



CATEGORY T PLACEMENT GUIDELINES

1. PURPOSE AND SCOPE

The purpose of these guidelines is to outline the minimum criteria for a Category T Placement. A Category T Placement is a trainee specific ('one-off' for one trainee only) accredited position approved by the Accreditation Subcommittee.

Placements undertaken will provide a different experience to that usually experienced by ACEM trainees. Placements will be based at a facility that can provide infrastructure to support a trainee's learning experience. Placements may be based within Australia and New Zealand or may be undertaken overseas.

These guidelines should be read in conjunction with information regarding the application process available on the ACEM website.

2. SUPERVISION

The supervisor(s) are to have expertise in the field of study which may be demonstrated by qualifications or extensive publication in the area. Confirmed extensive experience of the supervisor in the area and standing of supervisor amongst peers may also be taken into account.

3. PLACEMENT STRUCTURE

Special Skills Placements may be undertaken at 0.5 FTE or 1.0 FTE.

4. LEARNING OBJECTIVES

Where a special skills term (SST) guideline already exists for the proposed Category T placement, the minimum criteria and learning objectives within that SST guideline should be followed.

Where no SST guideline exists the placement must have relevance to Emergency Medicine, and be of benefit to Emergency Medicine training. This should be evidenced by development of learning objectives and activities that reconcile with the ACEM Curriculum Framework.

The learning objectives of the Category T placement should reflect the unique learning opportunities available to the trainee. The wide range of potential Category T placements means that specific learning objectives cannot be suggested however inclusion of a formal education program such as a course and completion of a project by the trainee during the placement are considered of high value.

5. ACTIVITIES/DUTIES

The activities and duties undertaken by a trainee during a Category T 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.

6. EDUCATION

The education program delivered to the trainee should be tailored to ensure that the learning objectives are met. Formal education must be provided to trainees that takes into account the unique environment of the specific Category T placement.

7. SUPERVISION AND ASSESSMENT

Regular formal contact with the placement supervisor(s) is required throughout the placement e.g. weekly meetings.

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.

At the initial orientation meeting at the commencement of the placement the supervisor and trainee should ensure that the learning objectives are clear and how they will be assessed is understood. A mid-placement assessment is required to assess progress.

8. LEARNING PORTFOLIO AND LOGBOOK REQUIREMENTS

8.1 Learning Portfolio

The trainee is required to maintain a Learning Portfolio in which all learning outcomes are documented in the ACEM Learning Needs Analysis (LNA). The trainee describes the activities they will perform to achieve the learning outcomes during their placement. In addition, the following should be included in the LNA:

- a list of educational sessions delivered and/or attended
- a list of supervisor meetings
- any other related activities
- a copy of the project undertaken (if applicable)

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

8.2 Logbook

Trainees must maintain a logbook of all patient encounters for clinical placements.

A reflective statement from the trainee about what they have learned from particular cases in the logbook is encouraged.

8.3 In Training Assessment (ITA)

An in training assessment must be completed 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 Education

Document maintenance: Manager Accreditation

9.2 Revision History

Version	Date of Version	Pages revised / Brief Explanation of Revision
V02	Sep-2015	Terminology and Process changes throughout the document

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