



Australasian College
for Emergency Medicine

Special Skills Placement – Medical Education and/or Simulation

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Document Review

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

Version	Date	Pages revised / Brief Explanation of Revision
V5	Jul-2015	Section 7 Changed Learning Portfolio and include LNA information and addition of ITA requirement. Addition of Section 8.
V5.1	Jun-2017	Changed "Term" to "Placement"
V6	Jan-2020	Combined with Simulation Guidelines and general review of documentations
V6.1	Jul-2020	Learning Needs Analysis (LNA) has been replaced with Learning and Development Plan (LDP)
V6.2	Dec-2023	Routine review Standardising formatting and layout All SSP terms are standardized to six months at one FTE LDPs are no longer required but are strongly recommended

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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 Medical Education and/or Simulation.

2. Abbreviations

FTE	Full-time equivalent
ITA	In-Training Assessment
LDP	Learning Development Plan
SSP	Special Skills Placement

3. Supervisor

The supervisor(s) will have a minimum three (3) years post Fellowship experience and expertise in medical education and/or simulation. A post-graduate qualification in education and/or simulation is required.

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

The department or unit in which the trainee will work will be able to demonstrate sufficient infrastructure for the conduct of medical education and/or simulation medicine.

6. Learning objectives

Medical education learning objectives will include, but are not limited to, the following:

- Understand educational principles
- Gain knowledge and skills in various methods of education delivery, including within the simulation environment
- Develop experience in teaching a range of participants
- Develop experience in teaching non-technical skills
- Understand the principles of crisis resource management and human factors
- Understand the principles of assessment
- Gain knowledge and skills in debriefing and feedback

- Develop skills in using medium and / or high-fidelity simulation equipment (for simulation placements).

7. Activities/duties

The activities/duties that a trainee undertakes within a Medical Education and/or Simulation 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.

A weekly plan of duties for the trainee must be provided at the beginning of the placement.

7.1 Formal instruction

The trainee will receive formal instruction with respect to many of the learning objectives via:

- Undertaking education-related university subjects (with verified successful completion notified before the end of the placement); and/or
- Completing medical education workshops or courses; and/or
- Receiving education from the placement supervisor (or equivalent) - demonstrated by a set curriculum and teaching program.

7.2 Education

The trainee will undertake and largely complete at least one of the following:

- A medical education research project
- Development of an education module(s).

For placements involving simulation, the trainee will:

- Develop a simulation educational module
- Participate as faculty and as a facilitator in a recognised simulation course.

8. Supervision and assessment

Regular formal contact with the placement supervisor 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 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 that 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.

81 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. In addition, the following should be included in the LDP:

- educational sessions delivered and/or attended
- supervisor meetings
- a copy of any research or project(s) performed
- any other related activities that align with the learning objectives of the placement.

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 every three months.



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