



The Royal Australasian  
College of Physicians

# Adolescent and Young Adult Medicine Advanced Training Curriculum

*Adult Medicine Division  
Paediatrics & Child Health Division*





The Royal Australasian  
College of Physicians

# **Physician Readiness for Expert Practice (PREP) Training Program**

## **Adolescent and Young Adult Medicine Advanced Training Curriculum**

TO BE USED IN CONJUNCTION WITH:

**Basic Training Curriculum – Paediatrics & Child Health**

**Basic Training Curriculum – Adult Internal Medicine**

**Professional Qualities Curriculum**



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The process was managed by the Curriculum Development Unit within the College's Education Deanery, who designed the document, drafted content material, organised and facilitated writing workshops, developed resource materials, and formatted the final document.

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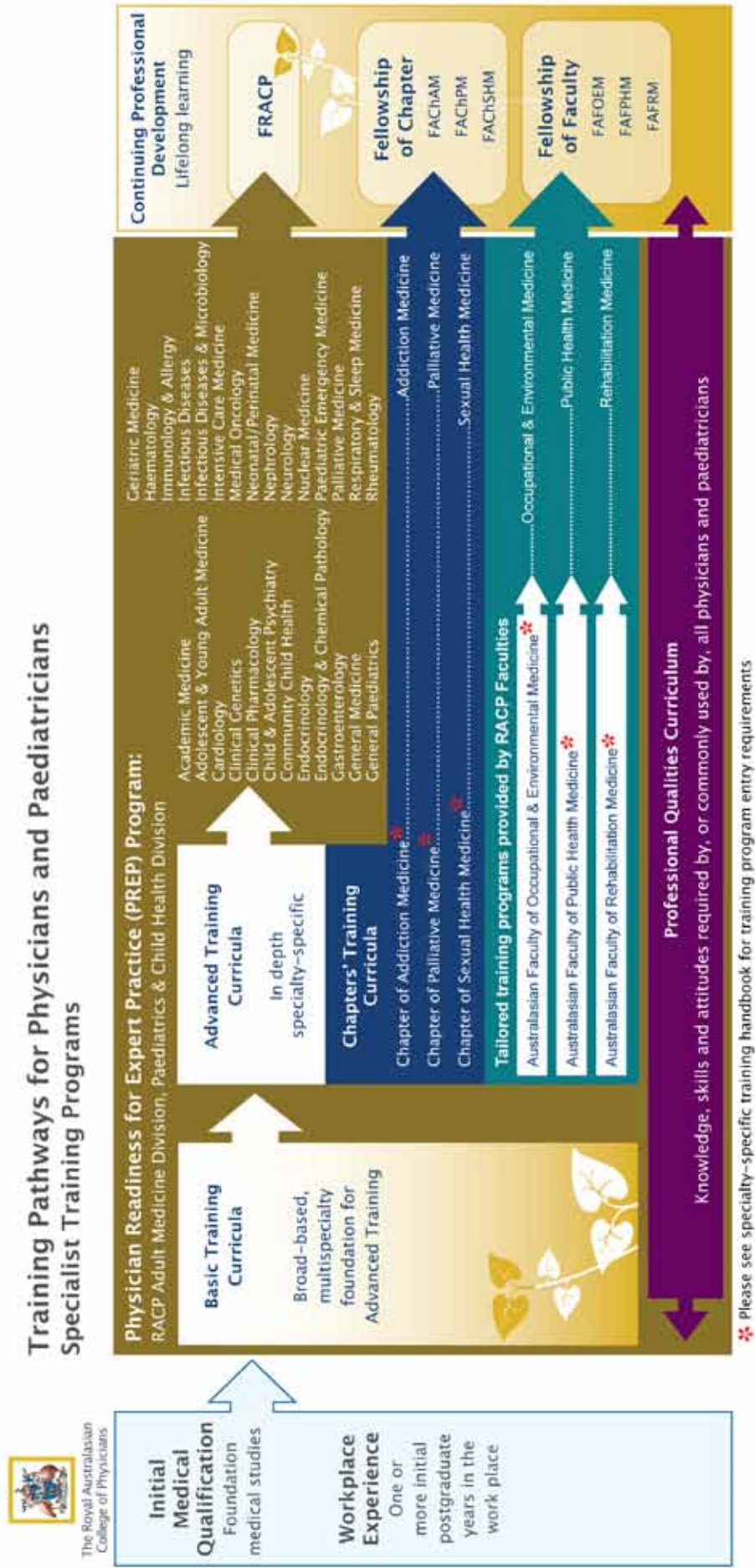
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# PHYSICIAN AND PAEDIATRICIAN TRAINING CONTINUUM OF LEARNING



The schematic depicts the interrelationship between the various RACP Training Program curricula components. In particular it emphasises the underpinning nature of the Professional Qualities Curriculum.

It also reinforces the link from initial medical training through PGY1/2, leading into Basic/Advanced/Faculty/Chapter Training and following on into Continuing Professional Development (CPD).

## OVERVIEW OF THE SPECIALTY

The specialty of adolescent and young adult (AYA) medicine has developed as a consequence of increasing recognition of the burden of health problems affecting adolescents and young adults and of the need for health services to adapt accordingly. Common causes of morbidity among adolescents and young adults include injuries (intentional and non-intentional), mental health problems, drug and alcohol misuse and sexual health problems. In contrast to the improvements seen in other age groups, such as infants and older people, key public health indicators in a number of priority areas of adolescent and young adult health such as obesity, smoking, sexually transmitted infections, and teenage pregnancy, have shown adverse trends or no change in the past 20 years. In addition, the number of adolescents and young adults growing up with chronic diseases of childhood is increasing as a result of improved treatment of these conditions. This not only places pressure on paediatric services, but also represents a challenge to adult health care providers.

AYA physicians form a bridge between paediatric and adult services. The AYA Medicine Advanced Training Program is open to trainees from both the Paediatrics & Child Health and Adult Medicine Divisions of the RACP. The particular focus of each individual specialist will depend to a significant extent on the primary setting in which he or she will be working, for example a tertiary paediatric or adult hospital, a metropolitan general hospital providing care for patients of all ages, or a general hospital in a rural or remote setting. However, every specialist will have as their goal the development and provision of high quality services for all adolescents and young adults, along with the delivery of training in AYA medicine for all staff working in their institution.

The aim of this Advanced Training Curriculum is to train AYA specialists who will not only become excellent clinicians, but who will also become leaders in the field of AYA medicine, advocating for the health of adolescents and young adults and influencing policy at local, state and national level. This is reflected in the structure of the curriculum, which highlights the clinical knowledge and skills required to be recognised as a specialist, as well as those needed for successful leadership, advocacy and collaboration with other agencies working both inside and outside the health system.

AYA Medicine is a new specialty and this is the first AYA Advanced Training Curriculum that has been produced by the RACP. The curriculum has deliberately been developed and written for trainees wishing to work as a specialist in AYA medicine. However, the RACP recognises that, while all physicians work with adolescents and young adults, there are many who work particularly closely with this group within their specialist area, e.g. respiratory medicine, rheumatology, addiction medicine, oncology, and gastroenterology. The RACP therefore aims to work with these specialties to incorporate aspects of the AYA Medicine Curriculum into their training curricula, where appropriate.

## CURRICULUM OVERVIEW

### **Adolescent and Young Adult Medicine – Advanced Training Curriculum**

This curriculum outlines the broad concepts, related learning objectives and the associated theoretical knowledge, clinical skills, attitudes and behaviours required and commonly used by AYA medicine physicians within Australia and New Zealand.

The purpose of Advanced Training is for trainees to build on the cognitive and practical skills acquired during Basic Training. At the completion of the AYA Medicine Advanced Training Program, trainees should be competent to provide at consultant level, unsupervised comprehensive medical care in AYA medicine.

Attaining competency in all aspects of this curriculum is expected to take three years of training. It is expected that all teaching, learning and assessment associated with the AYA Medicine Advanced Training Curriculum will be undertaken within the context of the physician's everyday clinical practice and will accommodate discipline-specific contexts and practices as required. As such it will need to be implemented within the reality of current workplace and workforce issues and the needs of health service provision.

There may be learning objectives that overlap with or could easily relate to other domains; however, to avoid repetition, these have been assigned to only one area. In practice it is anticipated that within the teaching/learning environment

the progression of each objective would be explored.

Note: The curricula should always be read in conjunction with the relevant College Training Handbook available on the College website.

## **Professional Qualities Curriculum**

The Professional Qualities Curriculum (PQC) outlines the range of concepts and specific learning objectives required by, and used by, all physicians, regardless of their specialty or area of expertise. It spans both the Basic and Advanced Training Programs and is also utilised as a key component of the Continuing Professional Development (CPD) program.

Together with the various Basic and Advanced Training Curricula, the PQC integrates and fully encompasses the diagnostic, clinical, and educative-based aspects of the physician's daily practice.

Each of the concepts and objectives within the PQC will be taught, learnt and assessed within the context of everyday clinical practice. It is important, therefore, that they be aligned with, and fully integrated into, the learning objectives within this curriculum.

## **EXPECTED OUTCOMES AT THE COMPLETION OF TRAINING**

Graduates from this training program will be equipped to function effectively within the current and emerging professional, medical and societal contexts. At the completion of the Advanced Training Program in AYA Medicine, as defined by this curriculum, it is expected that a new Fellow will have developed the clinical skills and have acquired the theoretical knowledge for competent AYA medicine practice. It is expected that a new Fellow will be able to:

- explain and teach the underlying principles of AYA medicine
- recognise the concept of AYA development and incorporate this into their clinical practice
- establish rapport and engagement with adolescents and young adults, assuring confidentiality within the patient professional relationship
- describe the patterns of morbidity affecting adolescents and young adults, the determinants of health and the influence of exploratory and health-risk behaviours
- diagnose and manage common acute and chronic illnesses
- provide a clinical service for the assessment and management of complex medical needs
- provide a consultative service to assist colleagues in their management of adolescents and young adults
- lead and work as part of a multidisciplinary team and work with colleagues from a wide range of professional groups
- liaise and collaborate with a wide range of community agencies and groups
- assist in the development, provision and promotion of services to facilitate transition from paediatric to adult care for adolescents and young adults with chronic illness
- assist in the development, provision and promotion of services for at-risk and marginalised adolescents and young adults
- assist in the development, provision and promotion of services for adolescents and young adults with disability
- engage in, foster, and encourage research
- develop health policies and procedures for adolescents and young adults
- participate in teaching and training for a variety of audiences
- identify the legal issues and frameworks that have an impact on AYA health
- describe the concepts behind youth participation frameworks and policy frameworks and identify international organisations such as the World Health Organisation (WHO), Society for Adolescent Health and Medicine (SAHM) and International Association for Adolescent Health (IAAH).



## CURRICULUM THEMES AND LEARNING OBJECTIVES

Each of the curriculum documents has been developed using a common format, thereby ensuring a degree of consistency and approach across the spectrum of training.

### Domains

The Domains are the broad fields which group common or related areas of learning.

### Themes

The Themes identify and link more specific aspects of learning into logical or related groups.

### Learning Objectives

The Learning Objectives outline the specific requirements of learning. They provide a focus for identifying and detailing the required knowledge, skills and attitudes. They also provide a context for specifying assessment standards and criteria as well as providing a context for identifying a range of teaching and learning strategies.

## LEARNING OBJECTIVES TABLES

<b>DOMAIN 1</b>	<b>FUNDAMENTALS OF ADOLESCENT AND YOUNG ADULT MEDICINE</b>
<b>Theme 1.1</b>	Principles of Adolescent and Young Adult Medicine
<b>Learning Objectives</b>	
<b>1.1.1</b>	Explain the principles and theories which underpin the practice of AYA medicine
<b>1.1.2</b>	Describe normal and abnormal physical development
<b>1.1.3</b>	Evaluate the AYA health care environment
<b>Theme 1.2</b>	Engagement and Management
<b>Learning Objectives</b>	
<b>1.2.1</b>	Engage with and assess adolescents and young adults
<b>1.2.2</b>	Deliver practical strategies and interventions
<b>1.2.3</b>	Diagnose and manage common medical presentations
<b>Theme 1.3</b>	Professional Qualities in Adolescent and Young Adult Medicine
<b>Learning Objectives</b>	
<b>1.3.1</b>	Develop leadership and management qualities
<b>1.3.2</b>	Participate in advocacy for AYA health issues

<b>DOMAIN 2</b>	<b>ADOLESCENT AND YOUNG ADULT HEALTH ISSUES</b>
<b>Theme 2.1</b>	Common Illnesses in Adolescents and Young Adults
<b>Learning Objectives</b>	
<b>2.1.1</b>	Manage common chronic conditions
<b>Theme 2.2</b>	Mental, Emotional and Behavioural Issues
<b>Learning Objectives</b>	
<b>2.2.1</b>	Recognise and manage common mental health problems
<b>Theme 2.3</b>	Sexual and Reproductive Health
<b>Learning Objectives</b>	
<b>2.3.1</b>	Diagnose and manage sexually transmitted diseases
<b>2.3.2</b>	Discuss issues around contraception with adolescents, young adults and families
<b>2.3.3</b>	Manage adolescents and young adults who are pregnant
<b>Theme 2.4</b>	Alcohol and Other Drug Use
<b>Learning Objectives</b>	
<b>2.4.1</b>	Describe the epidemiology of alcohol and other drug use
<b>2.4.2</b>	Identify substance use problems that require specific intervention and specialist referral
<b>Theme 2.5</b>	Disability
<b>Learning Objectives</b>	
<b>2.5.1</b>	Diagnose and manage common medical disorders arising in adolescents and young adults with disability
<b>Theme 2.6</b>	Nutrition
<b>Learning Objectives</b>	
<b>2.6.1</b>	Manage common chronic conditions in overweight and underweight patients
<b>Theme 2.7</b>	At-Risk Adolescents and Young Adults
<b>Learning Objectives</b>	
<b>2.7.1</b>	Identify and manage health problems in adolescents and young adults who are marginalised or at risk
<b>2.7.2</b>	Recognise, assess and manage adolescents and young adults who have been sexually abused

<b>DOMAIN 3</b>	<b>HEALTH SYSTEMS MANAGEMENT</b>
<b>Theme 3.1</b>	Transition from Paediatric to Adult Care
<b>Learning Objectives</b>	
<b>3.1.1</b>	Coordinate and deliver a successful transition from paediatric to adult care in patients with chronic illness and/or disability
<b>Theme 3.2</b>	Legal Issues That Have an Impact on Adolescent and Young Adult Medicine
<b>Learning Objectives</b>	
<b>3.2.1</b>	Describe legal and confidentiality aspects of the provision of health care
<b>Theme 3.3</b>	Community Groups and Resources
<b>Learning Objectives</b>	
<b>3.3.1</b>	Identify and access support from community groups and resources
<b>Theme 3.4</b>	Consultation and Liaison Medicine
<b>Learning Objectives</b>	
<b>3.4.1</b>	Work collaboratively with staff from other specialties

<b>DOMAIN 1</b>		<b>FUNDAMENTALS OF ADOLESCENT AND YOUNG ADULT MEDICINE</b>	
<b>Theme 1.1</b>		Principles of Adolescent and Young Adult Medicine	
<b>Learning Objective 1.1.1</b>		Explain the principles and theories that underpin the practice of AYA medicine	
<b>Knowledge</b>		<b>Skills</b>	
<ul style="list-style-type: none"> <li>recognise AYA medicine as the bridge between paediatric medicine and adult medicine</li> <li>describe the characteristics of adolescence as a developmental stage</li> <li>explain developmental theories such as Erikson and Piaget, including the concepts of:               <ul style="list-style-type: none"> <li>physical, cognitive and sociocultural development during adolescence</li> <li>developmental tasks of adolescence</li> <li>emerging independence and development of self identity</li> </ul> </li> <li>describe determinants of health in adolescence</li> <li>describe the epidemiology of adolescent health</li> <li>describe the principles of protective behaviours</li> <li>discuss concepts of, and factors that support, resilience throughout the life course</li> <li>describe exploratory behaviours</li> <li>recognise the role of family, peers, schools and the community</li> <li>describe the interaction between health and other services, including education, housing and juvenile justice.</li> </ul>		<ul style="list-style-type: none"> <li>explain and teach the underlying principles of adolescent and young adult medicine</li> <li>assess protective factors and health risk behaviours</li> <li>differentiate between exploratory and risk behaviours.</li> </ul>	

<b>DOMAIN 1</b>		<b>FUNDAMENTALS OF ADOLESCENT AND YOUNG ADULT MEDICINE</b>	
<b>Theme 1.1</b>		Principles of Adolescent and Young Adult Medicine	
<b>Learning Objective 1.1.2</b>		Describe normal and abnormal physical development	
<b>Knowledge</b>		<b>Skills</b>	
<ul style="list-style-type: none"> <li>identify normal physical growth and pubertal development, including expected chronology</li> <li>describe hormonal and physiological changes during puberty</li> </ul>		<ul style="list-style-type: none"> <li>recognise and evaluate deviations from normal development</li> <li>interpret growth charts, bone age and bone mineral density tests in relation to pubertal</li> </ul>	

<b>DOMAIN 1</b>	<b>FUNDAMENTALS OF ADOLESCENT AND YOUNG ADULT MEDICINE</b>	
<b>Theme 1.1</b>	Principles of Adolescent and Young Adult Medicine	
<b>Learning Objective 1.1.2</b>	Describe normal and abnormal physical development	
<ul style="list-style-type: none"> <li>describe common and uncommon causes of growth and pubertal delay</li> <li>describe the stages of normal sexual development</li> <li>recognise the impact of sexual development on adolescents with physical and intellectual disabilities</li> <li>recognise the impact of growth on adolescents with physical disabilities</li> <li>explain principles around sexuality and gender identification</li> <li>explain the prevalence of health risk behaviours and mental health issues during puberty.</li> </ul>	developmental stage	<ul style="list-style-type: none"> <li>investigate and manage pubertal delay and precocious puberty</li> <li>assess and manage menstrual issues.</li> </ul>

<b>DOMAIN 1</b>	<b>FUNDAMENTALS OF ADOLESCENT AND YOUNG ADULT MEDICINE</b>	
<b>Theme 1.1</b>	Principles of Adolescent and Young Adult Medicine	
<b>Learning Objective 1.1.3</b>	Evaluate the AYA health care environment	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe the common causes of mortality and morbidity, including: <ul style="list-style-type: none"> <li>injuries (intentional and unintentional)</li> <li>mental health problems</li> <li>drug and alcohol misuse</li> <li>sexual health problems</li> <li>chronic illness</li> <li>malignancy</li> </ul> </li> <li>recognise determinants of health, including: <ul style="list-style-type: none"> <li>peer networks</li> <li>family composition and relationships</li> <li>influence of school, attendance and achievement</li> <li>sport, exercise</li> <li>job skills</li> <li>electronic media.</li> </ul> </li> </ul>	explain the influence of environmental factors on health outcomes	<ul style="list-style-type: none"> <li>plan and deliver interventions to promote health and minimise harm.</li> </ul>

<b>DOMAIN 1</b>	<b>FUNDAMENTALS OF ADOLESCENT AND YOUNG ADULT MEDICINE</b>	
<b>Theme 1.2</b>	Engagement and Management	
<b>Learning Objective 1.2.1</b>	Engage with and assess adolescents and young adults	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe the epidemiology and determinants of diseases in the local community</li> <li>explain techniques for engaging with adolescents and young adults</li> <li>explain the mature minor concept</li> <li>recognise the importance of adolescent health screening.</li> </ul>	<ul style="list-style-type: none"> <li>establish rapport and engagement, assuring confidentiality within the patient professional relationship</li> <li>elicit a history which incorporates evaluating level of risk, identifying protective and resilience factors</li> <li>perform a comprehensive adolescent health assessment, e.g. home, education/employment, activities, drugs, sexuality, suicide (HEEADSS) assessment</li> <li>conduct a physical examination including assessment of puberty, secondary sexual characteristics and deviations from normal development</li> <li>identify stage of cognitive and sociocultural development</li> <li>assess completion of the specific developmental tasks of adolescence</li> <li>communicate with adolescents, young adults and their families at different levels of development.</li> </ul>	

<b>DOMAIN 1</b>	<b>FUNDAMENTALS OF ADOLESCENT AND YOUNG ADULT MEDICINE</b>	
<b>Theme 1.2</b>	Engagement and Management	
<b>Learning Objective 1.2.2</b>	Deliver practical strategies and interventions	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe common interventions, including cognitive behavioural therapy (CBT), motivational interviewing and family therapy</li> <li>describe the principles of health promotion and harm minimisation</li> <li>explain the principles of consent and competence.</li> </ul>	<ul style="list-style-type: none"> <li>use basic techniques of CBT, motivational interviewing, family therapy and brief interventions.</li> </ul>	

<b>DOMAIN 1</b>	<b>FUNDAMENTALS OF ADOLESCENT AND YOUNG ADULT MEDICINE</b>	
<b>Theme 1.2</b>	Engagement and Management	
<b>Learning Objective 1.2.3</b>	Diagnose and manage common medical presentations	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe the differential diagnosis of common presenting problems, including: <ul style="list-style-type: none"> <li>headache</li> <li>abdominal pain</li> <li>fatigue and sleep disorders</li> <li>seizures</li> <li>respiratory difficulties</li> <li>collapse</li> <li>skin rash</li> <li>muscle aches and pains</li> </ul> </li> <li>explain the psychosocial contribution to physical symptoms in adolescence</li> <li>describe effective ways of working with families</li> <li>explain the role of the family in the assessment and management of health issues</li> <li>explain indications for referral to specialised units and/or subspecialists</li> <li>recognise the presenting symptoms of oncological disease.</li> </ul>	<ul style="list-style-type: none"> <li>diagnose and manage common illnesses in adolescence, e.g. migraine, acne, asthma and epilepsy</li> <li>formulate a management plan</li> <li>explain the association between emotional distress and physical symptoms</li> <li>manage patients presenting with acute illness</li> <li>develop and communicate a management plan</li> <li>negotiate the initial plan and any changes with patients, carers, and colleagues</li> <li>collaborate with colleagues to develop policies and protocols for the investigation and management of common acute medical problems.</li> </ul>	

<b>DOMAIN 1</b>	<b>FUNDAMENTALS OF ADOLESCENT AND YOUNG ADULT MEDICINE</b>	
<b>Theme 1.3</b>	Professional Qualities in Adolescent and Young Adult Medicine	
<b>Learning Objective 1.3.1</b>	Develop leadership and management qualities	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>explain the importance of clinical governance</li> <li>describe the concepts behind youth participation frameworks and policy frameworks</li> <li>identify international organisations (WHO, SAHM, IAAH)</li> <li>recognise the roles and importance of quality improvement frameworks</li> <li>explain methods for dealing with the media.</li> </ul>	<ul style="list-style-type: none"> <li>participate in the development and evaluation of clinical services</li> <li>engage in, foster and encourage research</li> <li>develop policies and procedures</li> <li>participate in teaching and training for a variety of audiences.</li> </ul>	

<b>DOMAIN 1</b>	<b>FUNDAMENTALS OF ADOLESCENT AND YOUNG ADULT MEDICINE</b>
<b>Theme 1.3</b>	Professional Qualities in Adolescent and Young Adult Medicine
<b>Learning Objective 1.3.2</b>	Participate in advocacy for AYA health issues
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>recognise the role of advocacy frameworks</li> <li>describe principles and techniques of advocacy</li> <li>outline relevant national, state and federal government decision making process regarding clinical and support services for adolescents and young adults and their families.</li> </ul>	<ul style="list-style-type: none"> <li>apply principles of advocacy for needs and rights of adolescents and young adults and their families</li> <li>advocate for services for adolescents and young adults within the health system and across other agencies</li> <li>support political and public advocacy at local, national and international level.</li> </ul>

<b>DOMAIN 2</b>	<b>ADOLESCENT AND YOUNG ADULT HEALTH ISSUES</b>
<b>Theme 2.1</b>	Common Illnesses in Adolescents and Young Adults
<b>Learning Objective 2.1.1</b>	Manage common chronic conditions
<b>Links</b>	Basic Training Curriculum
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>describe the impact of chronic illness on adolescent development</li> <li>describe the epidemiology of chronic illness in adolescents</li> <li>describe the epidemiology of oncological conditions</li> <li>manage adolescents with complex and chronic illness within an interdisciplinary team</li> <li>identify issues of family function and dysfunction</li> <li>recognise chronic fatigue and chronic pain syndromes</li> <li>explain the management of chronic multisystem disease</li> <li>describe the impact of alcohol and other drug use on chronic illnesses</li> <li>explain issues around school non-attendance</li> <li>understand the principles of palliative care</li> <li>identify appropriate local subspecialist teams/ services (e.g. AYA oncology).</li> </ul>	<ul style="list-style-type: none"> <li>diagnose and manage common chronic illnesses in adolescence</li> <li>manage patients on a long-term basis</li> <li>investigate and manage unexplained chronic physical symptoms</li> <li>work collaboratively with medical colleagues and allied health staff</li> <li>support colleagues in other disciplines</li> <li>discuss, motivate and support adherence to treatment</li> <li>promote engagement in follow-up</li> <li>encourage adolescents and young adults to take responsibility for their own health</li> <li>coordinate a return to school program</li> <li>participate with colleagues in the provision of palliative care.</li> </ul>



<b>DOMAIN 2</b>		<b>ADOLESCENT AND YOUNG ADULT HEALTH ISSUES</b>	
<b>Theme 2.2</b>		Mental, Emotional and Behavioural Issues	
<b>Learning Objective 2.2.1</b>		Recognise and manage common mental health problems	
<b>Knowledge</b>		<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe the epidemiology of mental health conditions</li> <li>recognise the clinical presentations of common mental health conditions</li> <li>explain the initial management of common mental health problems (depression, anxiety, obsessive compulsive disorder, psychosis)</li> <li>recognise abnormal illness behaviour</li> <li>recognise somatisation and conversion disorder</li> <li>recognise self harming</li> <li>identify signs indicating a potential suicide attempt</li> <li>describe the pharmacology of common psychiatric medications, including antidepressants, anxiolytics, antipsychotics</li> <li>outline mental health certification laws.</li> </ul>		<ul style="list-style-type: none"> <li>assess and diagnose common mental health problems, including autistic spectrum disorder and attention deficit hyperactivity disorder</li> <li>conduct a risk assessment</li> <li>use standardised questionnaires, including strengths and difficulties questionnaire (SDQ), child behaviour checklist (CBCL) and Conners</li> <li>initiate management of common conditions</li> <li>prescribe and monitor response to medications, e.g. stimulants, antidepressants</li> <li>explain common adverse drug effects of neurotropic medication, including drug interactions, e.g. with medications for physical conditions</li> <li>access and liaise with mental health providers, including hospital and community based</li> <li>access and keep up to date with current legislation regarding mental health.</li> </ul>	

<b>DOMAIN 2</b>		<b>ADOLESCENT AND YOUNG ADULT HEALTH ISSUES</b>	
<b>Theme 2.3</b>		Sexual and Reproductive Health	
<b>Learning Objective 2.3.1</b>		Diagnose and manage sexually transmitted diseases	
<b>Knowledge</b>		<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe the epidemiology, aetiology and management of common sexually transmitted infections, e.g. chlamydia, gonorrhoea, herpes.</li> </ul>		<ul style="list-style-type: none"> <li>elicit a sexual and sexual health history</li> <li>perform a clinical examination</li> <li>diagnose and manage common sexually transmitted infections.</li> </ul>	

<b>DOMAIN 2</b>	<b>ADOLESCENT AND YOUNG ADULT HEALTH ISSUES</b>	
<b>Theme 2.3</b>	Sexual and Reproductive Health	
<b>Learning Objective 2.3.2</b>	Discuss issues around contraception with adolescents, young adults and families	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>explain options for contraception, including oral contraceptive methods, injectable/implantable contraceptives and barrier methods</li> <li>describe adverse effects of different contraceptive methods</li> <li>explain contraindications to contraception</li> <li>discuss the use of contraception in adolescents with chronic illness, disability and intellectual impairment.</li> </ul>	<ul style="list-style-type: none"> <li>manage patient requests for information about contraception, including suitability and failure rate, and different methods of contraception</li> <li>prescribe contraceptives.</li> </ul>	

<b>DOMAIN 2</b>	<b>ADOLESCENT AND YOUNG ADULT HEALTH ISSUES</b>	
<b>Theme 2.3</b>	Sexual and Reproductive Health	
<b>Learning Objective 2.3.3</b>	Manage adolescents and young adults who are pregnant	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>identify normal physiological changes in pregnancy</li> <li>explain the impact of pregnancy on adolescent development</li> <li>describe the impact of pregnancy on chronic disease, including medication safety</li> <li>outline local laws and the clinical issues in relation to termination of pregnancy</li> <li>explain the management of patients with developmental delay/intellectual impairment who are pregnant</li> <li>recognise an ectopic pregnancy</li> <li>describe the challenges adolescents and young adults face as parents.</li> </ul>	<ul style="list-style-type: none"> <li>identify factors involved in developing a teenage pregnancy clinic in a hospital</li> <li>advise on necessary pregnancy medication changes, including supplementation such as folate, calcium, iron and iodine</li> <li>provide support and advice for young parents and their children.</li> </ul>	

<b>DOMAIN 2</b>	<b>ADOLESCENT AND YOUNG ADULT HEALTH ISSUES</b>
<b>Theme 2.4</b>	Alcohol and Other Drug Use
<b>Learning Objective 2.4.1</b>	Describe the epidemiology of alcohol and other drug use
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>explain the natural history of substance use in adolescents, including periodic and polysubstance use</li> <li>describe the impact of substance use on psychosocial development, physical development and mental health</li> <li>identify the stages of substance use (experimentation, regular use, dependence).</li> </ul>	<ul style="list-style-type: none"> <li>elicit a comprehensive substance use history</li> <li>assess the stage of substance use</li> <li>assess current and potential long-term effects of substance use on mental and physical health</li> <li>undertake brief motivational approaches including discussion of reduction/cessation of smoking (and other substance use) and prevention of complications of substance use.</li> </ul>

<b>DOMAIN 2</b>	<b>ADOLESCENT AND YOUNG ADULT HEALTH ISSUES</b>
<b>Theme 2.4</b>	Alcohol and Other Drug Use
<b>Learning Objective 2.4.2</b>	Identify substance use problems that require specific intervention and specialist referral
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>describe the risk factors for ongoing substance use problems</li> <li>recognise the nature of substance intoxication and dependence, including tolerance and withdrawal</li> <li>explain the impact of family and peers on adolescent substance use and vice versa</li> <li>recognise interventions available for alcohol and drug problems.</li> </ul>	<ul style="list-style-type: none"> <li>elicit history that identifies the impact of substance use on development (psychosocial, physical and mental health) and risk factors for ongoing problems with substance use</li> <li>identify symptoms and signs of intoxication withdrawal</li> <li>provide support to parents and family of substance using adolescents and young adults</li> <li>outline treatment frameworks for ongoing substance use problems and how to refer for further specialist intervention.</li> </ul>

<b>DOMAIN 2</b>		<b>ADOLESCENT AND YOUNG ADULT HEALTH ISSUES</b>	
<b>Theme 2.5</b>		Disability	
<b>Learning Objective 2.5.1</b>		Diagnose and manage common medical disorders arising in adolescents and young adults with disability	
<b>Knowledge</b>		<b>Skills</b>	
<ul style="list-style-type: none"> <li>outline disorders leading to intellectual disability, e.g. Down syndrome, fragile X, and changes which occur in adolescence</li> <li>identify common disorders associated with physical disabilities, including cerebral palsy, spina bifida and muscular dystrophy, and outline the physical changes which occur in adolescence</li> <li>recognise common procedures which have occurred in childhood that have medical implications in adulthood, e.g. caecostomies, percutaneous endoscopic gastrostomy (PEG), management of spasticity</li> <li>describe nutritional, menstrual and sexual health issues</li> <li>identify local resources, opportunities, respite facilities.</li> </ul>		<ul style="list-style-type: none"> <li>provide information and support regarding health promotion in adolescence with respect to personal care</li> <li>inform formal carers about medical conditions and health promoting practices</li> <li>advocate for specific needs of adolescents and young adults with disability</li> <li>complete administrative forms, write letters on behalf of adolescents and young adults with disability</li> <li>engage with schools/employers</li> <li>perform a thorough physical assessment and refer the adolescent for management of significant physical impairments, e.g. contracture management or shunt malfunction.</li> </ul>	

<b>DOMAIN 2</b>		<b>ADOLESCENT AND YOUNG ADULT HEALTH ISSUES</b>	
<b>Theme 2.6</b>		Nutrition	
<b>Learning Objective 2.6.1</b>		Manage common chronic conditions in overweight and underweight patients	
<b>Knowledge</b>		<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe nutritional requirements in adolescence</li> <li>explain eating behaviours</li> <li>recognise the concepts of under, over and healthy weight</li> <li>recognise insulin resistance</li> <li>describe protein energy malnutrition</li> <li>explain the concept of body image</li> <li>outline the factors involved in diagnosing eating disorders</li> <li>describe the comorbidities in overweight and underweight adolescents</li> <li>manage an acutely ill patient with anorexia nervosa</li> </ul>		<ul style="list-style-type: none"> <li>interpret body mass index (BMI) and centile charts</li> <li>measure waist circumference and mid-arm circumference</li> <li>provide acute and chronic management of adolescents with eating disorders</li> <li>provide acute stabilisation and management of malnourished adolescents</li> <li>identify critical physical indicators of medical instability in malnourished adolescents</li> <li>interpret biochemical results in the presence of starvation and re-feeding</li> <li>assess and manage overweight and obese adolescents</li> </ul>	

<b>DOMAIN 2</b>	<b>ADOLESCENT AND YOUNG ADULT HEALTH ISSUES</b>	
<b>Theme 2.6</b>	Nutrition	
<b>Learning Objective 2.6.1</b>	Manage common chronic conditions in overweight and underweight patients	
<ul style="list-style-type: none"> <li>• identify and manage re-feeding syndrome</li> <li>• explain the chronic management of eating disorders, including the different models of care</li> <li>• describe the chronic management of overweight patients, including the roles of lifestyle modification, medication and guidelines for bariatric surgery.</li> </ul>	<ul style="list-style-type: none"> <li>• identify comorbidities associated with overweight patients</li> <li>• provide dietary counselling</li> <li>• prescribe a physical activity program</li> <li>• prescribe a low energy diet</li> <li>• use CBT, goal setting and motivational interviewing.</li> </ul>	

<b>DOMAIN 2</b>	<b>ADOLESCENT AND YOUNG ADULT HEALTH ISSUES</b>	
<b>Theme 2.7</b>	At-Risk Adolescents and Young Adults	
<b>Learning Objective 2.7.1</b>	Identify and manage health problems in adolescents and young adults who are marginalised or at risk	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>• explain the specific health problems associated with the following groups: <ul style="list-style-type: none"> <li>• indigenous; refugees; homeless: victims of physical and sexual abuse; adolescents whose parents have a mental illness or drug and alcohol problem; adolescent carers; gay, lesbian, bisexual, transgender and queer (GLBTQ); in custody; in the care of the state; adolescents with a disability</li> </ul> </li> <li>• identify opportunities for education, training and employment</li> <li>• recognise ethnicity or racial discrimination in health care environments</li> <li>• recognise different legislative requirements of different organisations and disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>• liaise/interact with other agencies, including guardianship boards</li> <li>• develop specific skills for working with these groups</li> <li>• consult with child protection services, including notification to protective services.</li> </ul>	

<b>DOMAIN 2</b>	<b>ADOLESCENT AND YOUNG ADULT HEALTH ISSUES</b>
<b>Theme 2.7</b>	At-Risk Adolescents and Young Adults
<b>Learning Objective 2.7.2</b>	Recognise, assess and manage adolescents and young adults who have been sexually abused
<b>Links</b>	Community Child Health Advanced Training Curriculum
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>describe the epidemiology of sexual abuse</li> <li>explain patterns of sexual abuse</li> <li>explain the initial management of an adolescent or young person who has been abused</li> <li>describe the short- and long-term effects of abuse</li> <li>identify relevant state or federal legislation, policies, procedures and protocols in relation to suspected sexual abuse.</li> </ul>	<ul style="list-style-type: none"> <li>conduct an initial assessment and examination</li> <li>manage the treatment and care of patients</li> <li>prepare documentation and reports</li> <li>collect and handle forensic samples, maintaining chain of evidence requirements.</li> </ul>

<b>DOMAIN 3</b>	<b>HEALTH SYSTEMS MANAGEMENT</b>
<b>Theme 3.1</b>	Transition from Paediatric to Adult Care
<b>Learning Objective 3.1.1</b>	Coordinate and deliver a successful transition from paediatric to adult care in patients with chronic illness and/or disability
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>describe the components of a successful transition process</li> <li>identify the local services available to patients with different conditions</li> <li>recognise generic vs. disease specific components of transition</li> <li>explain the outcomes of poorly coordinated transition</li> <li>outline the roles of the specialist services.</li> </ul>	<ul style="list-style-type: none"> <li>advocate for provision of skills/services within paediatric and adult sector to facilitate the development of transition services</li> <li>assess readiness for transfer to adult services</li> <li>liaise across paediatric and adult services</li> <li>support young adults and parents during transition process</li> <li>participate in shared care with specialist services</li> <li>support colleagues in paediatric and adult settings to develop transition programs in their specialty</li> <li>manage adolescents and young adults in an adult hospital.</li> </ul>

<b>DOMAIN 3</b>	<b>HEALTH SYSTEMS MANAGEMENT</b>	
<b>Theme 3.2</b>	Legal Issues That Have an Impact on Adolescent and Young Adult Medicine	
<b>Learning Objective 3.2.1</b>	Describe legal and confidentiality aspects of the provision of health care	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>describe the medico-legal frameworks around confidentiality</li> <li>identify the limitations of confidentiality</li> <li>recognise the legal environment of the care of adolescents and young adults, including variation in countries, states and territories</li> <li>explain issues around guardianship</li> <li>identify mandatory reporting recommendations</li> <li>describe child protection frameworks and legislation</li> <li>describe ethical practice in both clinical work and research.</li> </ul>	<ul style="list-style-type: none"> <li>explain legal framework and local guidelines</li> <li>negotiate limits of confidentiality and communicate exceptions effectively</li> <li>negotiate the different confidentiality requirements of different sectors, e.g. health vs. education</li> <li>manage situations in which confidentiality cannot be assured.</li> </ul>	

<b>DOMAIN 3</b>	<b>HEALTH SYSTEMS MANAGEMENT</b>	
<b>Theme 3.3</b>	Community Groups and Resources	
<b>Learning Objective 3.3.1</b>	Identify and access support from community groups and resources	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>recognise the role of interagency collaboration</li> <li>outline local community services and processes</li> <li>recognise the important role of other agencies and professionals in the evaluation and management of AYA health issues</li> <li>outline strengths and limitations of other agencies.</li> </ul>	<ul style="list-style-type: none"> <li>liaise and collaborate with outside agencies</li> <li>refer patients and families to relevant community resources.</li> </ul>	

<b>DOMAIN 3</b>	<b>HEALTH SYSTEMS MANAGEMENT</b>	
<b>Theme 3.4</b>	Consultation and Liaison Medicine	
<b>Learning Objective 3.4.1</b>	Work collaboratively with staff from other specialties	
<b>Knowledge</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>• identify the role of allied health professionals</li> <li>• recognise the contributions of the different medical subspecialties in the diagnosis, assessment, and treatment of health issues and complications.</li> </ul>	<ul style="list-style-type: none"> <li>• work in multidisciplinary teams and with colleagues from a wide range of professional groups</li> <li>• lead a multidisciplinary team.</li> </ul>	



