



Progress Report – Child Population Health (Specialty consolidation)

Trainee details						
Trainee name and MIN <i>Title, preferred name, surname, MIN</i>				Training Phase		
Dr Samuel Winchester, 45241				2 - Specialty consolidation		
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	Community Child Health Service	3/07/2025	3/10/2025	1.0		Dr Patrick Mullens
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			
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.			
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			
3			3			



Learning goals

Learning goals

The curriculum is available on the [RACP Online Learning website](#).

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](#).

Rotation Supervisor Assessment

Assess the trainee against each of the learning goals, refer to the expected standards for each goal in [Appendix 1](#).

Entrustable Professional Activities (EPA)

1. Professional behaviours

5 - Consistently behaves in line with all 10 domains of professional practice

5 - Consistently behaves in line with all 10 domains of professional practice

2. Team leadership:

Lead and work collaboratively with a team of health professionals

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)

3. Supervision and teaching:

Demonstrate commitment to ongoing professional development and health professions education

3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)

4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)

4. Quality improvement:

Contribute to improving safety, effectiveness and experience of health care

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)

5. Assessment and management – child maltreatment:

Develop competence in the identification and clinical management of situations of potential or suspected child harm / maltreatment

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)

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Rotation Supervisor Assessment

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6. Assessment and management – developmental and behavioural:

Provide comprehensive assessment and management of children who have been referred because of development and behavioural problems

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)

7. Assessment and management – child population health:

Assessment and management of patients through a child population health lens

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)

8. 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)

9. Longitudinal care:

Manage and coordinate the longitudinal care of patients with chronic illness, disability and/or long-term health issues

3 - Able to act with indirect supervision (e.g. supervisor is physically located within the training setting)

4 - Able to act with supervision at a distance (e.g. supervisor available to assist via phone)

10. Communication in-child-centred care:

Communicate effectively and professionally with patients, carers, families, health professionals and other community members engaging with the health service

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)

11. Developmental and behavioural paediatrics

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)



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Knowledge guides

12. Child safety and maltreatment

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)

13. Social paediatrics

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)

14. Child population health

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)

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 successfully applied child population health principles to design a detailed proposal for an obesity prevention program for primary schools. I engaged stakeholders effectively and facilitated collaborative decision-making during multi-agency meetings. I demonstrated strong communication skills and developed evidence-based strategies that addressed health equity and prevention priorities. I conducted a literature review to identify characteristics of effective school-based obesity prevention programs and incorporated these findings into the proposal.

What could you do to improve in the future?

I plan to incorporate evaluation frameworks and cost-analysis into future program proposals through collaboration with relevant experts. I also aim to strengthen my leadership skills by taking on more responsibility in stakeholder engagement and teaching activities.

- 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

5/07/25

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?

The trainee demonstrated clear understanding of population health principles and applied them effectively to design a detailed program proposal. They communicated confidently during multidisciplinary meetings and engaged stakeholders in a collaborative manner. Their contributions were evidence-based and aligned with best practice guidelines.

What could they improve on in the future?

The trainee should include evaluation frameworks and economic evaluation in future proposals. Strengthening equity considerations for indigenous, rural and disadvantaged communities will further enhance their population health skills.

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.

Click or tap here to enter text.

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 Patrick Mullens Email: drpatrickmullens0451@nswhealth.gov.au	Date completed 10/07/2025
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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 the primary supervisor’s assessment. The trainee demonstrated steady progression across both clinical and professional domains appropriate for the Specialty Foundation Phase, and is well prepared for more independent responsibilities in the next phase of training.

Completed by Name: Dr Ray Butani Email: drraybutani0555@nswhealth.gov.au	Date completed 14/07/2025
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Trainee reflection *(optional)*
Provide any comments or reflections relating to your supervisor’s comments or the rotation in general.

Reflection This rotation strengthened my ability to link theory to practice and collaborate with diverse stakeholders. I will focus on increasing knowledge of program evaluation and equity considerations in future rotations.	Date 15/07/25
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— End of report —

		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 behave in line with all ten domains of professional practice	Level 5 consistently behave in line with all ten domains of professional practice	Level 5 consistently behave in line with all ten domains of professional practice	Level 5 consistently behave in line with all ten domains of professional practice
	2. Team leadership: Lead and work collaboratively with 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	Level 5 be able to supervise others
Do	3. Supervision and teaching: Demonstrate commitment to ongoing professional development and health professions education	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
	4. Quality improvement: Contribute to improving safety, effectiveness, and experience of health care	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. Assessment and management – child maltreatment: Develop competence in the identification and clinical management of situations of potential or suspected child harm / maltreatment	Level 1 be able to be present and observe	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
	6. Assessment and management – developmental and behavioural: Provide comprehensive assessment and management of children who have been referred because of development and behavioural problems	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. Assessment and management – child population health: Assessment and management of patients through a child population health lens	Level 1 be able to be present and observe	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
	8. 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
	9. 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

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	10. Communication in child-centred care: Communicate effectively and professionally with patients, carers, families, health professionals, and other community members engaging with the health service	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	11. Developmental and behavioural paediatrics	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
	12. Child safety and maltreatment	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
	13. Social paediatrics	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. Child population health	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