientation week at GPTT, and a **free** AME later during the training program. In addition to this, all registrars are eligible to be funded for 2 additional Emergency courses during their training time.

For more information go to GPRime - 'Forms and Documents' -> 'Documents for Registrars' -> 'Funding for GP Registrar attending emergency course'

- **Registrar Research Fund (RRF) Grants:** are available from GPET on a biannual basis to registrars to assist funding research. Note there is a limit of \$10 000.
- **Registrar Research Prize:** is granted by GPET to a registrar to present their research at a conference in Australia or overseas.
- **GPTT Scholarship fund:** is available twice a year for funding to attend a conference as a participant or to present a paper, conduct research or undertake a unique educational experience.

Applications close on 1 May and 1 Nov each year.

See GPRime -> 'Forms and Documents' -> 'iForms Registrars' -> 'Registrar Scholarship Fund Application'

If I have an issue at GPTT what can I do?

At GPTT we feel we are very open to feedback and assisting our registrars through training. The majority of issues arising can be dealt with quickly and easily through communication with GPTT staff.

People you may wish to talk to include your supervisor, your designated medical educator, the RLO or the Education Manager.

If required, the Director of Training may become involved if the issue is unable to be resolved through this channel.

Please refer to the 'Complaints Resolution Procedures April 2007' on GPRime -> Forms and Documents -> Documents for Registrars -> 'Complaints Resolution Procedures April 2007' and follow the advice in the document.

Failing GPTT's internal complaints resolution procedure resolving any issue, you may wish to look at the AGPT 'Registrar Appeals Policy 2010'
See <http://www.agpt.com.au/Policies/test/>

ACRONYMS

ACRRM	Australian College of Rural and Remote Medicine
AGPT	Australian General Practice Training
GPET	General Practice Education and Training
GPRA	General Practice Registrars Association
GPTT	General Practice Training Tasmania
ME	Medical Educator
PGPPP	Pre-vocational General Practice Placement Program
RACGP	Royal Australian College of General Practitioners
RLO	Registrar Liaison Officer
RME	Registrar Medical Educator