



NZ COLLEGE  
OF SEXUAL &  
REPRODUCTIVE  
HEALTH

# SRH Advanced Training CURRICULUM 2022

Providing and Promoting Excellence in Sexual and Reproductive Health



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## CURRICULUM OBJECTIVE

The objective of the New Zealand College of Sexual and Reproductive Health (NZCSRH) Curriculum is to equip future specialists with the knowledge, skills and professional qualities appropriate to the sexual and reproductive healthcare needs of all New Zealanders.

Upon completion of all elements of the curriculum, a Fellow of NZCSRH will have demonstrated that they have attained a core set of attributes and values that provide a platform to deliver equitable specialist sexual and reproductive health (SRH) outcomes for patients and communities.

A Fellow of the NZCSRH:

- Is a specialist medical practitioner providing and promoting excellence in SRH care in New Zealand.
- They will be recognised by the health system to be to a primary point for the management of both common and complex SRH conditions.
- Understands the principles of Te Tiriti o Waitangi and the principles of hauora Māori.
- Applies an equity lens to customise care according to the individual needs and wishes of patients in their care, taking into account their personal beliefs, experiences, and social, economic and cultural background.

The Curriculum seeks to lay out the pathway through the advanced training modules to enable a NZCSRH Trainee to develop the essential profile and characteristics of a Fellow of the NZCSRH.

The NZCSRH has adopted the learning domains listed below to structure the curriculum:

- Medical Care
- Communication
- Collaboration and Management
- Scholarship
- Professionalism

Learning objectives have been identified and aligned to these domains, as demonstrated in [Table 1](#).

**TABLE 1: LEARNING OBJECTIVES**

DOMAINS	LEARNING OBJECTIVES
<b>MEDICAL CARE</b>	<ul style="list-style-type: none"> <li>• Demonstrates specialist clinical expertise in the medical management of sexual and reproductive health.</li> <li>• Demonstrates clinical expertise in the management of presentations requiring referral to specialist management outside sexual reproductive health.</li> <li>• Practices a holistic approach to patient management.</li> </ul>
<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• Develops interpersonal, culturally safe, equitable communication skills that result in effective information exchange and collaboration with patients, their families, whānau, and other healthcare professionals.</li> </ul>
<b>COLLABORATION &amp; MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• Establishes effective professional relationships with medical, nursing and other healthcare colleagues.</li> </ul>
<b>SCHOLARSHIP</b>	<ul style="list-style-type: none"> <li>• Demonstrates self-learning in sexual and reproductive health and other relevant areas of medical practice, including recognition of limits of their own knowledge and abilities.</li> <li>• Understand how to apply the principles of Te Tiriti o Waitangi to create a culturally safe doctor-patient relationship and clinical environment.</li> <li>• Understands the principles and practice of evidence-based medicine and research in a clinical setting.</li> <li>• Understands the need to maintain knowledge and practice in order to provide up-to-date evidence-based care.</li> </ul>
<b>PROFESSIONALISM</b>	<ul style="list-style-type: none"> <li>• Conducts effective reviews of professional practice.</li> <li>• Solicits and accepts constructive feedback.</li> <li>• Exhibits ethical attitudes and conduct consistent with Code of Health and Disability Services Consumers' Rights</li> </ul>

## SRH ADVANCED TRAINING

Entry to the SRH Advanced Training Programme will be via a competitive process.

Trainees involved in this programme must follow a course of clinical training and study to the equivalent of 36 months full-time (see [Table 2](#)). The requirements of this training can be met by part-time work but are to be completed within 72 months of the initial registration. The clinical training program will include 12 months full-time equivalent (FTE) of supervised training in approved family planning and sexual health clinics and 24 months full-time equivalent working in an apprentice supervised model gaining a wider scope of experience to equip the trainee to work as a Fellow at graduation. (see [Table 3](#))

NZCSRH recognises that some trainees will wish to interrupt their advanced training programme. The maximum time allowed 'on hold' is 36 months cumulative total. If the trainee is 'on hold' for a period of longer than 12 months (continuously) on return to the programme they may be required to transfer to any new programme rules or to undertake an alternate programme in discussion with NZCSRH.

**TABLE 2: CLINICAL TRAINING PROGRAMME**

Clinical Training program duration = 36 months full-time (up to 72 months flexible training)		
<b>BEFORE ENTRY</b>	<ul style="list-style-type: none"> <li>• Two years post graduate practice</li> <li>• Ongoing full registration with MCNZ</li> <li>• DipOMG or DRANZCOG</li> <li>• CPR training within last 3 years</li> </ul>	
<b>YEAR 1</b>	36 weeks FTE Family Planning	12 weeks FTE Sexual Health Medicine
<b>YEARS 2-3</b>	80 weeks FTE employment in a sexual reproductive health service to include a minimum of 50 weeks in a clinic accredited to provide family planning experience	
	Equivalent of 6 months of 1 day a week (7.5 hrs) of abortion care (unless completed in year 1) including counselling and observation/provision of medical and surgical abortion (which may be within a sexual and reproductive health accredited clinic)	
	Research project presented at a national or international conference/published in a peer review journal or	
	An audit with completion of the audit cycle which leads to demonstrated change in practice in a sexual and reproductive health setting (unless completed in year 1)	
	Minimum of 50 hours in each of 2 elective topics from the specified list	

**TABLE 3: DETAILED CLINICAL PLACEMENT COMPONENTS OF THE ADVANCED TRAINING PROGRAMME**

FIRST YEAR OF TRAINING	YEAR TWO / THREE TRAINING
<p>The first year of training must include:</p> <ul style="list-style-type: none"> <li>• 36 weeks of full-time equivalent (FTE) supervised family planning training.</li> <li>• 12 weeks FTE supervised sexual health training.</li> </ul> <p><i>Standard full-time trainees will be required to work 0.8 FTE clinical time a week with up to 0.2FTE release for learning opportunities. This must be completed within 36 months.</i></p> <p><i>Training time in sexual health training must be a minimum of 0.2FTE/week during that component of training.</i></p>	<p>80 weeks FTE employment in a sexual reproductive health service with a minimum of 50 weeks in a clinic accredited to provide family planning experience.</p> <p><i>This time is used to continue to refine skills, knowledge, and clinical practice with a large emphasis on reflection.</i></p> <p>Complete the equivalent of 6 months of 1 day a week (7.5 hours) to understand abortion care including attendance at counselling / clinics / surgical sessions if this has not been completed in year 1.</p> <p>Minimum of 50 hours of experience in two elective topics which may include but is not limited to the list below where each placement is approved in advance:</p> <ul style="list-style-type: none"> <li>• Surgical abortion provision</li> <li>• Menopause</li> <li>• Vasectomy</li> <li>• Psychosexual counselling</li> <li>• Colposcopy</li> <li>• Outpatient hysteroscopy</li> <li>• Sexual Assault Care</li> <li>• Alternative elective topics may be identified and prospectively pre-approved by the Educational Advisory Committee</li> </ul>

## CLINICAL PLACEMENTS

The learning objectives as set out in the curriculum need to be met during the clinical placements and a record of learning made in the trainees training record. Supervisors will have the experience and qualifications to ensure that a good clinical learning environment is in place for trainees.

The clinical learning environment must enable trainees to develop skills from the curriculum.

Access to resources for training include:

- facilities for teaching in a clinical setting in Family Planning and Sexual Health.
- facilities for meetings, case discussion.
- equipment and therapeutic modalities appropriate to the specialty.
- access to diagnostic resources, including laboratory and radiology services.
- an electronic library.

## CLINICAL SUPERVISION

Trainees will be directly supervised by their supervisor until by mutual agreement they are considered suitable for indirect onsite supervision.



## LEARNING

This programme is primarily rooted in experiential and adult learning theories using sound educational models of adult learning. This allows trainees to experience, learn and reflect upon opportunities that are relevant and authentic.

SRH services providing training will need to meet the NZCSRH accreditation criteria.

Supervision will be provided by NZCSRH training supervisors. These will be doctors with vocational registration in family planning and reproductive health.

Trainees will be encouraged to identify an independent mentor.

Training supervisors will facilitate training for elective topics. Trainees will have protected time for the advanced training learning requirements (see [Table 4](#) / [Table 5](#)).

**TABLE 4: CURRICULUM LEARNING OUTCOMES**

DOMAIN	LEARNING OUTCOMES
<b>MEDICAL CARE</b>	<ul style="list-style-type: none"> <li>• Have knowledge of all topics relating to family planning matters in New Zealand including history taking, examination, investigations, patient management and public health.</li> <li>• Have knowledge of all contraception methods available in New Zealand and provide a tiered approach to counselling to ensure that the patient has sufficient information to make an informed choice.</li> <li>• Have knowledge of all gynaecological health issues including fertility, menstruation, abortion, urogynaecology including accurate assessment and diagnosis, epidemiology, patient, and condition management.</li> <li>• Demonstrate advanced abilities in clinical reasoning and judgement, and an ability to manage clinical situations.</li> <li>• Recognise current limits of medical expertise.</li> <li>• Customise care according to the individual needs and wishes of patients in their care, taking into account their personal beliefs, experiences, and social, economic and cultural background.</li> </ul>
<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of relevant social and cultural issues that impact upon the provision of healthcare to patients and their families/whānau.</li> <li>• Understand the physical and emotional models and norms of medical gynaecology in the context of lifestyle, culture, health, environment, and related social factors.</li> <li>• Demonstrate shared decision-making skills in the care of their patient and whānau.</li> </ul>
<b>COLLABORATION AND MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• Hold an appreciation of human and cultural diversity and respect for the values of individuals and different cultural groups.</li> </ul>
<b>SCHOLARSHIP</b>	<ul style="list-style-type: none"> <li>• Have knowledge of legislation relating to abortion and sexual health in New Zealand.</li> <li>• Have knowledge of the principles of Te Tiriti o Waitangi and an appreciation of the implications of the principles for hauora Māori.</li> <li>• Have knowledge of models for understanding hauora Māori, including but not limited to Te Whare Tapa Whā.</li> <li>• Have knowledge of the elective topics and an understanding of their significance in the context of sexual and reproductive health.</li> </ul>
<b>PROFESSIONALISM</b>	<ul style="list-style-type: none"> <li>• Develop, implement and monitor a personal, ongoing professional development / continuing education strategy in order to: <ul style="list-style-type: none"> <li>○ maintain up-to-date knowledge and practices.</li> <li>○ be flexible in terms of changes in career paths.</li> </ul> </li> </ul>



**TABLE 5: ADVANCED TRAINING LEARNING REQUIREMENTS**

PRIOR TRAINING	FIRST YEAR OF TRAINING / FULL TIME EQUIVALENT	COMPLETE THROUGHOUT / PRIOR TO GRADUATION
Dip OMG / DRANZCOG	Family Planning Contraceptive Course	Satisfactory completion of NZCSRH LARC Train the Trainer course
	Satisfactory completion of MOH/NZCSRH Abortion Theory Training Modules	Satisfactory completion of implant insertion and removal training
	Approved cervical screening and education and training course (NZQA Approved)	Satisfactory Completion of IUC insertion training
	Self-directed learning – RANZCOG CQUIP module	CPR Course refresher (if required)
	Review Medsafe Medicine and use in Pregnancy with self-reflection	NZCSRH Advanced Training Cultural Safety Training: <ul style="list-style-type: none"> <li>• Te Tiriti ō Waitangi and Hauora Māori</li> <li>• E-Learning Modules</li> <li>• Self Reflection</li> </ul>
CPR Course (within 3 years)	Review Medical Council of New Zealand statement on information choice of treatment and informed consent with self-reflection	Research project presented at a national or international conference/published in a peer review journal or an audit with completion of the audit cycle which leads to demonstrated change in practice in a sexual and reproductive health setting (unless completed in year 1)
	Review the Ministry of Health <a href="#">He Korowai Oranga – Māori Health Strategy</a>	Peer Review Meetings with active participation (minimum 10 hours/ year)
		Self-directed / e-learning: <ul style="list-style-type: none"> <li>• eIntegrity eSRH</li> <li>• eIntegrity eHIV</li> <li>• Research methods e-learning course</li> <li>• Goodfellow Unit HEEADSSS course</li> <li>• Review NZ Maternity legislation (Section-88) with self-reflection.</li> </ul>

## ASSESSMENT

Competency is achieved through an incremental process of learning and development. The programme of learning is primarily rooted in both experiential and adult learning theory, using reflective learning practices. It will utilise an apprenticeship model of clinical learning which promotes intrinsic motivation and development of life-long learning skills.

The overall objective of the training is to ensure competence in skills, knowledge, and attitudes in sexual and reproductive health, which will involve both personal and public health perspectives, and allow the graduate to contribute to the development of policy and practice in the field.

New fellows will be expected to demonstrate competency in the skills listed in [Table 6](#). These will be assessed using a combination of assessment methods including courses and certificates where not directly assessed as part of the advanced training learning requirements. New fellow competencies are assessed in a comprehensive logbook, mini CEX (clinical evaluation exercises) and the six-monthly 360° review-informed summative assessments.

**TABLE 6: DETAILED CURRICULUM**

DOMAIN	LEARNING OBJECTIVES	LEARNING OUTCOMES	LEARNING OPPORTUNITY	NEW FELLOW COMPETENCIES	ASSESSMENT – SATISFACTORY COMPLETION
MEDICAL CARE	<i>Demonstrates specialist clinical expertise in the medical management of sexual and reproductive health.</i>	<p>Have knowledge of all topics relating to family planning matters in New Zealand including history taking, examination, investigation, patient management, public health.</p> <p>Have knowledge of a contraception methods available in New Zealand and provide a tiered approach to counselling ensuring the patient has sufficient information to make an informed choice.</p>	<p>Training and direct work experience in Family Planning clinics.</p> <p>Prior learning from Dip OMG or DRANZCOG and Family Planning contraceptive course.</p> <p>Approved self-directed e-learning.</p> <p>Approved cervical screening and education and training course (NZQA Approved).</p> <p>Satisfactory completion of implant insertion and removal certificate.</p> <p>Satisfactory completion of IUC insertion certificate.</p> <p>Training and direct work experience in Sexual Health clinics.</p> <p>CPR Course</p> <p>MOH/NZCSRH Abortion Theory Training Modules</p> <p>Attend an Abortion-Care Clinical Experience.</p>	<p>Demonstrate a comprehensive understanding of reproductive anatomy and physiology, including sexual response, hormonal control of the menstrual cycle, the effects of various drugs and lifestyle factors.</p> <p>Take a comprehensive and accurate medical, gynaecological, obstetric, social, sexual and medication history.</p> <p>Perform an expert gynaecological examination, including proficiency with a vaginal speculum and bimanual examination.</p> <p>Perform an expert anogenital, oral, skin and general examination.</p> <p>Describe the pathological process of pelvic inflammatory disease and the diagnosis and management of this condition, including long-term sequelae.</p> <p>Describe the management options for premenstrual syndrome/Premenstrual dysphoric disorder.</p> <p>Diagnose and manage vaginal discharges, including non-infective causes in females in all age groups.</p> <p>Describe the physiological changes and management of menopausal symptoms.</p> <p>Discuss the use of menopausal hormone therapy, including any screening required.</p> <p>Recognise, and provide appropriate management of contraceptive side-effects/complications, including the use of alternatives.</p> <p>Describe any specific investigations needed before starting any particular method of contraception.</p> <p>Demonstrate competence in intrauterine contraception insertion and subdermal contraceptive implant insertion and removal.</p> <p>Initiate management of ectopic pregnancy, miscarriage, and molar pregnancy, and describe follow-up of these conditions.</p> <p>Demonstrate a detailed knowledge of the management of pregnancy in the first trimester, with appropriate screening, investigations, and management, including complications, diet, lifestyle factors, teratogenicity, folic acid and iodine supplementation.</p> <p>Recognise and manage acute anaphylaxis and be competent in cardiopulmonary resuscitation.</p>	<p>In-training competency assessment</p> <p>Mini CEX</p> <p>Completion of IUC insertion certificate</p> <p>Mini CEX</p> <p>In-training competency assessment</p> <p>In-training competency assessment</p> <p>In-training competency assessment</p> <p>In-training competency assessment</p> <p>In-training competency assessment</p> <p>In-training competency assessment</p> <p>Completion of Family Planning implant insertion and removal certificate</p> <p>Completion of IUC insertion certificate</p> <p>In-training competency assessment</p> <p>In-training competency assessment</p> <p>CPR Course</p>

DOMAIN	LEARNING OBJECTIVES	LEARNING OUTCOMES	LEARNING OPPORTUNITY	NEW FELLOW COMPETENCIES	ASSESSMENT – SATISFACTORY COMPLETION
MEDICAL CARE (cont.)	<i>Demonstrates specialist clinical expertise in the medical management of sexual and reproductive health (cont.)</i>	Have knowledge of all topics related to sexual health matters in New Zealand, including history taking, examination, screening and testing, patient management, public health.		Collect and appropriately handle anogenital, oropharyngeal and other specimens.	Mini CEX
				Apply a detailed knowledge of antimicrobial chemotherapy as applied to STIs, including antimicrobial resistance	In-training competency assessment
				Candidates should be able to provide HIV pre- and post-test counselling and be aware of the support networks available in the community	Mini CEX
				Diagnose and manage male and female cases of the following genitourinary conditions: <ul style="list-style-type: none"> <li>• Chlamydia trachomatis</li> <li>• Gonorrhoea</li> <li>• Trichomoniasis</li> <li>• Herpes simplex</li> <li>• Genital Warts</li> <li>• Vulvovaginitis - infectious and non-infectious</li> <li>• Candidiasis</li> <li>• Bacterial vaginosis</li> <li>• NSU</li> <li>• Scabies</li> <li>• Lice</li> <li>• Molluscum Contagiosum</li> <li>• Syphilis</li> <li>• PID/epididymo-orchitis</li> <li>• Genital pain syndromes</li> </ul>	In-training competency assessment
	<i>Demonstrates clinical expertise in the management of presentations requiring referral to specialist management outside sexual reproductive health.</i>	Have knowledge of all gynaecological health issues including fertility, menstruation, abortion, urogynaecology including accurate assessment and diagnosis, epidemiology, patient and condition management.	Training and direct work experience in Family Planning clinics.  Prior learning from Dip OMG or DRANZCOG  Approved self-directed e-learning.  Training and direct work experience in Sexual Health clinics.  Satisfactory completion of MOH/NZCSRH Abortion Theory Training Modules  Attend an Abortion-Care Clinical Experience.	Identify the causes of infertility, arrange appropriate investigations, and provide management and referral as appropriate.	In-training competency assessment
				Understand, diagnose and medically manage the causes of dysmenorrhoea, oligomenorrhoea, amenorrhoea, abnormal uterine bleeding, intermenstrual, post-coital and post-menopausal bleeding.	In-training competency assessment
				Understand, diagnose and manage the causes of lower abdominal/pelvic pain in women, with referral when indicated.	In-training competency assessment
				Apply a knowledge of the epidemiology, symptoms, signs, value and limitations of investigations for reproductive tract pathology, including benign and malignant cysts and tumours, and arrange appropriate management.	In-training competency assessment
				Apply a knowledge of the epidemiology, symptoms, signs, value and limitations of investigations for endometriosis, and discuss the management options.	In-training competency assessment
				Diagnose and manage vulval pruritis, dystrophies and neoplasia.	In-training competency assessment
Diagnose and refer as appropriate, common malformations of the female genital tract.				In-training competency assessment	
Diagnose and manage breast symptoms and lesions in women, including appropriate referral.	In-training competency assessment				

DOMAIN	LEARNING OBJECTIVES	LEARNING OUTCOMES	LEARNING OPPORTUNITY	NEW FELLOW COMPETENCIES	ASSESSMENT – SATISFACTORY COMPLETION
MEDICAL CARE (cont.)				Describe and medically manage the types of uterovaginal prolapse including appropriate referral.	In-training competency assessment
				Describe and medically manage the types of urinary incontinence including appropriate referral.	In-training competency assessment
				Demonstrate an understanding of the causes of sexual dysfunction for all genders and arrange appropriate management, including referral.	Mini CEX
				Apply a detailed knowledge of the management of sexual assault for people of all genders, including counselling, interpersonal violence, legal constraints, investigations, treatment, subsequent management, and referral as appropriate.	In-training competency assessment
				Provide initial clinical assessment, including appropriate referral, for persons with HIV infection.	In-training competency assessment
				Provide initial clinical assessment including appropriate referral for abortion care.	Mini CEX
	<i>Practices a holistic approach to patient management.</i>	<p>Demonstrate advanced abilities in clinical reasoning and judgement, and an ability to manage clinical situations.</p> <p>Recognise current limits of medical expertise.</p> <p>Customise care according to the individual needs and wishes of patients in their care, taking into account their personal beliefs, experiences, and social, economic and cultural background.</p>	Training and direct work experience in Family Planning Clinics.	Demonstrate advanced abilities in clinical reasoning and judgement, and an ability to manage clinical situations	6-monthly summative assessment
				Recognise current limits of medical expertise.	6-monthly summative assessment
				Customise care according to the individual needs and wishes of patients in their care, taking into account their personal beliefs, experiences, and social, economic and cultural background.	NZCSRH Advanced Training Programme Cultural Safety Training
					6-monthly summative assessment

DOMAIN	LEARNING OBJECTIVES	LEARNING OUTCOMES	LEARNING OPPORTUNITY	NEW FELLOW COMPETENCIES	ASSESSMENT – SATISFACTORY COMPLETION
COMMUNICATION	<i>Develops interpersonal, culturally safe, equitable communication skills that result in effective information exchange and collaboration with patients, their families, whānau, and other healthcare professionals.</i>	<p>Demonstrates understanding of relevant social and cultural issues that impact upon the provision of healthcare to patients and their families/whānau.</p> <p>Understand the physical and emotional models and norms of medical gynaecology in the context of lifestyle, culture, health, environment, and related social factors. Demonstrates shared decision-making skills in the care of their patient and whānau.</p>	<p>Training and direct work experience in Family Planning Clinics.</p> <p>MOH/NZCSRH Abortion Theory Training Modules</p> <p>Prior learning from Dip OMG or DRANZCOG</p> <p>Training and direct work experience in Sexual Health clinics.</p> <p>NZCSRH Advanced Training Programme Cultural Safety Training</p>	<p>Discuss the social and psychological impact of loss of fertility on individuals and couples.</p> <p>Provide contact tracing or referral for STIs.</p> <p>Describe the indications, methods, counselling, and legal constraints on abortion.</p> <p>Demonstrate insight into the cultural factors that affect sexual and reproductive health and use this insight to work with people from different cultures.</p> <p>Demonstrate appropriate attitudes, awareness, knowledge, and skills to work successfully with patients of different cultural backgrounds.</p> <p>Take a detailed sexual and reproductive and interpersonal violence history from patients of all gender identities and ages in a non-judgmental manner.</p> <p>Take a detailed history pertinent to contraceptive use, including medical, family, menstrual, sexual, obstetric, cultural, social, and contraceptive use history.</p> <p>Discuss indications and contra-indications, and side-effects of the various available contraception options.</p> <p>Counsel regarding the individual appropriateness of different forms of contraception.</p> <p>Demonstrate an understanding of models and simple techniques used to help a person practice safer sex.</p> <p>Provide pre-pregnancy counselling, with appropriate investigations and referral.</p> <p>Take a comprehensive and accurate medical, social, sexual and drug history.</p> <p>Counsel patients regarding their diagnosis and encourage behaviour change.</p> <p>Counsel pregnant people on pregnancy options.</p> <p>Provide HIV pre- and post-test counselling.</p> <p>Identify patient risk factors, select appropriate laboratory tests and gain informed consent.</p>	<p>In-training competency assessment</p> <p>In-training competency assessment</p> <p>NZCSRH abortion training</p> <p>In-training competency assessment</p> <p>In-training competency assessment</p> <p>Mini CEX</p> <p>Mini CEX</p> <p>In-training competency assessment</p> <p>In-training competency assessment</p> <p>Mini CEX</p> <p>In-training competency assessment</p> <p>Mini CEX</p> <p>Mini CEX</p> <p>In-training competency assessment</p> <p>In-training competency assessment</p> <p>Mini CEX</p>

DOMAIN	LEARNING OBJECTIVES	LEARNING OUTCOMES	LEARNING OPPORTUNITY	NEW FELLOW COMPETENCIES	ASSESSMENT – SATISFACTORY COMPLETION
COLLABORATION AND MANAGEMENT	<i>Establishes effective professional relationships with medical, nursing and other healthcare colleagues.</i>	Hold an appreciation of human and cultural diversity and respect for the values of individuals and different cultural groups	CQUIP – review the National Screening Unit Cervical Screening Guidelines	Apply a knowledge of the epidemiology, symptoms, signs, value and limitations of cervical screening and colposcopy, demonstrate an in-depth understanding of screening for cervical intraepithelial neoplasia and its limitations, including current management guidelines.	Approved cervical screening and education and training course (NZQA Approved)
			Approved cervical screening and education and training course (NZQA Approved)	Understand the maternity care system to enable explanation to patients to facilitate access to maternity care.	In-training competency assessment
			Self-Directed learning – Review NZ Maternity legislation (Section 88)	Demonstrate an awareness of the importance of public health measures intended to control STI/HIV infections such as contact tracing, surveillance, health promotion programmes, professional education and research.	In-training competency assessment
			Training and direct work experience in Sexual Health clinics		

DOMAIN	LEARNING OBJECTIVES	LEARNING OUTCOMES	LEARNING OPPORTUNITY	NEW FELLOW COMPETENCIES	ASSESSMENT – SATISFACTORY COMPLETION	
SCHOLARSHIP	<i>Demonstrates self-learning in sexual and reproductive health and other relevant areas of medical practice, including recognition of limits of their own knowledge and abilities.</i>	Have a knowledge of legislation relating to abortion and sexual health in New Zealand	Prior learning from Dip OMG or DRANZCOG	Have knowledge of all topics related to abortion health matters in New Zealand, including history taking, screening and testing, patient management, public health.	NZCSRH abortion training	
		Have a knowledge of the principles of Te Tiriti o Waitangi and an appreciation of the implications of the principles for hauora Māori.	Self-directed learning review of He Korowai Oranga New Zealand’s Māori Health Strategy	Demonstrate an in-depth understanding of breast cancer screening and its limitations, including current management guidelines.	In-training competency assessment	
			MOH/NZCSRH Abortion Theory Training Modules	List the mechanisms for normal continence in anatomic females and describe the causes and management of urinary female incontinence, including investigations and referral.	In-training competency assessment	
				Have knowledge of all STI’s including accurate assessment and diagnosis, epidemiology, patient and condition management.	In-training competency assessment	
	<i>Understand how to apply the principles of Te Tiriti o Waitangi to create a culturally safe doctor-patient relationship and clinical environment.</i>	Have knowledge of models for understanding hauora Māori, including but not limited to Te Whare Tapa Whā.	Have a knowledge of the elective topics and an understanding of their significance in the context of sexual and reproductive health.	NZCSRH Advanced Training Programme Cultural Safety Training	Demonstrate a detailed knowledge of the available forms of contraception.	In-training competency assessment
				Family planning contraceptive course	For each form of contraception, define the failure rate in terms of the Pearl Index, and be able to contrast the typical failure rate with the theoretical (method) failure rate hormonal factors, the effects of various drugs and lifestyle factors.	In-training competency assessment
				Approved self-directed e-learning	Describe the clinical and laboratory/radiological methods for the diagnosis of pregnancy.	In-training competency assessment
				Approved cervical screening and education and training course (NZQA Approved)	Understand the options for prenatal screening e.g. muchal thickness, and prenatal diagnosis, including chorionic villus sampling and amniocentesis.	In-training competency assessment
				CPR Course	Understand which drugs are safe to use in pregnancy and lactation and which are contra-indicated, or where to obtain such information.	In-training competency assessment
				Elective topic.	Understand the epidemiology of abortion including a global view.	NZCSRH abortion training
					Under the biological, behavioural and psychosexual aspects of human sexuality.	In-training competency assessment
					Understand how physical disease, disability and drugs affect sexual and reproductive health.	In-training competency assessment
					Understand the sexual and reproductive health issues of groups in the community across the gender and sexuality spectrum, and including sex workers.	In-training competency assessment
					MOH/NZCSRH Abortion Theory Training Modules	Have comprehensive understanding of biological make reproductive anatomy and physiology, including sexual response.
<i>Understands the principles and practice of evidence-based medicine and research in a clinical setting.</i>				Describe the management of people who have been affected by Female Genital Mutilation .	In-training competency assessment	
<i>Understands the need to maintain knowledge and practice in order to provide up-to-date evidence-based care.</i>						



DOMAIN	LEARNING OBJECTIVES	LEARNING OUTCOMES	LEARNING OPPORTUNITY	NEW FELLOW COMPETENCIES	ASSESSMENT – SATISFACTORY COMPLETION
<b>PROFESSIONALISM</b>	<i>Conducts effective reviews of professional practice.</i>  <i>Solicits and accepts constructive feedback.</i>  <i>Exhibits ethical attitudes and conduct consistent with Code of Health and Disability Services Consumers' Rights.</i>	Develops, implements, and monitors a personal, ongoing professional development / continuing education strategy in order to: <ul style="list-style-type: none"> <li>• Maintain up-to-date knowledge and practices</li> <li>• Be flexible in terms of change in career paths</li> </ul>	Training and direct work experience in Family Planning clinics	Demonstrate an expert knowledge of the legal and ethical requirement regarding the provision of contraceptive services, especially to adolescents and mentally impaired patients.	In-training competency assessment
			Training and direct work experience in Sexual Health clinics.	Demonstrate an expert knowledge of the legal and ethical requirements regarding the obtaining of informed consent.	In-training competency assessment
			Self-Direct learning – review Medical Council of New Zealand, statement on information choice of treatment and informed consent.  Supervised research project (presented/published) or an audit leading to change in practice in a sexual reproductive health setting  Peer Review Meetings	Develop, implement, and monitor ongoing professional development within their chosen speciality	Professional Practice Review

## ASSESSMENT METHODS

The new fellow competencies are assessed using the methods listed below. All trainees must satisfactorily complete these assessments during their training:

- Logbook in the core topics of family planning, abortion and sexually health and elective topics which will include self-reflection including cultural safety.
- In-training competency assessment by supervisor including eelogbook review.
- Contraceptive counselling online module.
- MOH approved IUC training.
- MOH approved implant training.
- CPR course.
- NZCSRH Advanced Training Programme Cultural Safety Training
- NZCSRH LARC TTT course
- Approved cervical screening and education and training course (NZQA Approved).
- Six monthly formative reflective assessments until graduation.
- Six monthly summative assessments with eelogbook review until graduation.
- Research project presented at a national or international conference/published in a peer review journal or an audit with completion of the audit cycle which leads to demonstrated change in practice in a sexual and reproductive health setting (unless completed in year 1).
- Satisfactory completion of mini CEX's demonstrating the following competencies:
  - Taking a comprehensive and accurate medical, social, sexual and drug history.
  - Taking a detailed sexual and reproductive history from patients of all gender identities in a non-judgmental manner.
  - Taking a detailed history pertinent to contraceptive use, including medical, family, menstrual, sexual, obstetric, cultural, social, interpersonal violence, and contraceptive use history including demonstrating an understanding of some models and simple techniques used to help a person practice safer sex.
  - Demonstrating an understanding of the causes of sexual dysfunction for all genders and ages and arrange appropriate management, including referral.
  - Providing an initial clinical assessment including appropriate referral on abortion care.
  - Identifying patient risk factors, selecting appropriate laboratory tests and gaining informed consent.
  - Counselling patients regarding their diagnosis and encouraging behaviour change.
  - Performing an expert anogenital, oral, skin and general examination.
  - Demonstrating completion of a HEEADSSS assessment.

## PRACTICE VISIT

A practice visit in the trainee's clinical environment will be completed as the final assessment. Satisfactory performance is required for the trainee to graduate. The final assessment will be arranged and managed by the training services and will include a patient survey and 360° feedback. Doctors who are awarded fellowship of the NZCSRH will be qualified to apply for vocational registration in the scope of family planning and reproductive health with the Medical Council of New Zealand. bpac<sup>NZ</sup> is administering the continuing professional development programme to maintain vocational registration.

## CLINICAL SUPERVISION

Clinical supervisors will be responsible for the trainees' quality of learning in the clinical context and for ensuring that clinical standards and safe practice are maintained in the workplace. Supervisors will be approved by the Educational Advisory Committee (EAC).

Each trainee will be assigned a supervisor in their first-year placement. In each workplace in which the trainee is providing clinical services as part of their apprenticeship learning, there will be an experienced doctor who is identified as the trainee's clinical tutor. All clinical tutors will be approved by the supervisor.

Supervisors and clinical tutors will be required to answer any questions the trainee may have about specific cases, assist in practical skills and organisational and rostering matters. The main roles of the supervisor are the co-ordination of training, ensuring clinical safety, acting as a role model, and providing brief feedback and teaching.

The trainee will carry the normal responsibilities of an employee in the workplace and will follow the lines of accountability set out by that workplace.

A supervisor will be able to supervise up to three trainees at any one time. The supervisor will be responsible for ensuring that the trainee is gaining enough experience to attain the skills required, is reaching the learning objectives, is able to think critically and review his/her practice. The supervisor will also assist the trainee to plan and organise training in two elective topics. The supervisor will be responsible for reviewing the trainee's e-logbook as a record of skill attainment at each summative assessment. The supervisor may be the same person as the tutor in some situations.

The supervisor will be responsible for reporting back to the EAC on the progress of trainees on a three-monthly basis.

The details of a supervisor's responsibilities are laid out in the Training Supervisor Statement of Understanding document.

## **CURRICULUM EVALUATION**

An important part of this curriculum framework is ensuring that the high quality of the training programme is maintained and continuously improved.

The EAC will meet in November each year to review the programme.

The course review will address:

- curriculum and content
- trainee information and course materials
- staffing and supervision
- resourcing
- patient demand and feedback from evaluations
- emerging health issues, legal or policy changes
- assessment results
- administration and trainee support services
- financial viability.

A number of processes are in place to further ensure quality improvements:

- The EAC will review the curriculum content every three years in order to ensure that the content keeps pace with new research and policy guidelines. The EAC report will be externally reviewed.
- The trainees will be engaged to encourage both receiving and giving feedback about their training to their supervisor and the EAC.
- Written feedback will be collected from trainees after each placement. Every three years information from the training supervisors and clinical tutors will be gathered about the ongoing suitability of the environment for training. This also applies to elective topic learning placements.
- Annual electronic surveys of trainees will be done to assess their training.
- The standard of assessment will be reviewed by the EAC every three years to ensure consistency of assessments, and that content delivery and assessments are consistent.

- A graduate survey will be completed every three years for trainees who have graduated during those years to ensure the training is optimal for their graduate employment.

The review process will also evaluate whether continuous improvement is taking place from three perspectives:

1. “Did we ...?” i.e. was trainee feedback and self and peer review acted upon?
2. “Are we...?” i.e. is curriculum, content, materials and resourcing current and relevant?
3. “Should we...?” i.e. are we cognizant of emerging health and societal issues etc.; is the Advanced Training viable and sustainable?

## CURRICULUM/CONTENT CHANGES

Changes may arise as a result of the annual review or during the year if required to keep abreast of changes to professional practice.

The EAC members will not independently and without reference make changes to the content.

If changes are made to hard or soft copies of training materials, this will be dated and all previous versions will be archived.

Importantly, the Curriculum is a dynamic document requiring ongoing review and evaluation of both the educational plan and its implementation. This includes adapting to changes in technology and the manner in which trainees use a range of media to access learning opportunities. This will ensure that changing workforce profiles, demographics and legislative and regulatory contexts are acknowledged and appropriately incorporated.