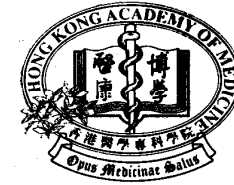




香港社會醫學學院
HONG KONG COLLEGE OF COMMUNITY MEDICINE
founder College of the Hong Kong Academy of Medicine
Incorporated with limited liability



Administrative Medicine Log Book & Training Portfolio of Core Competencies

(Revised October 2009)

For use by Administrative Medicine Trainees

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**Administrative Medicine
Log Book & Training Portfolio
Of Core Competencies**

Background

Source:
Hong Kong College of Community Medicine
Training & Examination Guidelines for the
subspecialty of Administrative Medicine (April
2009)

Purpose

Administrative Medicine Trainees are required to be exposed to the administration, service, teaching and research components of Administrative Medicine during the period of training.

They are required to keep a log book of the following :

- (a) a history of work experiences, responsibilities, management of clinical projects and specified tasks relating to Administrative Medicine;
- (b) a record of assessment against competencies as specified in the training portfolio;
- (c) attendance and presentations at review meetings;
- (d) credit points obtained;
- (e) publications recognised by the College of Community Medicine for training purpose;
- (f) postgraduate courses / formal training sessions / conferences attended during training;
- (g) academic or professional qualifications acquired;
- (h) assistance in the training and supervision of junior trainees;
- (i) comments, if any, from trainer or training institutions;
- (j) other information relevant to training.
- (k) a minimum of 6 “1000-word dissertation” to reflect their accomplishment of the ten competencies required in higher training in Administrative Medicine. Each Mini-thesis should be about 1,000 words.

Definition of Discipline

Administrative medicine is a subspecialty of Community Medicine. The subspecialty aims to improve the health status of the population through the practice of evidence-based medicine and health services management. The principles of clinical medicine, evidence-based medicine, social and behavioural science, theories of management and health economics, as well as public health, are practised and applied to develop and operate health care systems which provide medical care of a high standard.

Training Objectives

The objectives of the training programme in Administrative Medicine are to produce specialists who are able to: -

- practise evidence-based medicine, i.e. to acquire, analyse and critically review existing knowledge, so to produce evidence on which practice can be based;
- apply the principles of clinical medicine, cost-effectiveness analysis, cost-benefit analysis and decision analysis in clinical practice;
- critically appraise complex health services administration problems and to formulate appropriate solutions to these problems;
- assess the health care needs of the community, patients and other health service clients;
- maximise the health of the community through the development and supervision of clinically effective services;
- manage human and material resources effectively and efficiently for health services;
- manage changes in technology and resources in health care systems;
- promote good clinical and administrative practice in health care;
- understand and promote biomedical and managerial ethics;
- assume an enabling, advocating and mediating role in a multidisciplinary environment, to effect changes in culture and practice in the health care system.

Training Contents

Basic Trainees

The training content or syllabus may change from time to time as knowledge advances. It contains the following:

- ✓ Supervised clinical experience
- ✓ Public health and epidemiology
- ✓ Statistics, research and evaluation methods
- ✓ Politics and policy Studies
- ✓ Social and Behavioural Sciences
- ✓ Law and ethics in health
- ✓ Health Care Systems
- ✓ Health Economics and health care financing
- ✓ Management of Organisations
- ✓ Financial Management
- ✓ Human resources management
- ✓ Planning and evaluation of services
- ✓ Evidence-based medicine
- ✓ Management of information and technology
- ✓ Quality and risk management
- ✓ Leadership

Higher Trainees

The training content may change from time to time as technology advances. A trainee for Higher Training should acquire the necessary core competencies during his/her 3-year training. The core competencies are defined by the College according to the training objectives. The workload of trainee must be directed towards achievement of these core competencies. The Training Institution and trainer shall assist trainee in defining this workload and to evaluate the output of his/her work in terms of the objectives to be achieved. The trainee must satisfy the College that he/she has achieved the following core competencies on completion of the training:

- (a) Analysis and decision making
- (b) Strategic thinking, policy development and implementation
- (c) Managing change and influencing others
- (d) Leadership
- (e) Managing resources
- (f) Self-actualisation and communication
- (g) Quality improvement and risk management
- (h) Research and development
- (i) Health promotion, disease prevention and control
- (j) Health services planning and development

**Administrative Medicine
Log Book & Training Portfolio
Of Core Competencies**

Guidance Notes

Guidance Notes

This document is designed for use by all registered trainees of the Hong Kong College of Community Medicine pursuing the subspecialty of Administrative Medicine. Trainees should also read related college documents including “Training and Examination Guidelines for the Subspecialty of Administrative Medicine”.

Basic Trainee

This document contains a training portfolio of ten core competencies. The emphasis for the Basic Trainees is to acquire knowledge while that for the Higher Trainees is to acquire broad based Administrative Medicine skills. It should be noted that the knowledge base of these core competencies will form aspects of the Part I Examination.

Although the Basic Trainees are not required to make formal entry on core competencies, they are encouraged to keep their own records, especially towards the third year of their basic training. Such records can be submitted for subsequent assessment of core competencies achievement during their Higher Training.

Higher Trainee

This document forms the basis for the trainee to record his/her training during the Higher Training period for progress monitoring and subsequent assessment by college examiners.

Trainees are advised to provide sufficient proof for their trainers to certify the information recorded in their Log Books. They should further be prepared to answer queries in the annual training reviews organised by the College.

Trainees should prepare their own records to demonstrate fulfillment of core competencies. Entries to the Log Book should enlist actual work done by the trainees supported by relevant documentation such as presentations, board/ committee papers, memos, circulars, etc. prepared by the trainees. The hard copy version should be filed in the appropriate core competency section of their personal Log Book.

Trainees are also required to complete at least 6 “1000-word dissertation” to demonstrate their reflections on learning and development in the 10 core competencies. Each Mini-thesis should be around 1,000 words.

The core competency assessment is a cumulative exercise over the entire Higher Training period. The final assessment of the trainees in the Exit Examination will focus on their core competencies based on evidence documented in their individual Log Books and the “1000-word dissertation” submitted during the training period.

Example of “1000-word dissertation” on Core Competency

Analysis and Decision Making (1)

- Apply knowledge in statistics, epidemiology and health economics
- Interpret quantitative and qualitative findings
- Report significant findings to inform decision

Example

In March 2002, I undertook a project to study the rising trend of unplanned readmission rate in Psychiatry in HA. Routine data were analysed and a qualitative interview with key clinicians performed. Summary statistics were tabulated. Logistic regression technique was utilized to ascertain the risk factors associated with inter hospital variation of readmission rate.

Study findings were presented to the Senior Executive Meeting and measures proposed to tackle the problem.

Presentation slides are available on request.

To facilitate the documentation of training experiences for attaining the core competencies, trainees may also use supplementary sheets to support the entry on core competencies. Each supplementary sheet should provide a description on the specific task or project completed by the trainee and evidences to demonstrate how certain core competencies are being attained. Entry on core competencies could make reference to these supplementary sheets.

Supplementary Sheet on “1000-word dissertation” in Core Competency

Title of Task/ Project :

Task/ Project Description :

Relevant Core Competencies :

- 1.
- 2.
- 3.

Reflections on learning and how the Core Competencies are being fulfilled:

- 1.
- 2.
- 3.

Trainers

Trainers are appointed by the Hong Kong College of Community Medicine. They are College Fellows experienced in the field of Administrative Medicine. All trainers must fulfill the CME requirements of the College.

While personal style of trainers may vary, they are generally committed to training by:-

- (a) being readily accessible to the trainee and be able to assess his/her training needs;
- (b) ensuring the trainee has an achievable learning plan taking account of his/her learning needs;
- (c) guiding the trainee in the development of the core competencies in Administrative Medicine;
- (d) liaising with the direct supervisor(s) of the trainee(s) assigned to him/her regularly and be aware of their progress at work;
- (e) providing advice, guidance and assistance to the trainee in his/her preparation for the Training Thesis,
- (f) ensuring the accuracy of, sign and approve, the trainee's Log Book and submission of the "1000-word dissertation" at regular intervals;
- (g) conducting annual training review with the trainee;
- (h) liaising with the Program Director on any unmet need of the trainee(s) and issues related to the training program and organization; and
- (i) assisting and providing guidance to all trainees on his/her own specialized subject areas.

Administrative Medicine Examination Format

The College Fellowship Examination consists of three parts as follows:-

- (a) Part I Examination
 - test candidates' knowledge on the topics described under the Training Content or Syllabus;
 - test candidates' problems solving skills pertinent to the practice of Administrative Medicine.
- (b) Part II Examination
 - test ability of candidates to apply relevant knowledge, skills and attitudes to the practice of Administrative Medicine;
 - test the core competencies of the candidates acquired during the training of Administrative Medicine.
- (c) Exit Examination
 - test the competencies of candidates to practise as specialists in Administrative Medicine.

Part I Examination

This is a written examination consisting of Paper I (A & B) and Paper II. Paper IA and IB test candidates' knowledge on the topics described under the Training Content or Syllabus. These include the knowledge required for the core competencies of the Basic Trainees.

Paper II requires the candidates to critically appraise a published article and suggest whether the study conclusions are of practical relevance to Administrative Medicine.

Paper II is a practice-oriented question on writing memos, briefing papers or reports to the CE, Director or Governing Board based on a set of health services statistics.

Part II Examination

This is designed to test the candidates' ability to apply relevant knowledge, skills and attitudes to the practice of Administrative Medicine. It is a two-stage examination consisting of (a) training thesis submission and (b) oral examination, as described below:-

(a) Training Thesis

- based on original work in Administrative Medicine;
- materials derived from mainstream duties, health services research or academic research;
- total words 7,500, excluding appendices

The aims of the thesis are to allow the candidates to demonstrate

- ability to describe important Administrative Medicine issues;
- ability to assess and research the issues;
- capacity to relate this to the theory, knowledge and best practice;
- ability to take management action;
- ability to document case studies in a clear and professional manner;
- ability to practise evidence-based decision making.

(b) Oral Examination

This consists of (a) a defence of the thesis, to test the candidates' ability to present and discuss their written work in an informed, intelligent and logical manner, and (b) a general Viva Voce examination to test the candidates' ability to

discuss problems associated with the practice of Administrative Medicine.

Oral Examination – Thesis Defence

The examiners may seek to:-

- clarify points of concern;
- explore controversial points;
- determine lessons learnt;
- confirm role of candidates in the project.

Oral Examination – General Viva

- case studies will be provided;
- candidate will be given time to study the case scenario;
- response from candidates will be tested;
- topical issues will be included;
- putting theory into practice will be examined.

Overall Assessment

- bankability (12 months)
 - passed thesis, failed oral.
 - failed thesis, passed oral.
- passing Part II
 - passed thesis, passed oral.
 - Congratulations!

**Administrative Medicine
Log Book & Training Portfolio
Of Core Competencies**

Trainee Particulars

Trainee Particulars

Basic Details

Name:

Surname

Given Name

(Other Name)

Name in Chinese (if applicable)

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Date of Commencing Training

/

/

(dd / mm / yr)

Correspondence Address:

Telephone No.:

Fax No.:

E mail:

Post:

Department:

Organisation:

Training Details

Status:

Basic

Higher

Specialist Trainee

Validity Duration of
Trainee Certificate

/

/

to

/

/

dd

mm

yr

dd

mm

yr

Name of Trainer:

Surname

Given Name

(Other Name)

Correspondence

Address of Trainer:

Telephone No.:

Fax No.:

E mail:

**Administrative Medicine
Log Book & Training Portfolio
Of Core Competencies**

**Log Book Component:
Administrative Medicine
Core Competencies**

Administrative Medicine Core Competencies

Analysis and Decision Making (1)

| | Basic Trainee should be able to... |
|-----|---|
| (a) | <ul style="list-style-type: none"> • Understand the collection, collation and analysis of data. • Familiar with different sources of data. • Familiar with basic concepts of statistics, epidemiology, health economics and qualitative methodology. |
| (b) | <ul style="list-style-type: none"> • Develop options and evaluate alternatives in policy formulation or programme planning. |
| (c) | <ul style="list-style-type: none"> • Incorporate environmental scanning and assessment of social, economical and political factors in decision making. |
| (d) | <ul style="list-style-type: none"> • Familiar with risk identification and risk analysis principles and methodologies. |

| | Higher Trainee should be able to... |
|-----|---|
| (a) | <ul style="list-style-type: none"> • Apply basic techniques in statistics, epidemiology and health economics. • Interpret quantitative and qualitative findings. • Report significant findings to inform decision. |
| (b) | <ul style="list-style-type: none"> • Select appropriate alternatives for policy formulation or programme planning, balancing practical consideration and research analysis. |
| (c) | <ul style="list-style-type: none"> • Perform appraisal of social, economic and political impacts of health policies, strategies or programmes. • Involve key players to participate in decision making |
| (d) | <ul style="list-style-type: none"> • Apply knowledge and skills in risk management and control to making decisions under uncertainties. |

Administrative Medicine Core Competencies

Strategic Thinking, Policy Development and Implementation (2)

| | Basic Trainee should be able to... |
|-----|---|
| (a) | <ul style="list-style-type: none"> Understand the determinants of health and risk factors of diseases. Familiar with methods of health impact assessment. |
| (b) | <ul style="list-style-type: none"> Familiar with evidence-based policy making. Identify literature from established and grey sources. |
| (c) | <ul style="list-style-type: none"> Understand different methods and tools of analysis, e.g. analysis of strengths, weaknesses, opportunities and threats (SWOT). |
| (d) | <ul style="list-style-type: none"> Identify stakeholders and understand methods of accessing stakeholders' information. |

| | Higher Trainee should be able to... |
|-----|--|
| (a) | <ul style="list-style-type: none"> Identify broad direction to decision makers to formulate policy / strategy or plan service programme. Contribute to policy, strategy or programme development based on health impact assessment and taking into consideration broad determinants of health. |
| (b) | <ul style="list-style-type: none"> Formulate policy or programme objectives based on evidence. Develop well argued case to influence decision makers. |
| (c) | <ul style="list-style-type: none"> Define issues of strategic importance based on various tools, e.g. SWOT analysis, and prioritise these issues for further policy or programme development. |
| (d) | <ul style="list-style-type: none"> Undertake survey, focus group meeting etc. to involve stakeholders in policy development or programme planning. Develop plan to put policy / strategy into operation or to implement programme. |

Administrative Medicine Core Competencies

Managing Change and Influencing Others (3)

| | Basic Trainee should be able to... |
|-----|--|
| (a) | <ul style="list-style-type: none"> • Anticipate need for change. • Anticipate people's response. • Appreciate the change scenarios. |
| (b) | <ul style="list-style-type: none"> • Understand the culture, values and emotions in existing environment and organisation. • Familiar with facilitating and impending factors for change. |
| (c) | <ul style="list-style-type: none"> • Understand sources and nature of power and authority, formal and informal, and their relationship with organisational structure. • Understand causes of conflicts. • Familiar with basic conflict management and negotiating skills. |

| | Higher Trainee should be able to... |
|-----|--|
| (a) | <ul style="list-style-type: none"> • Initiate agenda for change. • Develop mechanisms and processes to foster change. |
| (b) | <ul style="list-style-type: none"> • Map out ways to align values and achieve shared goals to facilitate attitude change and behaviour modification. • Build consensus, achieve team building and motivation to facilitate change. |
| (c) | <ul style="list-style-type: none"> • Exercise the art of delegation of authority, power, and responsibilities. • Sensitive to organisational, human and power relationship in managing changes. |

Administrative Medicine Core Competencies

Leadership (4)

| | Basic Trainee should be able to... |
|-----|--|
| (a) | <ul style="list-style-type: none"> • Understand the ingredients to inspire and motivate people. • Familiar with different leadership styles. • Provide practical support to team members. |
| (b) | <ul style="list-style-type: none"> • Appreciate macro picture and the holistic view. • Understand the principles of target setting. • Familiar with management by objectives. |
| (c) | <ul style="list-style-type: none"> • Identify role models for learning. • Familiar with good leadership practice. |
| (d) | <ul style="list-style-type: none"> • Understand layers of accountability. • Accept and discharge responsibility. |
| (e) | <ul style="list-style-type: none"> • Understand principles of performance monitoring using qualitative and quantitative framework. • Familiar with attributes of performance indicators. |

| | Higher Trainee should be able to... |
|-----|--|
| (a) | <ul style="list-style-type: none"> • Assist in developing mission statements in line with the vision of the team or organisation. • Create cohesiveness amongst team members. • Exercise motivational skills. |
| (b) | <ul style="list-style-type: none"> • Contribute to setting the direction (team or organisation) and establishment of milestones. • Guide and steer to achieve goals. |
| (c) | <ul style="list-style-type: none"> • Lead by example (walk the talk). |
| (d) | <ul style="list-style-type: none"> • Contribute to setting a framework of accountability to achieve audit trail and facilitate transparency. • Define responsibility and roles for team members. |
| (e) | <ul style="list-style-type: none"> • Contribute to setting up mechanism or system for performance evaluation. • Apply evaluation findings to improve health system. |

Administrative Medicine Core Competencies

Managing Resources (5)

| | Basic Trainee should be able to... |
|-----|--|
| (a) | <ul style="list-style-type: none"> • Understand principles of staff development. • Appreciate the importance of providing feedbacks. |
| (b) | <ul style="list-style-type: none"> • Familiar with methods of facilitating staff to achieve goals and objectives. • Understand staff's requirements for professional growth. |
| (c) | <ul style="list-style-type: none"> • Familiar with the principles of financial planning and programme budgeting. • Understand costs/benefits assessment. |
| (d) | <ul style="list-style-type: none"> • Familiar with the principles of monitoring utilization of resources. |
| (e) | <ul style="list-style-type: none"> • Understand value for money principles. |

| | Higher Trainee should be able to... |
|-----|--|
| (a) | <ul style="list-style-type: none"> • Map out staff development plan. • Plan for staff complement and skill mix to implement service or programme. |
| (b) | <ul style="list-style-type: none"> • Contribute to team building and facilitate ownership of common goals. • Contribute to a learning environment conducive for continuous professional development. |
| (c) | <ul style="list-style-type: none"> • Participate in formulating appropriate budget allocation formula. • Negotiate and mobilize resources to meet current and future needs. |
| (d) | <ul style="list-style-type: none"> • Set up appropriate indicators to monitor and evaluate system. |
| (e) | <ul style="list-style-type: none"> • Incorporate features of value for money into project or service programme. |

Administrative Medicine Core Competencies

Self Actualisation and Communication (6)

| | Basic Trainee should be able to... |
|-----|---|
| (a) | <ul style="list-style-type: none"> Familiar with different forms of learning theories. |
| (b) | <ul style="list-style-type: none"> Understand principles of effective communication. Understand the needs of target audience. |
| (c) | <ul style="list-style-type: none"> Familiar with the principles in media handling. |
| (d) | <ul style="list-style-type: none"> Appreciate the complex nature of interpersonal relationship. |
| (e) | <ul style="list-style-type: none"> Familiar with methods of coping with pressure or stress. |
| (f) | <ul style="list-style-type: none"> Understand and adhere to professional code of ethics. |

| | Higher Trainee should be able to... |
|-----|--|
| (a) | <ul style="list-style-type: none"> Apply different learning techniques for self improvement. |
| (b) | <ul style="list-style-type: none"> Demonstrate competence in public speaking and doing presentations. Write skilfully and effectively to convey key message points to intended audience. |
| (c) | <ul style="list-style-type: none"> Handle media enquiries and participate in media interviews. |
| (d) | <ul style="list-style-type: none"> Work effectively with different players in the healthcare sector to advance objectives of the team, department or organization. |
| (e) | <ul style="list-style-type: none"> Demonstrate skills in confronting obstacles. Stand firm where justified even under difficult circumstances. |
| (f) | <ul style="list-style-type: none"> Apply ethical considerations in relevant areas of work or project. |

Administrative Medicine Core Competencies

Quality Improvement and Risk Management (7)

| | Basic Trainee should be able to... |
|-----|---|
| (a) | <ul style="list-style-type: none"> Understand the different concepts of quality. Familiar with quality management tools and their applications. |
| (b) | <ul style="list-style-type: none"> Understand the principles of service accreditation and evaluation. |
| (c) | <ul style="list-style-type: none"> Understand the components of risk analysis: risk identification, risk assessment and risk communication, and principles of risk management. |
| (d) | <ul style="list-style-type: none"> Understand the framework to prevent and control major incidents. |
| (e) | <ul style="list-style-type: none"> Familiar with medico-legal principles. Understand relevant ordinances and their implications. Understand complaint systems. |

| | Higher Trainee should be able to... |
|-----|---|
| (a) | <ul style="list-style-type: none"> Apply the different quality concepts for service improvement. Utilise the appropriate tools to enhance service quality. |
| (b) | <ul style="list-style-type: none"> Contribute to service or programme accreditation by incorporating appropriate measures. |
| (c) | <ul style="list-style-type: none"> Manage risk with appropriate system and measures. Participate in risk audit. Implement risk communication measures. |
| (d) | <ul style="list-style-type: none"> Formulate plan to prepare for the unexpected. Participate in preventing and handling crises, disasters or critical events. |
| (e) | <ul style="list-style-type: none"> Manage medico-legal cases and minimize through risk management. Address complaints fairly and with transparency. |

Administrative Medicine Core Competencies

Research and Development (8)

| | Basic Trainee should be able to... |
|-----|--|
| (a) | <ul style="list-style-type: none">• Understand basic study designs, their strengths and weaknesses.• Familiar with bio-ethical principles. |
| (b) | <ul style="list-style-type: none">• Define search strategy and perform literature search.• Conduct literature reviews using electronic and other databases. |
| (c) | <ul style="list-style-type: none">• Turn a health problem into an answerable research question.• Identify clear aims and objectives. |
| (d) | <ul style="list-style-type: none">• Understand uses of health informatics. |

| | Higher Trainee should be able to... |
|-----|---|
| (a) | <ul style="list-style-type: none">• Design, contribute to and conduct research including health services evaluation. |
| (b) | <ul style="list-style-type: none">• Draw appropriate conclusions, set in context, and make recommendations from the results. |
| (c) | <ul style="list-style-type: none">• Synthesise research findings into practical information that can be used to promote development of service programme. |
| (d) | <ul style="list-style-type: none">• Apply health informatics to plan, monitor and evaluate services. |

Administrative Medicine Core Competencies

Health Promotion, Disease Prevention and Control (9)

| | Basic Trainee should be able to... |
|-----|---|
| (a) | <ul style="list-style-type: none"> • Understand concepts of health promotion. |
| (b) | <ul style="list-style-type: none"> • Familiar with different models of disease prevention and control. • Understand the legal and regulatory framework. |
| (c) | <ul style="list-style-type: none"> • Appreciate relevance and impact of community development on individual health and beliefs. |

| | Higher Trainee should be able to... |
|-----|---|
| (a) | <ul style="list-style-type: none"> • Incorporate health determinants and risk factors appropriately in programmes formulation to promote health and prevent and control diseases. • Develop evidence-based intervention for health maintenance and improvement. |
| (b) | <ul style="list-style-type: none"> • Adopt comprehensive approaches for disease prevention and control, including communication and non-communicable diseases. • Monitor and evaluate effectiveness |
| (c) | <ul style="list-style-type: none"> • Involve in community participation project. |

Administrative Medicine Core Competencies

Health Services Planning and Development (10)

| | Basic Trainee should be able to... |
|-----|---|
| (a) | <ul style="list-style-type: none"> • Identify needs as basis for service planning and development. • Assess needs using different approaches. |
| (b) | <ul style="list-style-type: none"> • Familiar with approaches to priority setting. • Understand ways to appraise societal values. |
| (c) | <ul style="list-style-type: none"> • Understand functions of the health system. • Familiar with the operational relationship within the organisation. |

| | Higher Trainee should be able to... |
|-----|---|
| (a) | <ul style="list-style-type: none"> • Convert needs into programmes or service provision. • Set clear objectives and targets. |
| (b) | <ul style="list-style-type: none"> • Incorporate societal values in setting priority. • Participate in priority setting exercise. |
| (c) | <ul style="list-style-type: none"> • Demonstrate competence in translating the functional requirements of team / department or health system into operational structures and process (functions decide forms). |

**Administrative Medicine
Log Book & Training Portfolio
Of Core Competencies**

**Log Book Component:
Review Meetings**

Review Meetings

Regular review meetings will be organised by the Training Co-ordinator of each unit participating in training. All trainees will be required to attend ***a minimum of four review meetings per year***, held at regular intervals.

Each trainee will be required to ***present material twice for each year*** of supervised training, i.e. a total of six presentations during the three-year higher specialist training period. The trainee is responsible for contacting the Co-ordinator to arrange their presentations. The sessions will be approximately one to one and a half hours in length.

The review meetings will be in addition to the regular training and continuing education sessions and **form part of the criteria for sitting the Exit Examination.**

Each review meeting must be chaired by the Training Co-ordinator, or his designated representative and it is highly desirable for trainers to attend these meetings, particularly those at which the trainees for whom they are responsible are presenting.

The activities in these review meetings may include:

- the presentation of 'case studies' by both trainers and trainees;
- constructive critical discussion and feedback of training activities;
- review of log books;
- review/discussion of training thesis.

Presentations may be about 15-20 minutes in length, followed by discussion and feedback depending on the nature of the case.

Written summaries of trainees' presentations are required to be placed in the log books.

A record sheet will be provided at each meeting to record attendance and presenters. These sheets will be sent to the Chief Censor of the College by the Training Co-ordinator or his designated representative at the completion of each meeting, to be added to trainee records and provide a record of the fulfilment of training requirements.

It is the responsibility of the trainees to ensure that they have met the requirements concerning attendance and presentation.

**Administrative Medicine
Log Book & Training Portfolio
Of Core Competencies**

**Log Book Component:
Record of Credit Points**

Record of Credit Point

Record of Presentation

To facilitate assessment of the quality of experience in the training period, trainees will have to accumulate **a minimum of 100 credit points** over a three-year period.

During these training activities, trainees should: -

- provide evidence of involvement/ participation;
- enter dates and details on the record form provided;
- enter points claimed (these points are awarded by the subspecialty board or the CME chairman prior to the meeting).
- ensure they sign the attendance record.

The credit points to be attributed to various activities are as follows :

| | Credit Points |
|--|---------------|
| i) Postgraduate courses (Completion of courses approved by the College, to be appropriate for training) per 3 hours (a maximum of 10 points per year) | 1 |
| ii) Attendance at scientific meetings, conferences, seminars and workshops approved by the College per meeting (a minimum of 2 days) 10 per full day 5 per 1/2 day session 3 per hour 1 | |
| iii) Presentations in approved scientific meetings, conferences and seminars Oral presentation 10 Poster presentation 5 | |
| iv) Scientific publications Refereed paper in an approved journal 10 Non-referred paper acceptable to the College in an approved journal 5 | |
| v) Presentation of work from mainstream duties of the trainee as certified satisfactorily completed by his/her trainer Per presentation 5 | |

**Administrative Medicine
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**Log Book Component:
Publications**

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**Log Book Component:
Educational Records**

Educational Records

Record of Administrative Medicine Fellowship Examination

| | | Date | Grade |
|------------------------|---------|------|-------|
| Fellowship Examination | Part I | | |
| | Part II | | |
| Exit Examination | | | |

Record of Academic and Professional Qualification

| Training Institute / Organizer | Programme | Qualification Attained | Year |
|--------------------------------|-----------|------------------------|------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**Administrative Medicine
Log Book & Training Portfolio
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Trainer's Report

Trainer's report

This form should be completed by the trainer in discussion with the trainee for the period preceding the annual training review.

| Trainer's Report |
|---|
| Comments (add additional sheets if necessary) |
| GENERAL |
| |
| STRENGTHS |
| |
| AREAS FOR IMPROVEMENT |
| |

| |
|---|
| Recommendations (state where special attention should be given in future) |
| |

I have read the report of activity over the previous year and assessment of progress over the previous 12 months.

| | |
|-----------------------|------------|
| Trainers: | |
| Name: | Signature: |
| | |
| Date: | |
| | |
| Signature of trainee: | |
| Name: | Signature: |
| | |
| Date: | |

**Administrative Medicine
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Miscellaneous

Miscellaneous Training Records

| Assistance in the training and supervision of junior trainees | | |
|--|-------------|---------|
| Name | Time period | Details |
| | | |

| Comments from trainer / training institution |
|---|
| |

| Other Information relevant to training |
|---|
| |