**ACEM CPD Activity Learning Outcomes session plan**

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| CPD Categories  For an activity to be approved it must meet one of the selected CPD category criteria below and be a minimum of 15 minutes in duration.  Educational activities (EA): Educational Activities focus on increasing knowledge and skills in the following ways:   * Self-directed learning activities * Group learning activities * Learning as a by-product of other professional activities such as teaching, research and educational development   Educational activity examples: Reading, viewing, and listening to educational material in the form of lectures, courses, workshops, forums, panel and small group sessions.  Reviewing performance (RP): Reviewing performance activities require analysis of the work of a practitioner, team, department, organisation, process or site, to determine if the operation is to an expected standard or objective.  Reviewing performance examples: Self-evaluation and reflection activities including direct observation of practice by colleagues and case discussions with peers  Measuring outcomes (MO): Measuring outcome activities involve reflecting on patient outcome data by reviewing comparative data sets and reflecting on patient outcomes.  Measuring outcomes examples: Assessing incident reports, undertaking practice audits, root cause analysis, quality improvement projects and including Morbidity and Mortality meetings and case conferences. | |
| **Program Level Requirements – Health Outcomes** (if applicable)  It is **not mandatory** for activities to address a Health Outcome.  **Culturally Safe Practice** Activities that address Culturally Safe Practice involve genuine efforts to understand the cultural needs and contexts of different patients to obtain good health outcomes. This includes:   * Having knowledge of, respect for, and sensitivity towards, the cultural needs of the community you serve, including those of Indigenous Australians and / or Indigenous New Zealanders. Acknowledging the social, economic, cultural, and behavioural factors influencing health, both at individual and population levels. * Understanding that your own culture and beliefs influence your interactions with patients. * Adapting your practice to improve patient engagement and health care outcomes.   **Professionalism** Activities that address Professionalism involve developing participants’ self-awareness and self-reflection by refining and developing their skills, knowledge and clinical judgment with an aim o practice medicine safely and effectively.   **Addressing Health Inequalities**  Activities that address Addressing Health Inequities involve developing participants’ expertise and influence in identifying and addressing healthcare inequities and protecting and advancing the health and wellbeing of individual patients, communities, and populations.  **Ethical Practice**  Activities that address Ethical Practice involve developing participants’ understanding of how to demonstrate a standard of behaviour in their professional lives that warrants the trust and respect of their communities. | **Wellbeing Activity Criteria** (if applicable)  Wellbeing activities may cover a range of learning experiences and methods such as practical simulations, workshops, videoconferences, webinars, and online modules.   **CPD activities that aim to maintain and improve the wellbeing of doctors should aim to:** 1: Increase subjective wellbeing (demonstrated through life satisfaction and absence of negative emotions)  2: Have lasting effects on health outcomes  3: Reduce burnout and increase personal thriving within the context of a medical career  4: Improve team functioning and experiences  5: Lead to better patient care and outcomes  They may also include sessions related to motivational techniques, principles for wellness, team roles and dynamics, responding to adverse events, peer support training, clinical supervision, managing difficulties in patient encounters and the impact of poor physician health on patient care.  **Wellbeing based activities for CPD must:**   6: Relate to professional/clinical practice  7: Have a demonstrated link to supporting improved professional knowledge and performance that benefits patient care  8: Have a focus on teaching new or improved knowledge and skills regarding practitioner wellbeing  9: Be presented by a suitably qualified instructor with the appropriate and relevant skills and knowledge in the subject of the activity |

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| **ACEM CPD Activity Learning Outcomes session plan**  *(insert extra rows as required)* | | | | | | |
| ***Activity Title:*** |  | | | | | |
| **Session start time** | **Topic/activity** | **Presenter/ facilitators** (name/s and qualifications.) | **Duration** | **CPD type**  EA,RP, MO | If applicable, outline **what** *Program* *Level Requirement - Health Outcome* is addressed and **how** they are addressed in the activity. | If your activity is Wellbeing based, which part of the ***Wellbeing Activity Criteria*** is addressed (if applicable). |
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