



Australasian College
for Emergency Medicine

Special Skills Placement – Hyperbaric Medicine

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Document Review

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Revision History

Version	Date	Pages revised / Brief Explanation of Revision
V01-0	Feb 2016	New
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)
V3-0	Dec 2023	Routine Review. Sites with ANZCA accredited Advanced Diploma for Diving and Hyperbaric Medicine is accepted. Standardising formatting and layout All SSP terms are standardized to 6 months at 1 FTE LDPs are no longer required but are strongly recommended
V3-1	April 2026	Changed ANZCA Advanced Diploma in Diving and Hyperbaric Medicine to ANZCA Advanced Certificate in Diving and Hyperbaric Medicine. Qualification name changed due to TEQSA requirements.

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1. Purpose and Scope

The purpose of these guidelines is to outline the minimum criteria for accreditation of a special skills placement in hyperbaric medicine.

Note:

The ACEM recognises and accepts the site accreditation of ANZCA Advanced Certificate in Diving and Hyperbaric Medicine. These ANZCA accredited sites are not required to apply for ACEM's accreditation for this SSP. 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. Abbreviation

FACEM	Fellow of the Australasian College of Emergency Medicine
FANZCA	Fellow of the Australian and New Zealand College of Anaesthetists
FCICM	Fellow of the College of Intensive Care Medicine
FTE	Full-time equivalent
ITA	In-Training Assessment
LDP	Learning Development Plan
SSP	Special Skills Placement

3. Supervisor

The placement supervisor will be a specialist with qualifications in an appropriate critical care discipline (e.g. FACEM, FANZCA, FCICM) and have demonstrated minimum three (3) years post Fellowship experience as a consultant in hyperbaric medicine.

4. Placement Structure

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

Training will occur at a comprehensive facility with a multiplace hyperbaric treatment chamber on site. The facility will see an adequate number of patients to enable the trainee to meet the minimum caseload requirements.

5.1 Staffing

Adequate qualified senior medical staff will be available to provide on-site clinical supervision for trainees while performing duties in the hyperbaric unit.

52 Caseload

The individual trainee is required to have a minimum 40 patient encounters addressing any one of the placement's learning objectives over a six-month period (or pro-rata as required for FTE status). Suitable cases may include (but are not limited to) treatment of diving-related injuries, carbon monoxide poisoning, and management of poorly-healing wounds.

53 Acuity

It is recognised that the field of hyperbaric medicine encompasses substantial patient care outside of the hyperbaric chamber. In order to ensure adequate understanding of chamber operations, at least fifty percent (50%) of the patient encounters should involve care either inside the chamber or providing direct supervision when patients are under pressure inside the chamber.

6. Learning Objectives

The service must provide a formal structured local orientation/induction program for trainees, including occupational health and safety, and assessment of the trainee's fitness to enter the hyperbaric environment. Attendance at an introductory course to diving and hyperbaric medicine at another facility prior to commencing placement will be an advantage and it is mandatory that such formal education be completed by the end of the term.

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

- prehospital management and retrieval of the injured diver
- assessment of patient suitability for hyperbaric therapy
- hyperbaric chamber safety
- physics of diving and hyperbaric treatment
- prescription of safe, effective hyperbaric treatment protocols
- identification and treatment of barotrauma and other decompression illnesses
- wound healing with hyperbaric therapy
- treatment of injury caused by radiation therapy
- other applications of hyperbaric treatment
- research and trial design in a hyperbaric setting.

7. Activities/Duties

The activities/duties that a trainee undertakes within an ACEM-Hyperbaric Medicine 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.

In addition to the formal orientation/induction program, trainees will receive regular instruction in hyperbaric medicine following a pre-defined structured curriculum over the duration of the placement. Participation in the unit's research program is encouraged.

8. Supervision and Assessment

Regular contact with the placement supervisor is required throughout the placement.

For each activity/duty being undertaken to achieve a certain learning objective, it should be made clear as to how it will be demonstrated that the trainee has successfully met the objective during the placement.

A mid-placement assessment is required to review trainee progress against learning objectives.

During normal hours, the trainee will be under the direct supervision of the on-duty specialist or qualified delegate. After-hours, the on-duty/on-call specialist will be contactable and available to attend should the trainee require their direct support and/or assistance.

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. These activities should include a logbook of patients encountered (see below). 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 supervisor will sign off that the trainee's LDP has been reviewed and displays sufficient evidence that all learning objectives have been attained, as evidence for the successful completion of the placement.

8.2 In-Training Assessment

An in-training assessment must be completed every three months. At the end of the rotation, the trainee must be able to supply evidence (such as a logbook) that the minimum number of patient encounters has been met (i.e. 40 patients or more over a six (6) month placement).



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