



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

For

Trainees in Administrative Medicine

Name: \_\_\_\_\_

Training period: From \_\_\_\_\_ to \_\_\_\_\_

Endorsed by HKAM EdCom in October 2009

Administrative Medicine Log Book – Hong Kong College of Community Medicine Oct 2017

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Endorsed by HKAM EdCom in October 2009

## Trainee Particulars

### Basic Details

Name:

Surname

Given Name

(Other Name)

Name in Chinese (if applicable)

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Date of Commencing Training

/

/

( dd / mm / yr )

Correspondence Address:


Telephone No.:

Fax No.:

--	--

E mail:

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Post:

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Department:

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Organisation:

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### 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.:

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E mail:

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## ***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.

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

## ***Administrative Medicine Core Competencies***

### ***Analysis and Decision Making (1)***

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

## ***Administrative Medicine Core Competencies***

### ***Strategic Thinking, Policy Development and Implementation (2)***

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

## ***Administrative Medicine Core Competencies***

### ***Managing Change and Influencing Others (3)***

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



## ***Administrative Medicine Core Competencies***

### ***Leadership (4)***

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

## ***Administrative Medicine Core Competencies***

### ***Managing Resources (5)***

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

## **Administrative Medicine Core Competencies**

### **Self Actualisation and Communication (6)**

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

## ***Administrative Medicine Core Competencies***

### ***Quality Improvement and Risk Management (7)***

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

## ***Administrative Medicine Core Competencies***

### ***Research and Development (8)***

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

## ***Administrative Medicine Core Competencies***

### ***Health Promotion, Disease Prevention and Control (9)***

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

## ***Administrative Medicine Core Competencies***

### ***Health Services Planning and Development (10)***

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

## ***Review Meetings***

### ***Record of Attendance***

Date	Details

### ***Record of Presentations***

Date	Presentation Topic



## Record of Credit Points

### Record of Presentation

To facilitate assessment of the quality of experience in the training period, trainees will have to accumulate **a minimum of 200 credit points** (100 points on participation in academic and training activities organized or recognized by the College; and 100 points on producing evidence of presentations or documentations showing actual achievements or work accomplished in the day-to-day work of the trainee) 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
<b>i) Postgraduate courses</b>  (Completion of courses approved by the College, to be appropriate for training) per 3 hours (a maximum of 10 points per year)	1
<b>ii) Attendance at scientific meetings, conferences, seminars and workshops approved by the College</b>  per meeting (a minimum of 2 days) per full day per 1/2 day session per hour	10 5 3 1
<b>iii) Presentations in approved scientific meetings, conferences and seminars</b>  Oral presentation Poster presentation	10 5
<b>iv) Scientific publications</b>  Refereed paper in an approved journal Non-referred paper acceptable to the College in an approved journal	10 5
<b>v) Presentation of work from mainstream duties of the trainee as certified satisfactorily completed by his/her trainer</b> Per presentation	5

**Record of Credit Point**

**Record**

Date	Activities	Credit Point

Date	Activities	Credit Point

## ***Publications***

Keep a list of all publications, including reports, peer reviews, articles, date and purpose of reports. Please include the date of completion for each piece of work and the date of publication and full citation for publications.

### ***Peer Review Publications***

Date	Title	Details

### ***Other Publications***

Date	Title	Details

### ***Unpublished Reports***

Date	Activities	Details

## ***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

## ***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)
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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:	

## ***Miscellaneous Training Records***

<b><i>Assistance in the training and supervision of junior trainees</i></b>		
Name	Time period	Details

<b><i>Comments from trainer / training institution</i></b>

<b><i>Other Information relevant to training</i></b>