 New Zealand College of Public Health Medicine Advanced Training Programme

# Application for Provisional Accreditation of Advanced Training Site

**Purpose -** To apply to be accredited as an Advanced Training Site.

**Who -** Completed by the Training Site

**When –** Allow up to 2 months for the application to be processed**. A site visit will usually be arranged within this timeframe.**

**How –** Email completed form to [education@nzcphm.org.nz](mailto:education@nzcphm.org.nz)

**Section A – Responsible manager to complete.**

# About your Organisation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of Organisation** |  | | | | |
| **Name of Training Site** | | **Physical Location of Site** | | | |
|  | |  | | | |
| **Completed by** | Name | | | | |
| **Designation** | Role in Organisation | | | | |
| **Contact details** | **Email:** | |  | | |
| **Phone:** | |  | | |
| **I confirm that the above organisation wishes to apply for provisional accreditation as an Advanced Training Site for the New Zealand College of Public Health Medicine Training Programme:** | | | | | |
| **Applicant’s Signature:** |  | | | **Date:** |  |

**Section B – to be completed by the Workplace Supervisor if known, or by the organisation applying.**

# Meeting the Standards

|  |  |  |
| --- | --- | --- |
| **Standard 1: Provision of facilities/infrastructure for the Registrar** | | |
| Description The Training Site provides appropriate facilities and infrastructure for the type of work to be undertaken by the Registrar. Accreditation Criteria ***Minimum Requirements***  Each Registrar has a designated working area which includes a desk, telephone and suitable networked IT facilities.  ***Desirable***  The Training Site has access to facilities and equipment for educational activities such as tutorial and study rooms.  ***Working remotely***  Usually, a registrar is expected to be physically located at the training site for the duration of the training placement though consideration to this rule can be given in individual cases. However, where working remotely is classed as business as usual by the employer e.g., in a pandemic, this is acceptable. | Please insert (√) or (x) in boxes below | Please provide relevant supporting information in this box including the proportion of time where the registrar is working remotely, if appropriate: |
|  |

|  |  |  |
| --- | --- | --- |
| **Standard 2: Support services in place for the Registrar** | | |
| Description The Training Site has an appropriate orientation process and workplace policies in place covering the safety and well-being of the Registrar. Accreditation Criteria ***Minimum Requirements***  The Training Site has processes and policies to deal appropriately with registrar/employer concerns.  The Training Site provides an appropriate orientation programme for the registrar.  The Training Site has policies that promote the health, welfare, cultural safety and interests of employees.  The Training Site has a process for managing complaints made by the registrar.  The Training Site upholds te Tiriti o Waitangi and is a culturally supportive and safe place for the registrar.  ***Desirable***  The Registrar is actively involved in quality improvement processes for the orientation programme and workplace policies. | Please insert (√) or (x) in box below | Please provide relevant supporting information in this box: |
|  |

|  |  |  |
| --- | --- | --- |
| **Standard 3: Opportunities to develop and demonstrate core Public Health Medicine skills[[1]](#footnote-2)** | | |
| Description The Training Site facilitates opportunities for the Registrar to develop and demonstrate core Public Health Medicine skills. Accreditation Criteria ***Minimum Requirements***  The Training Site ensures that the Registrar has the opportunity to develop and demonstrate most of the core PHM skills including the three required Māori health and te Tiriti o Waitangi competencies.  The Training Site provides opportunities to attend internal and external education activities.  The Training Site provides access to sources of information suitable for Registrar learning (physical or online).  ***Desirable***  The Training Site ensures that the Registrar has the opportunity to develop and demonstrate all of the core PHM skills.  The Training Site provides organised training programmes open to the Registrar such as multidisciplinary meetings, academic meetings, journal clubs. It also provides access to e-journals. | Please insert (√) or (x) in boxes below | Please provide relevant supporting information in this box. |
|  |

|  |  |  |
| --- | --- | --- |
| **Standard 4: Balance between learning and service work** | | |
| Description The Training Site will ensure there is a balance between learning and service work for the Registrar. Accreditation Criteria ***Minimum Requirements***  The Training Site provides a suitable workload and range that will enable the Registrar to develop and demonstrate the Core Skills and Competencies specified for the duration of the placement, balancing learning needs and service work demands. | Please insert (√) or (x) in box below | Please insert relevant comments about balance between learning and service work. |

|  |  |  |
| --- | --- | --- |
| **Standard 5.1: Workplace supervision** | | |
| Description The Training Site provides access to supervision for the Registrar. Accreditation Criteria ***Minimum Requirements***  The Workplace Supervisor meets with the Registrar on a **minimum of a fortnightly** basis.  Where the Workplace Supervisor has a dual role and is also the Workplace Trainer meetings with the Registrar will be more regular, e.g., on a weekly basis.  It is expected that over the course of a registrar placement, the WPS will supervise and provide feedback on presentations, chaired meetings and written reports.  The WPS will support the registrar to develop their ability to answer oral questions in a structured and clear manner.  The Workplace Supervisor or Trainer (where available) is contactable by telephone and/or email on a day to day basis in order to ensure that the registrar is safely supported in their work and to assist with any issues that may arise.  The Workplace Supervisor will attest to the activities carried out by, and skill development of, the Registrar, and comment on the Registrar’s professional attributes, via the Quarterly Report.  The Workplace Supervisor should liaise with the Training Programme Supervisor at least twice a year or more frequently as appropriate. | Please insert (√) or (x) in boxes below | Please insert relevant comments about workplace supervision arrangements. |

|  |  |  |
| --- | --- | --- |
| **Standard 5.2: Workplace Supervisor**  Please note, if there are any changes in the Workplace Supervisor named below, it is the responsibility of the organisation to inform the College.  Upon completion of 5.2 please complete Section C, page 9 | | |
| Name of training site |  | |
| Name of primary Workplace Supervisor |  | |
| Name of secondary Workplace Supervisor in the event cover is required |  | |
| Workplace Trainer, if appropriate *(Please include contact details)* |  | |
| Description The Workplace Supervisor isresponsible for the overall supervision of the Registrar in a specific workplace and will be appropriately trained and experienced. Accreditation Criteria ***Minimum Requirements***  The Workplace Supervisor will:   * have two years' experience as a vocationally registered public health physician. * participate and meet the NZCPHM Tracking of Professional Standards Programme, (or another Medical Council of NZ accredited CPD Programme in Public Health Medicine). * have a current practising certificate. * be familiar with NZCPHM training requirements and understand the roles and responsibilities of the Training Programme personnel including practicing in a culturally safe manner. * preferably have previous experience and proficiency in training and supervision.   In exceptional circumstances, a workplace supervisor may be a non-medical Public Health specialist. Points 4 and 5 above still apply.  Registrars are expected to work alongside a WPS throughout their training, i.e., the WPS should work on-site in the same organisation as the registrar and the WPS should be employed at least 0.5FTE in the same organisation.  If there is no on-site PHMS available, at 0.5FTE or more, who has two years' experience as a vocationally registered PHMS, it may be possible for the Advanced Training Site to negotiate alternative supervision arrangements.  Any arrangements that do not fulfil the standard accreditation criteria above must have the support of the TPS and be approved by the Training Programme Director. | Please insert (√) or (x) in boxes below | Please provide relevant supporting information here about the proposed Workplace Supervisor. |
|  |
| Name of Current Registrar (leave blank if no current Registrar): | *Enter name* | |
| **Name of Training Programme Supervisor in your area (if known)** | *Enter name* | |

**Section C – to be completed by the Workplace Supervisor if known, or by the organisation applying**

# Professional Attributes and Core Skills available at your Training Site

Based on the NZCPHM Competencies, the College specifies professional attributes and seven core skills for registrars in training.

### Professional Attributes

Throughout the training programme, registrars are expected to develop their abilities and maintain their commitment to good professional practice in public health. The WPS will be required to comment on all the professional attributes via the quarterly report process.

The College recognises that workplaces may not provide specific opportunities for registrars to demonstrate the following professional attributes. Registrars are nonetheless expected to develop these to a level appropriate to their stage of training:

* Ability and commitment to manage one’s own training and continuing professional development
* Ability to establish and maintain career direction and motivation
* Ability to manage time and workload to achieve organisational and professional goals
* Ability to optimise one’s personal health
* Ability and commitment to practice in a safe manner
* Ability and commitment to work in an ethically sound manner
* Ability and commitment to practice in a manner that promotes a sustainable physical and social environment
* Ability to provide effective first aid in emergency situations
* Ability and commitment to manage one’s own development of culturally safe practice
* Ability to continuously examine the potential impact of one’s own culture and bias on one’s own public health practice
* Ability to challenge organisations and individuals in the New Zealand health system on their achievement of   
  te Tiriti o Waitangi obligations

Please indicate which other professional competencies registrars will have the opportunity to demonstrate at your training site, and how they will be able to develop and demonstrate the Public Health Medicine Core Skills, on the following pages:

|  |  |
| --- | --- |
| Professional Attributes – To behave in ways appropriate to the profession and the specialty | **Opportunity to demonstrate at this Training Site (please tick)** |
| **Ability and commitment to advocate for timely effective action in response to important threats to public health** |  |
| **Ability and commitment to use evidence as the basis for public health practice** |  |
| **Ability and commitment to establish highly effective working relationships with colleagues** |  |
| **Ability to lead and influence effectively** |  |
| **Ability and commitment to contribute effectively to multidisciplinary teams** |  |
| **Ability to contribute effectively to organisational processes** |  |
| **Ability to support the professional development of colleagues and more junior staff** |  |
| **Ability to manage projects effectively** |  |
| **Ability and commitment to consult effectively with others in a range of settings** |  |

### Core Skills

The core skills underpin public health medicine practice and are transferable to any public health medicine context or work. Advanced training builds on the knowledge and skills acquired in basic training, and ‘learning on the job’ facilitates the development of the majority of core skills. Advanced registrars are expected to attain competence in the seven core skills with increasing independence so that by the end of their training they are able to practise as Public Health Medicine Specialists. The Competencies provide examples of different applications of the core skills.

Registrars are required to demonstrate each core skill in each full year of advanced training, and to demonstrate the competencies 3.1 “Ability to analyse public health issues from a Tiriti o Waitangi perspective”, 3.2 “Ability to advise on the public health issues affecting Māori” and 5.1 “Ability and commitment to manage one’s own development of culturally safe practice” in each full year of advanced training.

|  |  |
| --- | --- |
| Core Skill - Ability to collect and use information/data relevant to the public health question or situation | **Opportunities to develop and demonstrate at this Training Site** |
| **Applications (based on NZCPHM Competencies) (please tick)** | |
| **Store and swiftly access essential public health information** |  |
| **Conduct effective literature reviews** |  |
| **Critically assess published literature and other evidence** |  |
| **Use suitable information sources to describe the health of populations** |  |
| **Other opportunities to develop this core skill (please specify)** |  |

|  |  |
| --- | --- |
| Core Skill -Ability to communicate effectively for public health practice | **Opportunities to develop and demonstrate at this Training Site** |
| **Applications (based on NZCPHM Competencies) (please tick)** | |
| **Communicate effectively using written and electronic media** |  |
| **Communicate effectively through oral discussion and presentations** |  |
| **Communicate effectively using the mass media** |  |
| **Other opportunities to develop this core skill (please specify)** |  |

|  |  |
| --- | --- |
| Core Skill -Ability to plan and deliver effective analyses of public health issues | **Opportunities to develop and demonstrate at this Training Site** |
| **Applications (based on NZCPHM Competencies) (please tick)** | |
| **Analyse public health issues from a Tiriti o Waitangi perspective (required in each full year of training)** |  |
| **Design and conduct effective research studies** |  |
| **Conduct health needs assessments to inform policy** |  |
| **Analyse surveillance data to support the management of environmental health risks** |  |
| **Analyse surveillance data to support prevention and control of infectious diseases** |  |
| **Analyse surveillance data to support the management of chronic diseases, mental illness and injury** |  |
| **Other opportunities to develop this core skill (please specify)** |  |

|  |  |
| --- | --- |
| Core Skill -Ability to advise on public health issues affecting population groups | **Opportunities to develop and demonstrate at this Training Site** |
| **Applications (based on NZCPHM Competencies) (please tick)** | |
| **Advise on the public health issues affecting Māori (required in each full year)** |  |
| **Ability to advise on the public health issues affecting groups who experience inequities in New Zealand** |  |
| **Advise on major public health determinants and inequities** |  |
| **Advise on the public health issues affecting age and gender groups** |  |
| **Other opportunities to develop this core skill (please specify)** |  |

|  |  |
| --- | --- |
| Core Skill - Ability to advise on the optimal public health response to specific health issues | **Opportunities to develop and demonstrate at this Training Site** |
| **Applications (based on NZCPHM Competencies) (please tick)** | |
| **Apply a health promotion approach to analysing public health problems** |  |
| **Advise on the public health management of environmental health risks** |  |
| **Advise on the public health management of infectious diseases** |  |
| **Advise on the public health management of chronic diseases, mental illness and injury** |  |
| **Advise on the determinants of chronic disease, mental illness and injury and their public health management** |  |
| **Promote a population health approach within the health and disability care sector** |  |
| **Apply effective management principles to public health and other relevant organisations** |  |
| **Other opportunities to develop this core skill (please specify)** |  |

|  |  |
| --- | --- |
| Core Skill -Ability to take public health action and evaluate the outcome. | **Opportunities to develop and demonstrate at this Training Site** |
| **Applications (based on NZCPHM Competencies) (please tick)** | |
| **Rapidly assess and respond to urgent public health questions** |  |
| **Analyse and communicate the risk of adverse events in a meaningful way** |  |
| **Design and evaluate disease and hazard surveillance systems** |  |
| **Design and evaluate screening programmes** |  |
| **Evaluate health services and public health programmes** |  |
| **Develop and influence policy to improve public health and reduce inequalities** |  |
| **Develop health promotion programmes in response to public health problems** |  |
| **Use regulatory measures to protect and promote health** |  |
| **Manage public health emergencies (arising from natural disasters or environmental means)** |  |
| **Other opportunities to develop this core skill (please specify)** |  |

|  |  |
| --- | --- |
| Core Skill -Ability to partner and build relationships with communities and organisations and practise in a culturally safe manner | **Opportunities to develop and demonstrate at this Training Site** |
| **Applications (based on NZCPHM Competencies) (please tick)** | |
| **Commitment to promote Māori leadership and self-determination** |  |
| **Communicate effectively with people of other cultures** |  |
| **Plan, analyse, research, and evaluate public health issues to achieve health equity** |  |
| **Commitment to take community feedback into account to ensure culturally safe practise** |  |
| **Develop and implement policy, proposals and programmes from a pro-equity anti-racist perspective** |  |
| **Commitment to establish effective cross-cultural partnerships with groups who experience inequities to achieve improved public health outcomes** |  |
| **Contribute effectively to culturally diverse teams in order to achieve health equity** |  |
| **Commitment to share power authentically and work in partnership with Māori** |  |
| **Commitment to enable individual and community participation in health promotion** |  |
| **Other opportunities to develop this core skill (please specify)** |  |

1. The Core Skills and Competencies are listed from page 6 [↑](#footnote-ref-2)