

Check List

Please note that this application must contain sufficient information and supporting documents to allow adjudication and peer review teams to have a clear understanding of the activity to avoid submission decline.

**Support and consulting services**

[support@AMcpdS.com](https://continuingeducationagency-my.sharepoint.com/personal/rachel_mycea_com_au/Documents/AMCPDS/Template%20forms/Website%20templates/support@AMcpdS.com)

CPD Accreditation

Application Check List

Activity Organiser

Activity Organiser

|  |  |
| --- | --- |
| Name |  |
| Email |  |
| Phone Number |  |
| Title |  |
| State | Choose an item. |
| Organisation |  |

By signing below, you attest to being the registered **Activity Organiser (AO**). The AO is responsible for the application of the accredited activity and must ensure all information provided is true and valid at the time of submission.

Signature

18/03/2024



Activity Details

|  |  |
| --- | --- |
| Activity Title: | *\*Must clearly indicate the content of the education being delivered* |
| Delivery Mode: | *Choose either: Face to Face workshop/meeting, conference, Webinar, on-demand e-learning, podcast,* |
| Activity frequency: | *Once* |
| Start date of activity: |  |
| How many participants are expected: | *\*note that facilitator to participant ratio should be balanced to encourage a learning environment* |
| Are you providing a prerequisite activity for participants to take | *No: Yes/details... (include upload)* |
| Are you providing a reinforcing/post activity for participants to take | *No: Yes/details… (include upload)* |
| Duration of CPD hours your activity offers | *\* Please note meals, networking, registration* ***do not*** *count to educational time claimed for CPD*  *\*Please include all Prerequisite and reinforcing Post activities in the CPD hours calculation.*  *Educational Activity:*  *Measuring Outcomes:*  *Reviewing Performance:*  *Total hours:* |

Subject Matter Expert (SME)

SME 1 (mandatory) SME 2 (optional)

|  |  |  |  |
| --- | --- | --- | --- |
| Name |  | Name |  |
| Email |  | Email |  |
| Title |  | Title |  |
| State | Choose an item. | State | Choose an item. |
| Organisation |  | Organisation |  |

*\*Please list details of all SME’s involved*

*By signing below, you (the AO) ensure that the SME(s) involved in the creation of this educational activity is actively qualified to Australian standards and sits within the scope of practice and skill set of which the activity is intended for.*

*It is mandatory to have at least* ***one*** *SME involved in CPD education.*

Signature

18/03/2024



Activity Aim

*Write a concise statement that outlines the main objectives of the educational activity. Consider what is the objective of conducting this activity and the benefit it will provide the learning participant. An example is the offering to the participating learner included on an invite.*

*Example:*

* *To identify areas of improvement in the delivery of a particular treatment/management/process/screening etc*
* *To evaluate adherence to the National Guidelines for best practice*

|  |
| --- |
|  |

Needs Assessment

*Please note that all statements must be referenced to reputable, current, contemporary resources that are relevant to practice in Australia.*

*Demonstrate the need for the education being delivered to the intended learning participants. Include referenced data that is local and contemporary (less than 5-10 years old when possible) to explain how this activity will improve clinical outcomes through learning. Describe how the topic is directly relevant to the participants scope of practice.*

*Max 500 words*

|  |
| --- |
|  |

# Learning Outcomes

*Describe what will the participant be able to do, know or process differently once they have completed this activity. Learning outcomes need to be built to the SMART criteria and usually start with a measurable verb:*

* ***S****pecific*
* ***M****easurable*
* ***A****ttainable*
* ***R****elevant*
* ***T****imebound*

*Resources* [How to Write Well-Defined Learning Objectives - PMC (nih.gov)](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5944406/)

*Each activity should offer a minimum of 3 robust learning outcomes.*

|  |  |
| --- | --- |
| **Learning Outcome 1** |  |
| **Learning Outcome 2** |  |
| **Learning Outcome 3** |  |
| Additional Learning  Outcomes (list all): |  |

# Activity Agenda *Applications that do not provide enough information will not be approved.*

|  |  |
| --- | --- |
|  | **Session 1** |
| **Session Title**  *\*Must be reflective of the content delivered* |  |
| **Session Topics covered** |  |
| **Session Content**  *\* Bullet points but must provide enough information for reviewers to understand the detail of content being presented.*  *Applications that do not provide enough information will not be approved.* |  |
| **Duration** | *\*educational content only (exclude meals, networking, registration etc)* |
| **CPD Type** | *\*If applicable Educational Activity/Measuring Outcomes and Reviewing Performance* |
| **Presenter or SME involved** |  |
| **Learning Outcomes covered in this session** | \*As written in Learning outcomes section |
| **Opportunities for engagement** | *\* Facilitator questions, discussion points, polls, think, pair, share opportunities etc* |
| **Assessment tools if used** | *\*Polls, Quiz, Knowledge checks, written assessment etc* |
| **Opportunity for learning feedback** | *\*Facilitator, automation, assessment, peers, including self-reflection etc* |

# Activity Agenda *Applications that do not provide enough information will not be approved.*

|  |  |
| --- | --- |
|  | **Session 2 – (replicate for each session)** |
| **Session Title**  *\*Must be reflective of the content delivered* |  |
| **Session Topics covered** |  |
| **Session Content**  *\* Bullet points but must provide enough information for reviewers to understand the detail of content being presented.*  *Applications that do not provide enough information will not be approved.* |  |
| **Duration** | *\*educational content only (exclude meals, networking, registration etc)* |
| **CPD Type** | *\*If applicable Educational Activity/Measuring Outcomes and Reviewing Performance/Non-clinical* |
| **Presenter or SME involved** |  |
| **Learning Outcomes covered in this session** | \*As written in Learning outcomes section |
| **Opportunities for engagement** | *\* Facilitator questions, discussion points, polls, think, pair, share opportunities etc* |
| **Assessment tools if used** | *\*Polls, Quiz, Knowledge checks, written assessment etc* |
| **Opportunity for learning feedback** | *\*Facilitator, automation, assessment, peers, including self-reflection etc* |

Select the target audience for your education

Note, each selected specialty will have a minimum of three independent peer reviews completed for each scope of practice.

The **first specialty is included in the application fee** $485 (+ gst).

Additional subspecialties incur a cost of $250 (+ gst) each.

Selections of individual clinical subspecialties can be made for applications of **Clinical Education**.

Selections for **Non-Clinical Education** are more broadly grouped.

Please see the lists on the following page and check the appropriate learning participant groups for your educational activity.

**Lists are expandable/collapsible for your convenience**

# Medical Practitioner Specialist/Physician

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **General Practitioner** |  | Medical Administrator |  | Paediatric Neurologist |
|  | Addiction Medicine |  | Medical Oncologist |  | Paediatric Nuclear Medicine Physician |
|  | Anaesthetics |  | Microbiologist |  | Paediatric Palliative Medicine Physician |
|  | Anatomical Pathologist |  | Neonatologist |  | Paediatric Rehabilitation Physician |
|  | Cardiologist |  | Nephrologist |  | Paediatric Respiratory & Sleep Medicine Physician |
|  | Chemical Pathologist |  | Neurologist |  | Paediatric Rheumatologist |
|  | Clinical Geneticist |  | Nuclear Medicine Physician |  | Paediatrician |
|  | Clinical Pharmacologist |  | Obstetrician and gynaecologist |  | Pain Medicine Physician |
|  | Community Child Health |  | Obstetrics and gynaecological ultrasound |  | Palliative Medicine Physician |
|  | Dermatologist |  | Occupational & Environmental Physician |  | Pathologist |
|  | Emergency Physician |  | Ophthalmologist |  | Psychiatrist |
|  | Endocrinologist |  | Paediatric Cardiologist |  | Public Health Physician |
|  | Forensic Pathologist |  | Paediatric Clinical Geneticist |  | Radiation Oncologist |
|  | Gastroenterologist & Hepatologist |  | Paediatric Clinical Pharmacologist |  | Radiologist |
|  | General Pathologist |  | Paediatric Emergency Physician |  | Rehabilitation Physician |
|  | General Physician |  | Paediatric Endocrinologist |  | Reproductive Endocrinology & Infertility |
|  | Geriatrician |  | Paediatric Gastroenterologist & Hepatologist |  | Respiratory & Sleep Medicine Physician |
|  | Gynaecologist Oncologist |  | Paediatric Haematologist |  | Rheumatologist |
|  | Haematologist |  | Paediatric Immunologist & Allergist |  | Sexual Health Physician |
|  | Immunologist & Allergist |  | Paediatric Infectious Diseases Physician |  | Specialist Physician |
|  | Infectious Disease Physician |  | Paediatric Intensive Care Physician |  | Sport & Exercise Physician |
|  | Intensive Care Physician |  | Paediatric Medical Oncologist |  | Urogynaecologist |
|  | Maternal-Foetal Medicine |  | Paediatric Nephrologist |  |  |

# Medical Practitioner Surgeon

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Cardio-thoracic surgeon |  | Orthopaedic Surgeon |  | Plastic Surgeon |
|  | General surgeon |  | Otolaryngologist - Head/Neck Surgeon |  | Urologist - Surgeon |
|  | Neurosurgeon |  | Paediatric Surgeon |  | Vascular - Surgeon |
|  | Oral and maxillofacial surgeon |  |  |  |  |

# (Other) AHPRA Registered Healthcare Professionals

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Aboriginal and Torres Strait Islander Health Practitioner |  | Oral Health Therapist |  | Occupational therapists |
|  | Acupuncturist |  | Diagnostic Radiographer |  | Optometrist |
|  | Chinese Herbal Medicine Practitioner |  | Nuclear Medicine Technologists |  | Osteopath |
|  | Chinese Herbal Medicine Dispenser |  | Radiation Therapists |  | Paramedic |
|  | Chiropractor |  | Enrolled Nurse |  | Pharmacist |
|  | Dentist |  | Nurse Practitioner |  | Physiotherapist |
|  | Dental Therapist |  | Registered Nurse |  | Podiatrist |
|  | Dental Hygienist |  | Midwife |  | Psychologist |
|  | Dental Prosthetist |  |  |  |  |

Non-AHPRA Registered Healthcare Professional

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Aged Care |  | Support Work |  | Veterinarian Nurse |
|  | Disability |  | Veterinarian Practitioner |  | Practice Management |
|  | Social Work |  |  |  |  |

## **Non-Clinical Education** Grouped specialties for non-clinical content only

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Medical Practitioner |  | Nursing |  | Allied Health |
|  | Pharmacy |  | Business Owner |  |  |

Domains of CPD Education

CPD Education must sit within at **least one** of the following domains: (note that this will appear on the certificate of attendance issued to the participants)

\*A minimum of **one** Domain must be selected for your educational activity:

Applied professional knowledge, skills, behaviours, and attitudes

Leadership and management with professionalism and organisational sustainability

Cultural safety for all; patient-clinician relationship, workforce, and community

Communication safety and effectiveness

Ethics, safety, advocacy, and professional compliance

Addressing Health Inequities

Core Educational Units

Review and select the relevant Core Educational Units that your activity will cover:

*\*A minimum of one Core Educational Unit must be selected for your activity, but please select all that are relevant.*

Core Unit 1: **Clinical Knowledge, Skill, and Practice**

Core Unit 2: **Communication**

Core Unit 3: **Leadership and Management**

Core Unit 4: **Aboriginal and Torres Strait Islander Health**

Core Unit 5: **Regional and Remote Practice**

**Lists are expandable/collapsible for your convenience**

Clinical Knowledge, Skill, and Practice

Essential for healthcare professionals to provide safe and effective care to patients. Some of these core units include:

Please only select the core units that the activity addresses (potentially more than one or none)

 **Anatomy and Physiology:** A sound understanding of the structure and function of the human body is essential for healthcare professionals. This knowledge provides a foundation for understanding disease processes and for making accurate diagnoses and treatment plans.

 **Pharmacology:** Healthcare professionals must have a thorough understanding of how medications work, their indications and contraindications, dosages, side effects, and potential interactions. This knowledge is necessary for safe and effective medication management.

 **Medical Terminology:** Medical terminology is the language used in healthcare to describe anatomy, diseases, procedures, and treatments. Healthcare professionals must have a good grasp of medical terminology to effectively communicate with colleagues and patients.

 **Patient Assessment and Diagnosis:** Healthcare professionals must be skilled in conducting comprehensive assessments of patients, including taking medical histories, conducting physical examinations, and interpreting diagnostic tests. They must also be able to make accurate diagnoses based on this information.

 **Communication and Interpersonal Skills:** Effective communication with patients, their families, and other healthcare professionals is essential for providing quality healthcare. Healthcare professionals must be able to listen actively, empathize with patients, and communicate clearly and concisely.

 **Infection Control:** Healthcare professionals must have a thorough understanding of infection control measures to prevent the spread of infectious diseases. This includes understanding how infections are transmitted, knowing when to use personal protective equipment, and understanding how to properly clean and disinfect equipment and surfaces.

 **Cultural Competence:** Healthcare professionals must understand cultural differences and how they may affect healthcare delivery. They must be able to provide culturally sensitive care that respects the beliefs, values, and practices of patients from diverse backgrounds.

**None of the above**

# Communication

Effective communication can improve patient outcomes, enhance patient satisfaction, and promote teamwork among healthcare providers:

Please only select the core units that the activity addresses (potentially more than one or none)

 **Active Listening:** Healthcare professionals must be able to listen actively to patients, which involves not only hearing their words but also interpreting their tone, body language, and emotions. Active listening helps healthcare professionals build rapport with patients and understand their concerns.

 **Verbal Communication**: Healthcare professionals must be able to communicate clearly and effectively using verbal communication. This includes using appropriate language, tone, and pace, as well as avoiding medical jargon or complex technical terms.

 **Written Communication:** Healthcare professionals must be able to communicate effectively in writing, such as in medical reports, discharge instructions, and emails to colleagues. Written communication must be clear, concise, and accurate, and must adhere to professional standards.

 **Non-Verbal Communication:** Non-verbal communication, such as body language, facial expressions, and gestures, can convey important information in healthcare interactions. Healthcare professionals must be able to recognize and interpret non-verbal cues from patients and colleagues.

 **Empathy:** Healthcare professionals must be able to demonstrate empathy, which involves understanding and sharing patients' emotions and experiences. Empathy helps healthcare professionals build trust with patients and provide patient-centred care.

 **Cultural Competence:** Cultural competence involves understanding and respecting the beliefs, values, and practices of patients from diverse cultural backgrounds. Healthcare professionals must be able to communicate effectively with patients from different cultures and avoid cultural stereotypes or biases.

 **Interprofessional Communications:** Effective communication among healthcare providers is essential for coordinating care and ensuring patient safety. Healthcare professionals must be able to communicate effectively with peers from different disciplines, experience levels and the broader workforce directly and indirectly involved in patient care.

 **None of the above**

# Leadership and Management

A holistic approach to leadership and management encourages Healthcare leaders and managers to develop core competencies, better equipping them to lead healthcare organizations and deliver high-quality, patient-cantered care.

Please only select the core units that the activity addresses (potentially more than one or none)

 **Strategic Planning:** Developing and implementing strategies that align with the organization's mission and goals to improve patient outcomes and organizational effectiveness.

 **Quality Improvement:** Implementing quality improvement methodologies to enhance the quality of care provided and optimize patient outcomes.

 **Financial Management:** Understanding financial management principles and managing budgets to ensure financial sustainability and cost-effective healthcare delivery.

 **Human Resource Management:** Understanding principles of recruitment, retention, and employee engagement to create an effective and high-performing workforce.

**Change Management:** Understanding the principles of change management to effectively manage change in healthcare settings, including the implementation of new technologies, policies, and procedures.

 **Communication and Collaboration:** Effective communication and collaboration skills are essential for healthcare leaders and managers to build effective teams and foster a positive organizational culture.

 **Risk Management and Compliance:** Identifying and managing risks associated with healthcare delivery, including patient safety, legal and regulatory compliance, and data privacy.

**Ethical and Legal Practices:** Understanding and adhering to ethical and legal principles in healthcare delivery, including privacy and confidentiality, informed consent, and patient rights.

 **Health Policy and Advocacy:** Understanding health policy and advocating for policies that promote equitable access to quality healthcare and improve health outcomes for all.

 **Patient-Centred Care:** Understanding the principles of patient-centred care and integrating them into healthcare delivery to promote patient engagement, satisfaction, and outcomes.

 **Practitioner Self Care:** Learning skills that can be adapted to daily routines enhancing increased productivity, by improving mental and physical health practices.

 **Professional Development:** Identifying opportunities for career development and recognising the skills needed to achieve progression and work life balance.

 **Strategies for Professionals:** Learning skills and understanding the principles to cultivate and maintain a healthy work-life balance. Gaining practical insights and strategies to enhance healthcare professional well-being, prevent burnout, and achieve fulfilling professional and personal life practices.

 **Succession Planning:** Identify future leadership needs, cultivate a talent pipeline, and ensure a smooth transition of key roles to maintain organisational and financial stability and continuity. Including retirement planning.

 **None of the above**

# Aboriginal and Torres Strait Islander Health

Is a critical issue in Australia, given the health disparities that exist between indigenous and non-indigenous Australians. The medical core units of Aboriginal and Torres Strait Islander health include:

Please only select the core units that the activity addresses (potentially more than one or none)

 **Cultural Safety:** Medical practitioners working with Indigenous communities need to be aware of the historical and ongoing impacts of colonization and the importance of culturally safe care. This involves understanding the diversity of Indigenous cultures and respecting their values, beliefs, and practices.

 **Social and Emotional Wellbeing:** Aboriginal and Torres Strait Islander peoples have unique social and emotional wellbeing needs, stemming from a range of factors such as historical trauma, cultural dislocation, and ongoing experiences of racism and discrimination. Medical professionals working with Indigenous communities need to be aware of these issues and provide culturally sensitive care.

**Chronic Disease Management:** Aboriginal and Torres Strait Islander peoples experience higher rates of chronic disease such as diabetes, and kidney disease than non-indigenous Australians. It is critical to have medical professionals who are skilled in managing these conditions and providing appropriate care.

 **Maternal and Child Health:** Improving maternal and child health outcomes is a critical area of focus in Indigenous health. Indigenous women have a higher risk of adverse pregnancy outcomes, and indigenous children experience higher rates of developmental delays and chronic illness.

 **Infectious Disease Control:** Infectious diseases remain a significant health issue for Aboriginal and Torres Strait Islander peoples, including high rates of hepatitis B and C, sexually transmitted infections, and respiratory infections. Medical professionals need to be aware of the prevalence of these diseases and implement effective prevention and treatment strategies.

 **Environmental Health:** Poor environmental health, such as inadequate housing, lack of sanitation, and exposure to pollutants, is a significant contributor to poor health outcomes in Indigenous communities. Medical Practitioners need to be aware of the environment's, health issues specific to these communities and work with other professionals to address them.

 **Indigenous Health Improvement:** Requires a comprehensive approach that involves addressing various factors such as social determinants of health, historical and cultural factors, and healthcare system barriers.

 **None of the above**

# Regional and Remote Practice

Regional and remote healthcare practice requires core units that address the unique challenges and needs of these areas. Some of the core units that are particularly important in this context include:

Please only select the core units that the activity addresses (potentially more than one or none)

 **Primary Healthcare:** This includes the provision of basic healthcare services such as disease prevention, health promotion, diagnosis, and treatment of common illnesses. Primary healthcare units are particularly important in regional and remote areas, where access to specialized medical services may be limited.

 **Emergency medicine:** This unit focuses on the management of medical emergencies and acute illnesses, including trauma and critical care. Given the distances involved in regional and remote healthcare, emergency medicine units are particularly important to ensure timely and effective treatment.

 **Mental health:** Mental health issues can be particularly prevalent in regional and remote areas due to factors such as social isolation, unemployment, and limited access to healthcare services. Mental health units can provide support and treatment for individuals experiencing a range of mental health issues.

 **Indigenous health:** Many regional and remote areas have a significant Indigenous population, and as such, Indigenous health units are important to ensure that these communities receive culturally appropriate healthcare services that meet their unique needs.

 **Public health:** Public health units are responsible for monitoring and managing the spread of infectious diseases, environmental health hazards, and other health risks. These units are particularly important in regional and remote areas where access to healthcare services may be limited, and outbreaks of infectious diseases may be more difficult to contain.

 **Allied health:** Allied health units encompass a range of health professions, including physiotherapy, occupational therapy, and speech therapy. These units are particularly important in regional and remote areas where access to specialized healthcare services may be limited.

 **Clinical governance:** Clinical governance units ensure that healthcare services are delivered safely and effectively, and that healthcare providers are held accountable for the quality of care they provide. In regional and remote areas, clinical governance units can play a particularly important role in ensuring that healthcare services are delivered in a consistent and coordinated manner.

 **None of the above**

# Sponsorship and Partnership

By signing below, you, the registered Activity Organiser (AO) attest that the design and delivery of this educational activity is free from sponsorship influence. All information, clinical and non-clinical, presented is based on the best, contemporary available evidence, and is not influenced by any sponsorship or financial relationship with any commercial entities.

**Partnerships**: where a company or individual partners for the activity with an agreed shared responsibility of producing the activity. All partnerships must be declared at time of application and comply with industry standards.

**Sponsorship:** where a company provides financial or other support in exchange promotional advantages. Sponsors are allowed but must have NO influence on clinical content provided to participating learners and be within compliance of industry standards.

*\*Sponsors may be provided a trade display outside of clinical presentations in compliance with sponsorship guidelines. Sponsors must be noted on the invite and all relevant documentation/promotion of the event*.

It is the responsibility of the Activity Organiser to ensure that Sponsors and Partners involved in the design, development, and delivery of this educational activity are updated and compliant with the relevant governing code of conduct and industry standards relating to Sponsorships and or Partnerships.

Resources include (but not limited to):

[Medicines Australia Code of Conduct Edition: 19 (Version 2) 2022](https://www.medicinesaustralia.com.au/wp-content/uploads/sites/65/2022/11/20221103-PUB-Edition-19-FINAL-VERSION-2.pdf)

# Sponsorship and Partnership Declaration

|  |  |
| --- | --- |
| **List any Sponsors involved with this educational activity:**  **Sponsorship:** where a company provides financial or other support in exchange promotional advantages. Sponsors are allowed but must have NO influence on clinical content provided to participating learners and be within compliance of industry standards. |  |
| **List any Partners involved with this educational activity:**  **Partnerships**: where a company or individual partners for the activity with an agreed shared responsibility of producing the activity. All partnerships must be declared at time of application and comply with industry standards. |  |
| **Indicate how commercial interest sponsorship is relevant to specific activity:** | E.g., Sponsor manufactures molecule associated to therapeutic area of topic |
| **Describe what is being provided by sponsors:** | E.g., Literature, Giveaways, Trade Display, Funding/Venue, Funding/Catering |
| **Please declare any other relevant information here on Sponsorship or Partnership:** |  |

Signature

18/03/2024Evaluation



*\*Upload under Evaluation to online application. The Evaluation can be presented to attendees as a digital or hard copy. The Evaluation must be provided to attendees post the activity and feedback used for quality assurance and commitment to improvement.*

*Questions may be added but the following are mandatory:*

|  |  |
| --- | --- |
| Question: | Answer: |
| Please assess your level of proficiency in relation to each learning outcome:  *List each learning outcome individually as they appear in Learning Outcome section* | Check box:  Not yet proficient  Not sure  Proficient |
| \*List Learning Outcome 1 | As above |
| \*List Learning Outcome 2 | As above |
| \*List Learning Outcome 3 (ensure each Learning Outcome is listed separately regardless of how many there are) | As above |
| Please evaluate the degree of relevance of this activity to your practice: | Check box:  Relevant  Partially relevant  Not relevant |
| Were you provided opportunities to recognise gaps in your knowledge? | Check box:  Yes/No |
| Did this activity inspire you to reconsider and enhance systems and processes within your practice to bolster patient safety and improve outcomes? | Check box:  Yes/No |
| If so, outline the actions or changes you would implement. | Free text |
| How might you monitor these actions or changes? | Free text |

Additional Information

*Please provide any additional information that will help with the accreditation process including formal invites.*

|  |
| --- |
| Upload any additional information i.e. invites |

Visit [www.AMcpdS.com](http://www.AMcpdS.com) to Apply Now