



Progress Report – Paediatric Rehabilitation Medicine

Trainee details						
Trainee name and MIN <i>Title, preferred name, surname, MIN</i>				Training Phase		
Dr Rachael Smith, 113115				1 - Specialty foundation		
Rotations						
Please list the rotation plan(s) for the training period this rotation progress report covers.						
Plan type	Training Setting	Start date	End date	FTE	Rotation type	Rotation supervisors
Accredited	John Hunter Children's Hospital	2/05/2026	2/08/2026	1.0	Paediatric Rehabilitation Medicine (Core)	Dr Stephen Richards Dr Amy Tan
Choose an item.	Click or tap here to enter text.	Select date	Select date	FTE	Click or tap here to enter text.	Click or tap here to enter text.
Trainee leave						
Please enter any leave taken during the rotation (excludes periods of interruption already applied for). Refer to the RACP Education policies for leave types.						
Leave type	Start Date – End Date		Number of workdays			
Medical	14 May 2026		1			
Standard	9-12 June 2026		4			
Choose an item.	Click or tap here to enter text.		Click or tap here to enter text.			
Choose an item.	Click or tap here to enter text.		Click or tap here to enter text.			
<input checked="" type="checkbox"/> I confirm I have not taken any other leave during this training period which is NOT already covered as an Interruption of Training.						
Assessments completed during the rotation						
Learning captures completed			Observation captures completed			
6			6			



Learning goals

<p>Learning goals The curriculum is available on the RACP Online Learning website.</p>	<p>Trainee Assessment Make a self-assessment against each of the learning goals, refer to the learning opportunities outlined in your rotation plans as well as the expected standards for each goal in Appendix 1.</p>	<p>Rotation Supervisor Assessment Assess the trainee against each of the learning goals, refer to the expected standards for each goal in Appendix 1.</p>
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	<p>1. Professional behaviours</p>	<p>5 - Consistently behaves in line with all 10 domains of professional practice</p>	<p>5 - Consistently behaves in line with all 10 domains of professional practice</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Entrustable Professional Activities (EPA)</p>	<p>2. Team leadership: Lead a team of health professionals</p>	<p>4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)</p>	<p>5 - Able to provide supervision</p>
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<p>3. Supervision and teaching: Supervise and teach professional colleagues</p>	<p>4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)</p>	<p>4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)</p>
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<p>4. Quality improvement: Identify and address failures in health care delivery</p>	<p>4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)</p>	<p>4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)</p>
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<p>5. Clinical assessment and management: Clinically assess and manage the ongoing care of patients</p>	<p>3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)</p>	<p>4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)</p>
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<p>6. Management of transitions in care: Manage the transition of patient care between health care professionals, providers, and contexts</p>	<p>4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)</p>	<p>4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)</p>
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<p>7. Longitudinal care: Manage and coordinate the longitudinal care of patients with chronic illness, disability and/or long-term health issues Manage the early care of acutely unwell patients</p>	<p>3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)</p>	<p>3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)</p>
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Learning goals			
Learning goals <i>The curriculum is available on the RACP Online Learning website.</i>	Trainee Assessment <i>Make a self-assessment against each of the learning goals, refer to the learning opportunities outlined in your rotation plans as well as the expected standards for each goal in Appendix 1.</i>	Rotation Supervisor Assessment <i>Assess the trainee against each of the learning goals, refer to the expected standards for each goal in Appendix 1.</i>	
	8. Communication with patients: Discuss diagnoses and management plans with patients	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)
	9. Prescribing: Prescribe therapies tailored to patients' needs and conditions	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)
	10. Procedures: Plan, prepare for, perform, and provide aftercare for important practical procedures	3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)	3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)
	11. Investigations: Select, organise, and interpret investigations	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)
	12. Clinic Management Manage an outpatient clinic	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)	4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)
Knowledge guides	13. Foundations of Paediatric Rehabilitation Medicine	3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)
	14. Acquired Brain Injury	3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)
	15. Cerebral Palsy	3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)

Learning goals		
Learning goals <i>The curriculum is available on the RACP Online Learning website.</i>	Trainee Assessment <i>Make a self-assessment against each of the learning goals, refer to the learning opportunities outlined in your rotation plans as well as the expected standards for each goal in Appendix 1.</i>	Rotation Supervisor Assessment <i>Assess the trainee against each of the learning goals, refer to the expected standards for each goal in Appendix 1.</i>
16. Spinal Cord Injury and Disease	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)
17. Congenital Spinal Conditions	3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	4 - Frequently show I can apply knowledge in this knowledge guide to specialty practice (shows how)
18. Limb Differences and Prosthetics	3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)
19. Hypertonicity and Movement Disorders	3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)
20. Musculoskeletal, neuromuscular and other specific conditions requiring rehabilitation	3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)	3 - Know how to apply the knowledge in this knowledge guide to specialty practice (knows how)
Trainee comments		
Provide overall comments about your rotation period for your Rotation Supervisor to consider. These comments may also be viewed by your other supervisors and the Progress Review Panel.		
What did you do well during this rotation of training?		
I consistently demonstrated professional behaviours across all domains and communicated effectively with patients. I was able to lead teams, supervise colleagues, and manage transitions in care with supervision at a distance. I also applied knowledge well in areas such as spinal cord injury and congenital spinal conditions.		

What could you do to improve in the future?

I need to build greater independence in clinical assessment, longitudinal care, and practical procedures, which currently require closer supervision. I should also aim to apply specialty knowledge more frequently in practice, particularly in cerebral palsy, limb differences, and musculoskeletal conditions, and seek more exposure to the early care of acutely unwell patients.

- I have had the opportunity to discuss the content of this report with my supervisor(s).
- I understand my obligation to complete the training requirements outlined in the relevant curriculum
- I understand the College may share this information with current and future supervisors. This information may also be shared with other Training Committees if I'm a dual trainee or change training programs.
- I understand my obligation to comply with the relevant College education policies.

Date completed by trainee

20/08/2026

Supervisor review

Provide your feedback on the trainee's progress throughout the rotation. Your comments will be visible to the trainee, other supervisors, and the Progress Review Panel.

What did the trainee do well during this rotation of training?

Rachael demonstrated strong professionalism and reliability throughout the rotation. She communicated effectively with patients and colleagues and showed confidence in prescribing and managing care with minimal supervision. Her ability to lead and work collaboratively within the team was evident, and she applied knowledge well in areas such as spinal cord injury and congenital spinal conditions.

What could they improve on in the future?

Further development is needed in achieving greater independence in clinical assessment, longitudinal care, and procedural skills. Focus on translating theoretical knowledge into consistent practical application across all specialty areas, particularly cerebral palsy and limb differences. Additional exposure to managing acutely unwell patients would enhance clinical experience and preparedness.

Has the trainee demonstrated the ability to plan and manage their learning and complete their learning and assessments in a timely manner?

Yes

Is the trainee on track to meet the RACP's expected performance standard for the phase?

Yes

Progression recommendation

This trainee is progressing satisfactorily

Comments/Notes

General comments are optional, however if the progression recommendation is that a trainee is NOT progressing satisfactorily, please provide additional comments to support your recommendation.

N/A

- I have had the opportunity to discuss the content of this report with my trainee.
- I have discussed the trainee's progress with other supervisors if required.

Completed by

Name: Dr Stephen Richards
Email: stephen.richards@jhch.com

Date completed

22/08/2026

Additional supervisor assessment

Feedback and a progression recommendation has already been provided by another supervisor for this progress report. If you agree with their assessment of the trainee, please check the box below and provide optional feedback for the trainee and other supervisors to see.

If you would prefer to complete your own assessment, use the [Additional Supervisor - Rotation Progress Report](#).

- Agree with the assessment and recommendation**

Comments on recommendation *(optional)*

I agree with Dr Richards' assessment of the trainee's performance during this rotation. The trainee consistently demonstrated professionalism and reliability, and their communication with patients and colleagues was clear and effective. They showed strong teamwork and leadership skills and managed prescribing and patient care appropriately with minimal supervision. Their ability to apply knowledge in areas such as spinal cord injury and congenital spinal conditions was evident and commendable.

For future development, I support the recommendation to focus on increasing independence in clinical assessment, longitudinal care, and procedural skills. Continued efforts to apply theoretical knowledge more consistently in practice, particularly in cerebral palsy and limb differences, will further strengthen their expertise. Additional exposure to managing acutely unwell patients would also be valuable in broadening their clinical experience. Overall, the trainee is progressing well and demonstrates a solid foundation for further growth in Paediatric Rehabilitation Medicine.

<p>Completed by</p> <p>Name: Dr Amy Tan Email: amy.tan@jhch.com</p>	<p>Date completed</p> <p>23/08/2026</p>
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Trainee reflection (optional)
Provide any comments or reflections relating to your supervisor’s comments or the rotation in general.

Reflection	Date
<p>As a first-year trainee, this rotation provided an excellent introduction to Paediatric Rehabilitation Medicine and helped me develop a strong foundation in professional behaviours, communication, and teamwork. I gained confidence in managing patients under supervision and began applying core knowledge in clinical practice.</p> <p>In the future, I aim to continue building independence in clinical assessment and procedural skills, apply specialty knowledge more consistently, and broaden my experience across a wider range of clinical scenarios.</p>	<p>25/08/2026</p>

— End of report —

Rotation Progress Report – Paediatric Rehabilitation Medicine Appendix 1: Learning Goals

		Entry criteria	Progression criteria		Completion criteria
	Learning goals	Entry into training <i>At entry into training, trainees will:</i>	Specialty foundation <i>By the end of this phase, trainees will:</i>	Specialty consolidation <i>By the end of this phase, trainees will:</i>	Transition to fellowship <i>By the end of training, trainees will:</i>
Be	1. Professional behaviours	Level 5 consistently behaves in line with all 10 domains of professional practice	Level 5 consistently behaves in line with all 10 domains of professional practice	Level 5 consistently behaves in line with all 10 domains of professional practice	Level 5 consistently behaves in line with all 10 domains of professional practice
	Do	2. Team leadership: Lead a team of health professionals	Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance
3. Supervision and teaching: Supervise and teach professional colleagues		Level 3 be able to act with indirect supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to supervise others
4. Quality improvement: Identify and address challenges in health care delivery		Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to supervise others
5. Clinical assessment and management: Clinically assess and manage the ongoing care of patients		Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to supervise others
6. Management of transitions in care: Manage the transition of patient care between health care professionals, providers, and contexts		Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to supervise others
7. Longitudinal care: Manage and coordinate the longitudinal care of patients with chronic illness, disability and/or long-term health issues		Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to supervise others
8. Communication with patients: Discuss diagnoses and management plans with patients		Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to supervise others
9. Prescribing: Prescribe therapies tailored to patients' needs and conditions		Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to supervise others
10. Procedures: Plan, prepare for, perform, and provide aftercare for important practical procedures		Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to supervise others
11. Investigations: Select, organise, and interpret investigations		Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to supervise others



		Entry criteria	Progression criteria		Completion criteria
	Learning goals	Entry into training <i>At entry into training, trainees will:</i>	Specialty foundation <i>By the end of this phase, trainees will:</i>	Specialty consolidation <i>By the end of this phase, trainees will:</i>	Transition to fellowship <i>By the end of training, trainees will:</i>
	12. Clinic management: Manage an outpatient clinic	Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to supervise others
Know	13. Foundations of paediatric rehabilitation medicine	Level 2 know the topics and concepts in this knowledge guide	Level 3 know how to apply this knowledge to practice	Level 4 frequently show they apply this knowledge to practice	Level 5 consistently demonstrate application of this knowledge to practice
	14. Acquired brain injury	Level 1 have heard of some of the topics in this knowledge guide	Level 3 know how to apply this knowledge to practice	Level 4 frequently show they apply this knowledge to practice	Level 5 consistently demonstrate application of this knowledge to practice
	15. Cerebral palsy	Level 1 have heard of some of the topics in this knowledge guide	Level 3 know how to apply this knowledge to practice	Level 4 frequently show they apply this knowledge to practice	Level 5 consistently demonstrate application of this knowledge to practice
	16. Spinal cord injury and disease	Level 1 have heard of some of the topics in this knowledge guide	Level 3 know how to apply this knowledge to practice	Level 4 frequently show they apply this knowledge to practice	Level 5 consistently demonstrate application of this knowledge to practice
	17. Congenital spinal conditions	Level 1 have heard of some of the topics in this knowledge guide	Level 3 know how to apply this knowledge to practice	Level 4 frequently show they apply this knowledge to practice	Level 5 consistently demonstrate application of this knowledge to practice
	18. Limb differences and prosthetics	Level 1 have heard of some of the topics in this knowledge guide	Level 3 know how to apply this knowledge to practice	Level 4 frequently show they apply this knowledge to practice	Level 5 consistently demonstrate application of this knowledge to practice
	19. Hypertonicity and movement disorders	Level 1 have heard of some of the topics in this knowledge guide	Level 3 know how to apply this knowledge to practice	Level 4 frequently show they apply this knowledge to practice	Level 5 consistently demonstrate application of this knowledge to practice
	20. Musculoskeletal, neuromuscular and other specific conditions requiring rehabilitation	Level 1 have heard of some of the topics in this knowledge guide	Level 3 know how to apply this knowledge to practice	Level 4 frequently show they apply this knowledge to practice	Level 5 consistently demonstrate application of this knowledge to practice