



## SPECIAL SKILLS PLACEMENT – HOSPITAL IN THE HOME

### 1. PURPOSE AND SCOPE

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.

### 2. ABBREVIATIONS

<b>SSP</b>	Special Skills Placement
<b>FTE</b>	Full-time equivalent
<b>LDP</b>	Learning and Development Plan
<b>ITA</b>	In-Training Assessment

### 3. SUPERVISOR

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

### 4. PLACEMENT STRUCTURE

It is desirable that the placement be undertaken for 3 months at 1.0 FTE or 6 months at 0.5 FTE.

### 5. DEMOGRAPHICS

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 3 month term.

### 6. LEARNING OBJECTIVES

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

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 in order for the trainee to achieve the objective.

## 8. SUPERVISION AND ASSESSMENT

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 as to how 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 Learning Portfolio

The trainee is required to maintain a Learning Portfolio in which all learning outcomes are documented in the ACEM Learning and Development Plan (LDP). The trainee describes the activities they will perform to achieve the learning outcomes during their placement and may choose to keep their own record of cases in a 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

### 8.2 In-Training Assessment (ITA)

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

## 9. DOCUMENT REVIEW

Timeframe for review: every two (2) years, or earlier if required.

### 9.1 Responsibilities

Document authorisation: Council of Education  
Document implementation: Director of Training and Accreditation  
Document maintenance: Manager Accreditation

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## 9.2 Revision History

<b>Version</b>	<b>Date of Version</b>	<b>Pages revised / Brief Explanation of Revision</b>
v01-0	Apr 2016	New Guideline, draft currently in development
v01-1	Sep 17	Reference to “term” changed to “placement” as per Regulation B
v02-0	Jan 2020	Review
v02-1	Jul 2020	Learning Needs Analysis (LNA) has been replaced with Learning and Development Plan (LDP)

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