



Australasian College  
for Emergency Medicine

# Special Skills Placement – Hospital In The Home

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v2.2 AC473

December 2023

[acem.org.au](http://acem.org.au)

## Document Review

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|--------------------------|---|
| Timeframe for review:    | Every two years, or earlier if required |
| Document authorisation:  | Council of Education                    |
| Document implementation: | Executive Director, Training            |
| Document maintenance:    | Manager, Accreditation                  |

## Revision History

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| Version | Date      | Pages revised / Brief Explanation of Revision  |
|---------|-----------|--|
| V1      | Apri-2016 | New Guideline, draft currently in development  |
| V1.1    | Sep-2017  | Reference to “term” changed to “placement” as per Regulation B   |
| V2      | Jan-2020  | Review   |
| V2.1    | Jul-2020  | Learning Needs Analysis (LNA) has been replaced with Learning and Development Plan (LDP)   |
| V2.2    | Dec-2023  | Routine review<br>Standardising formatting and layout<br>All SSP terms are standardized to six months at one FTE<br>LDPs no longer required but strongly recommended |

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## 1. Purpose and Scope

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The purpose of these guidelines is to outline the minimum criteria for accreditation of a special skills placement in Hospital in the Home (HITH) Medicine.

**Note:**

*The ACEM recognises and accepts the site accreditation of the Royal Australasian College of Physicians (RACP). These RACP accredited sites are not required to apply separately for the FACEM Training Program Hospital in the Home SSP accreditation. However, if the site wishes to have training stage four (TS4) accreditation, it will need to apply for TS4 accreditation following the College application process.*

## 2. Abbreviations

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| FACCRM | Fellow of the Australian College of Rural and Remote Medicine   |
| FACEM  | Fellow of the Australasian College of Emergency Medicine        |
| FRACGP | Fellow of the Royal Australian College of General Practitioners |
| FRACP  | Fellow of the Royal Australasian College of Physicians          |
| FTE    | Full-time equivalent  |
| ITA    | In-Training Assessment  |
| LDP    | Learning and Development Plan                                   |
| SSP    | Special Skills Placement  |

## 3. Supervisor

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The supervisor(s) will have Fellowship qualifications, e.g. FRACGP, FRACP, FACCRM, and demonstrated minimum three (3) years post Fellowship experience and expertise in HITH practice.

## 4. Placement Structure

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The placement may be undertaken up to the maximum training time equivalent to six (6) months at 1.0 FTE. (Please note the minimum term length is three (3) months at 1.0 FTE or equivalent, as per Regulation G.)

It should be recognised that differing placement lengths may determine differing learning objectives and duties.

## 5. Demographics

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The HITH unit in which the trainee will work will be able to demonstrate sufficient infrastructure for the conduct of clinical and educational activities (i.e. staffing and funding).

There should be a minimum of 1000 cases per three-month term.

## 6. Learning Objectives

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Learning objectives will include, but are not limited to, developing knowledge and skills in the following:

- Assessment of the acute patient in an ambulatory setting
- HITH management of cellulitis, thrombotic disease, and long-placement parenteral therapy (e.g. antibiotics)
- Management of disease and/or treatment complications in the ambulatory setting
- Case documentation in HITH care
- Communication specific to HITH medicine, such as in clinical handover, documentation, and data entry
- Research in HITH.

### 6.1 Alignment with ACEM's Curriculum Framework

During the HITH SSP, the trainee is expected to develop in the following domains of ACEM's Curriculum Framework:

- Medical Expertise
- Communication
- Teamwork and Collaboration
- Scholarship and Teaching.

## 7. Activities and Duties

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The activities/duties that a trainee undertakes within a HITH placement must reconcile with the set learning objectives for the placement. For each learning objective, there should be documented activities/duties being undertaken for the trainee to achieve the objective.

## 8. Supervision and Assessment

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Regular formal contact (at least weekly) with the placement supervisor is required throughout the placement. For each activity/duty being undertaken to achieve a certain learning objective, it should be clear it will be assessed that the trainee has successfully met the objective during the placement. An initial orientation meeting at the start of the placement is required to ensure the trainee understands the learning objectives, how they will be achieved and how they will be assessed as being met. A mid-placement assessment is required to review the progress with respect to this.

### 8.1 Education/Learning Portfolio

The trainee is highly recommended to maintain an Education/Learning Portfolio in which all learning outcomes are documented in the ACEM Learning and Development Plan.

The trainee should describe the activities they will perform to achieve the learning outcomes during their placement and may choose to keep their own record of cases in the form of a logbook. In addition, the following should be included in the LDP:

- A list of educational sessions delivered and/or attended
- A list of supervisor meetings
- Any other related activities.

The Portfolio has the following functions:

- It provides trainees with a personal record of the education and training experiences that contribute to the requirements for satisfactory completion of the placement.
- Supervisors will use it to monitor the trainee's experience to ensure it is appropriate for their level of training, and to aid them in providing an informed completion of the trainee's ITA.
- The accreditation inspection team may use the information to determine if the SSP meets accreditation guidelines for ongoing accreditations.
- The learning portfolio can be completed using the Learning Development Plan available in the training portal. Alternatively, a trainee can upload their own document when the ITA is submitted.

At the end of the placement, the primary supervisor must sign off that the trainee's LDP has been reviewed and displayed sufficient evidence that all learning objectives have been attained, as evidence for successful completion of the placement.

## 82 In-Training Assessment

An in-training assessment must be completed and submitted every three months.



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