Progress Report – Public Health Medicine

Trainee details

Trainee name and MIN *Title, preferred name, surname, MIN*	**Training Phase**
Dr Alan Drugard, 122333	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	Public Health Unit – VIC Department of Health	30/09/2026	23/12/2026	1.0	Click or tap here to enter text.	Dr Alesha Carrington Dr Darryn Trailor
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	12/10/2026 – 12/10/2026	1
Medical	22/11/2026 – 24/11/2026	3
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.

☒ 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.*
	1. Professional behaviours	5 - I consistently behave in line with each of the ten domains of professional practice	5 - The trainee consistently behaves in line with each of the ten domains of professional practice
Entrustable Professional Activities (EPA)	**2. Leadership and accountability:** Lead effective population and public health responses, programs, and organisations, adapting the leadership style to the situation	3 - I am able to act with indirect supervision (i.e., ready access to a supervisor)	3 - The trainee is able to act with indirect supervision (i.e., ready access to a supervisor)
	3. Australia: Aboriginal and Torres Strait Islander health equity: Working in partnership for the health and wellbeing of Aboriginal and Torres Strait Islander peoples and communities	3 - I am able to act with indirect supervision (i.e., ready access to a supervisor)	3 - The trainee is able to act with indirect supervision (i.e., ready access to a supervisor)
	3. Aotearoa New Zealand:Effective allyship for equitable Māori health: Supporting health and wellbeing in partnership with Māori, their communities, leadership, and community health organisations	3 - I am able to act with indirect supervision (i.e., ready access to a supervisor)	3 - The trainee is able to act with indirect supervision (i.e., ready access to a supervisor)
	4. Supervision and teaching: Provide high-quality learner-centred teaching and supervision for professional colleagues	3 - I am able to act with indirect supervision (i.e., ready access to a supervisor)	3 - The trainee is able to act with indirect supervision (i.e., ready access to a supervisor)
	5. Quality improvement: Identify and address opportunities to improve systems, investments, teams and strategies to advance population health outcomes including own practice	3 - I am able to act with indirect supervision (i.e., ready access to a supervisor)	3 - The trainee is able to act with indirect supervision (i.e., ready access to a supervisor)

Learning goals			
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	6. Incident response: Assess and respond to urgent and/or evolving public health issues including communicable disease outbreaks, disasters and events threatening population health	2 - I am able to act with direct supervision	2 - The trainee is able to act with direct supervision
	7. Population and public health interventions: Design, develop, implement, and evaluate projects, programs, and systems-level interventions to improve population health and prevent preventable mortality and morbidity	2 - I am able to act with direct supervision	2 - The trainee is able to act with direct supervision
	8. Population health information: Gather, critically appraise, analyse, and synthesise information to ensure public health actions are effective, equitable and efficient	2 - I am able to act with direct supervision	2 - The trainee is able to act with direct supervision
	9. Communication and engagement for population health gain: Engage with communities, and communicate complex health information including preventive messages for population health gain	3 - I am able to act with indirect supervision (i.e., ready access to a supervisor)	3 - The trainee is able to act with indirect supervision (i.e., ready access to a supervisor)
	10. Inclusive public health: Identify, navigate and practice within multi-sector, complex, trust-dependent and culturally bounded societies and social systems	3 - I am able to act with indirect supervision (i.e., ready access to a supervisor)	3 - The trainee is able to act with indirect supervision (i.e., ready access to a supervisor)
	11. Policy analysis, development and planning: Develop, influence and lead policy to improve public health and purposefully address aspects of health inequities	2 - I am able to act with direct supervision	2 - The trainee is able to act with direct supervision
	12. Organisational unit management: Lead and manage organisational units effectively	3 - I am able to act with indirect supervision (i.e., ready access to a supervisor)	3 - The trainee is able to act with indirect supervision (i.e., ready access to a supervisor)

Learning goals			
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	13. Public Health Advocacy: Advocate effectively with diverse decision-makers, communities and stakeholders to prevent, promote and protect the public's health	3 - I am able to act with indirect supervision (i.e., ready access to a supervisor)	3 - The trainee is able to act with indirect supervision (i.e., ready access to a supervisor)
Knowledge guides	**14. Scientific foundations of public health medicine**	4 - I frequently show how I apply this knowledge to practice	4 - The trainee frequently shows they apply this knowledge to practice
	15. Australia: Aboriginal and Torres Strait Islander peoples' health and wellbeing in Australia	3 - I know how to apply this knowledge to practice	3 - The trainee knows how to apply this knowledge to practice
	15. Aotearoa New Zealand: Māori health and wellbeing in Aotearoa New Zealand	3 - I know how to apply this knowledge to practice	3 - The trainee knows how to apply this knowledge to practice
	16. Communicable disease prevention and control	3 - I know how to apply this knowledge to practice	3 - The trainee knows how to apply this knowledge to practice
	17. Non-communicable diseases and conditions, prevention and control	3 - I know how to apply this knowledge to practice	3 - The trainee knows how to apply this knowledge to practice
	18. Preventing, detecting, and managing environmental risks to health	3 - I know how to apply this knowledge to practice	3 - The trainee knows how to apply this knowledge to practice
	19. Determinants of health	3 - I know how to apply this knowledge to practice	3 - The trainee knows how to apply this knowledge to practice

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 demonstrated consistent professional behaviour across all domains and worked effectively within multidisciplinary teams. I took increasing ownership of my work, contributing to program planning and supporting public health initiatives, while adapting my approach depending on the

context. I communicated effectively with a range of stakeholders and was able to engage constructively with colleagues and external partners. I also applied population health knowledge in practice by analysing and interpreting data to inform decision-making and considered equity and the needs of diverse populations in my work.

What could you do to improve in the future?

I would like to continue building my confidence and independence in responding to more complex or time-sensitive public health issues. I also aim to strengthen my ability to design, implement and evaluate population-level interventions, including taking a more leading role in projects. In addition, I will focus on developing my skills in translating evidence into policy and actionable recommendations and continue building confidence in leading work independently and managing competing priorities.

☒ **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
20/12/2026

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?

Dr Drugard demonstrated strong professional behaviours and worked effectively within multidisciplinary teams. He showed good progression in taking ownership of his work and contributed meaningfully to program activities. He was able to apply public health knowledge in practice, including analysing and interpreting information to support decision-making. Dr Drugard communicated effectively with stakeholders and demonstrated an awareness of equity and the needs of diverse populations in his work.

What could they improve on in the future?

Dr Drugard would benefit from continuing to build independence in responding to complex public health issues and in leading pieces of work from design through to evaluation. Further development in translating evidence into policy and influencing decision-making will also be important. Strengthening confidence in leading projects and continuing to develop analytical

depth will support progression to the next stage of training.

Has the trainee demonstrated the ability to plan and manage their learning and complete their learning and assessments in a timely manner?	**Is the trainee on track to meet the RACP's expected performance standard for the phase?**
Yes	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	**Date completed**
Name: Alesha Carrington Email: Alesha.carrington@health.vic.edu.au	21/12/2026

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 the primary supervisor's assessment and recommendation. Dr Drugard is progressing well and demonstrates strong professional behaviours, effective communication, and the ability to apply public health knowledge in practice. Continued development in independent practice, leadership, and policy work will further strengthen his performance.

Completed by	**Date completed**
Name: Darryn Trailor Email: d.trailor@gmail.com	21/12/2026

Trainee reflection *(optional)* Provide any comments or reflections relating to your supervisor's comments or the rotation in general.	
Reflection I appreciate the feedback provided and agree with the areas identified for further development. This rotation has strengthened my ability to apply public health knowledge in practice, communicate with stakeholders, and work effectively within teams. Moving forward, I will focus on building greater independence in managing complex work, including responding to public health issues, designing and evaluating interventions, and contributing to policy development.	**Date** 22/12/2026

— End of report —

		Entry criteria	Progression criteria		Completion criteria
	Learning goals	Entry into training *At entry into training, trainees will:*	Specialty foundation *By the end of this phase, trainees will:*	Specialty consolidation *By the end of this phase, trainees will:*	Transition to fellowship *By the end of training, trainees will:*
Be	**1. Professional behaviours**	**Level 4** needs to work on behaviour in **one domain** of professional practice	**Level 4** needs to work on behaviour in **one domain** 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. Leadership and accountability:** Lead effective population and public health responses, programs, and organisations, adapting the leadership style to the situation	**Level 2** is able to act with direct supervision	**Level 3** is able to act with indirect supervision	**Level 4** is able to act with supervision at a distance	**Level 5** be able to supervise others
	3. Title TBA: The AFPHM is committed to co-designing this learning goal with Aboriginal, Torres Strait Islander and Māori (tangata whenua) leaders and experts	Not yet known	Not yet known	Not yet known	Not yet known
	4. Supervision and teaching: Provide high-quality learner-centred teaching and supervision for professional colleagues	**Level 2** is able to act with direct supervision	**Level 3** is able to act with indirect supervision	**Level 4** is able to act with supervision at a distance	**Level 5** be able to supervise others
	5. Quality improvement: Identify and address opportunities to improve systems, investments, teams and strategies to advance population health outcomes including own practice	**Level 2** is able to act with direct supervision	**Level 3** is able to act with indirect supervision	**Level 4** is able to act with supervision at a distance	**Level 5** be able to supervise others
	6. Incident response: Assess and respond to urgent and/or evolving public health issues including communicable disease outbreaks, disasters and events threatening population health	**Level 1** is able to be present and observe	**Level 2** is able to act with direct supervision	**Level 4** is able to act with supervision at a distance	**Level 5** be able to supervise others
	7. Population and public health interventions: Design, develop, implement, and evaluate projects, programs, and systems-level interventions to improve population health and prevent preventable mortality and morbidity	**Level 1** is able to be present and observe	**Level 2** is able to act with direct supervision	**Level 4** is able to act with supervision at a distance	**Level 5** be able to supervise others

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Know	**14. Scientific foundations of public health medicine**	**Level 2** knows the topics and concepts in this knowledge guide	**Level 3** knows how to apply this knowledge to practice	**Level 4** frequently shows they apply this knowledge to practice	**Level 5** consistently demonstrates application of this knowledge to practice
	15. Title TBA: The AFPHM is committed to co-designing this learning goal with Aboriginal, Torres Strait Islander and Māori (tangata whenua) leaders and experts	Not yet known	Not yet known	Not yet known	Not yet known

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