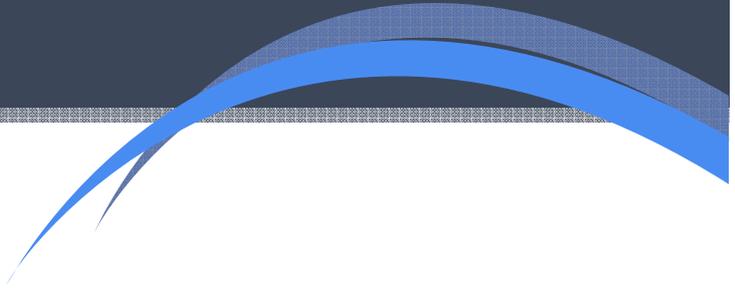


College of Intensive Care Medicine
of Australia and New Zealand



**Continuing
Professional
Development**



MANUAL



Objective

The main objective of the CICM Continuing Professional Development (CPD) program is to foster the continued learning of Fellows in order to improve standards of clinical practice. The program is devised to encourage the use of currently accepted educational strategies to assist Fellows and non Fellows to plan and participate in CPD learning activities that meet their professional and personal needs. This program replaces the CICM Maintenance of Professional Standards Program (MOPS).

Introduction

The original Maintenance of Standards Program was introduced in 1996, and revised as the Maintenance of Professional Standards (MOPS) Program in 2000. Improved understanding of adult educational strategies, and the recognition that positive personal development can lead to performance enhancement, has necessitated a change in the MOPS program. The new Continuing Professional Development (CPD) program directly embraces both adult educational strategies in the context of a Fellow's clinical practice, and personal development principles. The principal focus remains individually motivated adult education.

To allow formal validation, the CPD Program credits points for educational activities undertaken. Individual activities are allocated points on the basis of perceived educational value. Activities are varied and the Program offers flexibility and diversity in crediting educational activities to meet the varied needs of individual participants, including those in rural and private practice. Participants must accrue at least 100 points for activities every two-year cycle. There are certain categories of activity that are considered essential to professional practice or the educational process, and accumulating a certain number of points in these categories is mandatory.

The emphasis of the CPD program is on self-motivated education and the promotion of lifelong learning. Key components of adult learning are self-evaluation and appraisal. Self-evaluation is necessary to identify key areas that require development, and appraisal of activities is undertaken to evaluate activities and their impact on participants' professional practice. The process of self-evaluation can be achieved by self-assessment or peer comparison, and is expected to enhance the educational value of each participant's planned activities. Aspects of professional practice can thus be self-targeted for development and appropriate educational activity types identified. Each individual is expected to record his or her program structure and planned activities in the form of a [Personal CPD Plan](#). Activities that enhance personal development are also considered to be an appropriate part of CPD.

Once activities have been completed, appraisal of the value and impact of the activities assists in establishing whether original educational targets have been achieved, and whether further activities are required to achieve desired outcomes. Activity points are credited to participants for time taken to develop the [Personal CPD Plan](#), and for individual activities. Points are claimed by using the [Online CPD Diary](#) that also incorporates a user-friendly function to assist the participant with mandatory activity appraisal.

Participation is compulsory for all CICM Fellows. Dual Fellows with ANZCA, ACEM or RACP may currently participate in CPD programs administered by these Colleges, but must provide the CICM with evidence of successful participation. Fellows residing outside Australia and New Zealand may participate in programs administered by relevant professional bodies in their regions, but must provide the CICM with evidence of successful participation. The program is open to non-Fellow specialists practising intensive care.

Minimum Requirements

100 CPD Points

With at least:

20 points from Activity Group 1
(Self-Learning)

20 points from Activity Group 2
(Group Learning)

20 points from Activity Group 3
(Quality Assurance and Patient Safety
Activities)

Confidentiality

All data and individual records gathered through participation in the program are held in strict confidence. The College is subject to Australia's privacy laws and therefore any information supplied by a participant cannot be disclosed to third parties except as required by Law.

Feedback

Feedback on the CPD program is welcome and should be addressed to Lisa Davidson, lisad@cicm.org.au. Periodic formal feedback from the CICM to participants will be undertaken to ensure that the CPD program develops to meet the educational needs of participants.

Program Structure

The program cycle is two years and requires participants to develop a Personal CPD Plan and maintain an Online Diary. An individual's Personal CPD Plan is for personal use only and the content is not subject to review or audit by the College. The Online Diary is a logbook record of involvement in specified educational activities related to each participant's professional practice in intensive care and relevant personal development. Using the Online Diary, points are credited to activities according to their perceived educational value. Participants will be required to reflect on the educational value of each activity, and its value in the context of the Personal CPD Plan. This will be formalised by participants answering three short structured questions when entering activities. The entire process documents the self-assessment of educational requirements, activities undertaken and the educational outcome of the activities.

Participants are required to obtain at least 100 CPD points over a two-year period. The first cycle runs from the 1st January 2012 to the 31st December 2013. A minimum of 20 points must be accrued in each of the following Activity Categories over the two year period:

- 20 points from Activity Group 1 (Self Learning)
- 20 points from Activity Group 2 (Group Learning)
- 20 points from Activity Group 3 (Quality Assurance and Patient Safety Activities)

Participants will be able to generate a Certificate of Compliance for the cycle when the 100 points is reached in the online CPD Diary. A Statement of Participation confirming that a participant is currently enrolled and actively participating in the program will also be available if the minimum requirements have not yet been met.

CPD Audit

Random audits will be undertaken on up to 5% of participants each cycle to verify the accuracy of their returns and the relevance of activities claimed in individual programs. Documentation related to CPD activities - such as meeting programs, certificates of completion, agendas, timetables, reports, invitations and publications - for the current *and previous cycle* should be kept by the participant. An online archiving option for storage of documentation of claimed activities is available in the Online CPD Diary and its use is encouraged. The Personal CPD Plan should be maintained by the participant and is not subject to audit.

If a Fellow is chosen for an audit, they will have 2 months to provide required documentation.

Key Elements of the Program

- The program places emphasis on adult lifelong learning principles. The program is also designed to meet the current standards set out by the AMC, and addresses issues identified by the Fellow's needs analysis commissioned by the JFICM in 2005.
- There is flexibility and diversity in crediting educational activities to meet the varied needs of individual participants. New categories of activities are appropriately credited, including those relating to self-initiated learning, interactive learning and simulation and personal development.
- Special emphasis is given to self-evaluation and appraisal. Self-analysis by peer comparison is encouraged where possible. These processes enhance the educational value of activities and appropriate areas can be self-targeted for improvement.
- The Online CPD Diary is the primary record of self-assessment and appraisal, the record of educational activities and accumulated credit points.
- The Program should not be points driven, although a minimum level of activity in defined educational categories is required every cycle.
- Activities of other Colleges, specialties and educational institutions are recognized if they are relevant to one's particular practice of intensive care and personal development.
- **Successful compliance with the current College CPD program does not guarantee clinical competence of the Fellow.**

Special Circumstances

- There is an expectation that medical specialists whose professional practice involves a substantial component of intensive care medicine complete the CPD program of CICM. Fellows of more than one specialist college may participate in the CPD program of another college. The CPD programs of the The Royal Australasian College of Physicians, the Australian and New Zealand College of Anaesthetists and the Australasian College for Emergency Medicine are recognised for this purpose, but participants of these other programs must provide the CICM with evidence of successful participation.
- Fellows who achieve their Fellowship after the commencement of a cycle, or other participants who wish to enter after the commencement of a cycle, will be admitted to the CPD program at the end of the corresponding quarter and will be required to achieve a pro-rata number of point credits.
- Participants who are unable to participate in professional activity for six months or more because of factors beyond their control e.g. sick leave or maternity leave, may apply to the CPD Officer for special consideration on a case by case basis.

Activity Framework

MINIMUM REQUIREMENTS

100 points per cycle

Must include:

20 points from Activity Group 1 (Self-Learning)

20 points from Activity Group 2 (Group Learning)

20 points from Activity Group 3 (Quality Assurance and Patient Safety Activities)

A Fellow's Personal CPD Plan including individual activity and cycle end evaluation (see framework below for point details). A CPD Plan will not be subject to an audit.

Activity Group 1. Self-Learning Activities:

MINIMUM POINT REQUIREMENT FOR ACTIVITY GROUP 1 = 20 POINTS PER CYCLE

Category 1A: Passive Self Learning

1 point per hour

Self-directed reading and learning activities that are undertaken by the individual Fellow on topics relevant to the practice of intensive care.

Examples: journal reading, e-learning activities, learning through audio and video tapes

Documentation examples: diary entries and completed programs where available

Category 1B: Active or Interactive Self- Learning

2 points per hour

Structured projects that are planned and undertaken by the individual with the goal of improving particular aspects of their practice. The activities should be learner initiated and have clear educational objectives.

Examples: formal hospital attachments, specific learning projects with documentation of an evaluation process, a formal course of study such as a PhD, Masters or Diploma, the development of the Fellow's Personal CPD Plan at the beginning of the cycle.

Documentation examples: course registration, programs, enrolment acknowledgements, completed education material.

Activity Framework

Activity Group 2. Group Learning Activities:

MINIMUM POINT REQUIREMENT FOR ACTIVITY GROUP 2 = 20 POINTS PER CYCLE

Category 2A: Passive Group Learning

1 point per hour

These are formal education sessions that can involve large and small groups of participants. The activities provide information and skills to improve clinical practice in intensive care.

Examples: College ASMs, conferences, lectures, meetings, hospital grand rounds, e-linked conferencing etc.

Documentation examples: meeting program, attendance certificate, record of attendance, minutes.

Category 2B: Active or Interactive Small Group Learning Activities

2 points per hour

Educational group meetings that usually have a small number of participants. They have an emphasis on audience participation and information exchange.

Examples: group discussions, seminars, workshops.

Documentation examples: meeting program, attendance certificate, record of attendance, minutes.

Activity Framework

Activity Group 3. Quality Assurance and Patient Safety Activities

MINIMUM POINT REQUIREMENT FOR ACTIVITY GROUP 3 = 20 POINTS PER CYCLE

Category 3A: General Quality Assurance and Patient Safety Activities

2 points per hour

These activities are not directly related to a Fellow's individual practice yet still provide learning opportunities.

Examples: personal participation in clinical audits, patient surveys, critical reviews, morbidity and mortality meetings, peer reviews (including in-training assessments by Supervisors of Training), national, regional, or hospital QA committee meetings or hospital management meetings with a primary QA content, inspector at hospital accreditation visits.

Documentation examples: attendance records, minutes, meeting program, for a clinical audit documentation must be available to show that planning, implementation and analysis of results were undertaken.

Category 3B: Quality Assurance and Patient Safety Activities - directly related to personal practice

3 points per hour

These activities involve a review of the individual Fellow's practice. This may be a review of one or more aspects of the Fellow's practice, such as a self-assessment test or a Professional Practice Review. All aspects of a Fellow's professional practice are relevant.

The final evaluation of the Fellow's Personal CPD Plan at the end of the cycle can be claimed under this section.

Other examples: formal audit of own practice, peer review of own practice, self-assessment tests, practical skills workshops, simulator and skills courses, professional practice review, hospital attachments

Documentation examples: attendance certificate, meeting program, course registration or enrolment.

Activity Framework

Activity Group 4. Activities that Enhance Education and Research:

NO MINIMUM REQUIREMENTS

Category 4A: Teaching and Training

1 point per hour

Activities directly related to education or training.

Examples: teaching of health professionals including other Fellows, trainees, nurses & allied health professionals, presentations at educational, academic or scientific meetings, examining in College approved exams, preparation of formal teaching material e.g. courses accredited for points by CICM.

Documentation examples: meeting agendas, reports, minutes.

Category 4B: Research

1 point per hour & 5 points per publication

Involvement in research – preparation of grants, proposals and trials, review of manuscripts for professional journals, review of grants for grant providing bodies and involvement in research ethics committees, publication of research in recognized medical journals.

Documentation examples: reprints of papers, copies of protocols, policies, books, chapters and invitations to review manuscripts and theses.

Activity Group 5. Non-Clinical Professional and Personal Advancement Activities

NO MINIMUM REQUIREMENTS

Category 5A: Medical Committee Work

1 point per hour

Relevant administrative work in formal committees of hospitals, colleges, professional medical organisations related and relevant to the Fellow's practice as an intensive care specialist.

Examples: CICM Board, regional CICM committee, hospital CME/Ethics/Pharmaceutical/ Safety committee, national professional institutions.

Documentation examples: meeting agendas, reports, minutes.

Category 5B: Personal Advancement

Points to be allocated by CPD officer

Activities not necessarily directly related to individual practice in intensive care, but that foster personal development and work-life balance in intensive care.

Examples: educational activities related to racial and cultural tolerance, educational activities related to workplace stress, ethical behavior, practice management etc. sabbaticals, overseas aid work.

Documentation examples: CPD Officer will advise.

Personal CPD Plan

Introduction

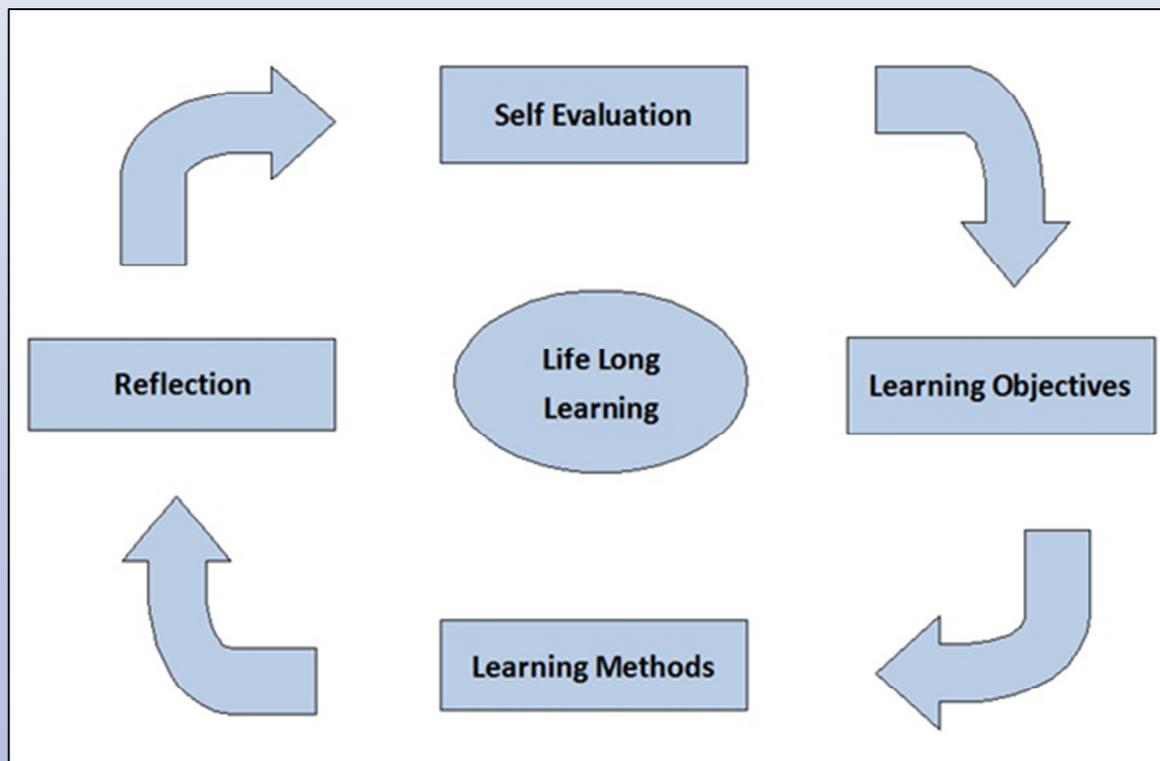
Your Personal CPD Plan should be formed to guide you to effectively use learning and educational activities to enhance your ability to meet the expectations of an intensive care specialist. The Personal CPD Plan should set out the learning activities that you are going to follow for the two-year cycle. A good Personal CPD Plan should contain the following elements:

- A self-evaluation of educational needs
- The setting of educational objectives
- A considered choice of learning activity methods
- A method for reflection and evaluation of completed activities
- Reflection and evaluation of the overall Personal CPD Plan at the end of the cycle

Although preparing and adhering to a Personal CPD Plan is mandatory, the contents of the Personal CPD Plan are for your private use only. The contents will not be audited or assessed by the College. When you record activities in the online diary you will be asked to answer two brief questions related to your Personal CPD Plan. This serves to validate the existence of your Plan and encourage reflection and evaluation.

Why is a Personal CPD Plan mandatory?

It has been suggested that adult lifelong learning is best achieved by following a defined learning process. Professional regulatory bodies have indicated that following such learning processes both enhances educational value and demonstrates commitment to ongoing professional development. One of the foundations of the adult lifelong learning process is the conceptual “adult learning cycle”. The structure of the Personal CPD Plan mirrors this adult lifelong learning process.



A representation of the life-long learning cycle

Step by Step Guide to Writing your CPD Plan

Step 1. Self-evaluation of educational needs

Self-evaluation is the first step of the Personal CPD Planning process. It is the process of gathering information about you in order to make an informed decision about areas that require educational enhancement. Self-evaluation could include evaluation and appraisal of the following: professional values, skills, interests, and related personal goals.

In principle, your CPD Plan should reinforce the expected attributes of a specialist intensivist, for example:

- Medical and technical excellence in the clinical practice of intensive care
- Strong communication and collaboration skills
- High standards of medical professionalism
- Make a scholarly contribution to the specialty of intensive care
- Demonstrate good management skills
- Maintain high standards of personal integrity
- Be a strong health advocate
- Maintain a reasonable work-life balance

Possible approach:

- Ask a question such as: what skills and knowledge do I need to develop to meet my anticipated professional roles and responsibilities in the next two years (or beyond)?
- Identify strengths and weaknesses in your current capabilities. Anticipate how these may impact on your ability to perform your professional role in the next two years.
- You may also consider how you want to develop your practice, and to identify changes in health care in the next 1-2 years that might affect your practice, e.g. introduction of new technology.

Studies of doctors have shown that they generally perform poorly when attempting subjective self-evaluation. Fellows are therefore strongly encouraged to embark on objective measures of self-appraisal when possible. A Fellow can judge his or her expertise in a clinical area and compare it to external objective measures of performance.

Example:

- Self-assessment tests that test knowledge in clinical domains using multiple choice questions, e.g. online MCQs
- External assessments such as personal peer review by a colleague, personal morbidity and mortality reviews, or formal audit of own practice, etc.
- Structured assessments of skills such as performance assessment using simulators

Step 2. Setting educational objectives

Based on the above appraisal the Fellow should set educational objectives to be met by his/her CPD activities.

Your personal objectives should be specific to the results of self-appraisal. Objectives should be clear, specific, and realistically achievable in the two year time frame.

Example:

- Self-appraisal indicated that I lack the sufficient diagnostic skills to use echocardiography to diagnose simple cardiac abnormalities
- Educational objective - to meet the requirements for basic competencies outlined in the recent international consensus conference on echocardiography in intensive care

Step 3. Choose learning activity methods

The Fellow should choose learning activities that best suit their practice and learning style in order to meet educational objectives. Some Fellows may prefer to learn mainly by themselves, others in groups, or by active participation (such as in simulations or at the bedside).

Fellows should identify CPD activities that will cover their educational needs. The availability of educational activities that meet Fellows requirements can be explored and plans made to participate as appropriate.

A review and reminder system may help to keep the Personal CPD Plan on track.

Example:

- Educational objective - to meet the requirements for basic competencies outlined in the International Expert Statement on Training Standards for Critical Care Ultrasonography.
- Learning activities: self-learning 10 hours, one day meeting on introduction to echo in ICU, four day introductory echo course (with skills workshops), and agreement of ICU echo specialist in my ICU to teach me on 40 bedside echo cases.

Step 4. Reflection and assessment

Reflection and assessment require consciously thinking about and analysing what one has done. Reflective learning implies that we examine our educational experiences to help us understand our own learning processes. A better understanding of our own thinking is likely to promote independent learning.

This part of the process is important as it closes the “learning loop”. Following self-evaluation the Fellow will have set major educational objectives that should improve their professional practice. The Personal CPD Plan, consisting of individual components but planned to evolve over one to two years, is unlikely to have been perfect. Structured reflection on individual learning experiences and assessment of the degree of success achieved reinforces the educational value of activities. Reflection may also result in recognising the need for further learning activities, or even Personal CPD Plan changes. The outcome of this process is intended to promote the development of new attitudes, the enhancement of one’s skills and knowledge and ultimately to result in the furthering of one’s professional development.

Example:

- Identify and document the strengths and weaknesses of each activity
- Review how the chosen educational model corresponded with your preferred learning style
- Review and assess whether the activity met the educational objective set in your Personal CPD Plan
- Identify whether the knowledge or skill gained will have implications for your professional practice
- At the end of each cycle, review and establish whether the objectives of your Personal CPD Plan were adequately met

How does the Personal CPD Plan relate to the Online Diary and point accrual?

Points for developing the Plan and the reflective/evaluative component can be claimed as stated in the CPD framework. Points for preparation can be claimed under 1B (self-directed activity), or 3B (externally assessed quality assurance activity such as personal practice review).

The Personal CPD Plan is a compulsory activity. When activities are entered in the Online Diary, they will not be logged until three drop-down questions related to the CPD Plan have been answered. This ensures that some degree of assessment, reflection and evaluation occurs at the end of each activity. At the end of the cycle, a brief assessment of the whole CPD Plan is also required.

Frequently Asked Questions

1. Is the CICM CPD Program compulsory for all Fellows?

To fulfill the requirements of the CICM CPD Program, Fellows must complete the CICM program. Currently dual Fellows (members of more than one acute medicine College) may fulfill the requirements through the completion of another college's program. Proof of successful participation must be provided to the CICM.

2. What other Australian Colleges' CPD programs are currently accepted?

ANZCA – Australian and New Zealand College of Anaesthetists
RACP – Royal Australasian College of Physicians
ACEM – Australasian College for Emergency Medicine

3. How long is the CPD Cycle?

The CPD cycle is 2 years, with the first cycle beginning January 2012 and ending December 2013.

4. What is the annual requirement of the CPD program?

100 Points per cycle

Must include:

20 points from Activity Group 1 (Self Learning)

20 points from Activity Group 2 (Group Learning)

20 points from Activity Group 3 (Quality Assurance and Patient Safety Activities)

5. What if I became a Fellow half way through the cycle?

The College will have 4 major intake times.

If you become a Fellow:

- a) Between January and June of the first year = Minimum Requirements 100 points
- b) Between July and December of the first year = Minimum Requirements 75 points
- c) Between January and June of the second year = Minimum Requirements 50 points
- d) Between July and December of the second year = Minimum Requirements 25 points

6. I am retired. Do I need to participate in CPD?

No, Fellows who are fully retired from active practice are exempt from the mandatory CPD requirements.

Frequently Asked Questions

7. I only work part-time, Do I need to complete the full CPD requirements?

Yes.

8. I live overseas, do I need to participate in the CICM CPD Program.

If you are not practising in Australia or New Zealand and you participate in a professional CPD program in your country of practice, the College requires proof of successful participation in the program.

9. I am going on maternity leave, do I still need to complete a CPD diary?

Depending on the length of your maternity leave, your minimum requirements can be decreased. You will need to write to the CPD Officer with details of the length of your maternity leave.

10. I have been on prolonged sick leave, what do I do about my CPD diary?

If you have been on prolonged sick leave you will need to write to the CPD Officer with the details and your minimum requirements may be decreased.

11. I can't find my activity on the list of registered activities.

If you have attended a course that is not on the registered list you can choose "General Activity – Requires Approval". You will be required to enter details of the course and these will be forwarded to the CPD Officer for approval. Once approved, the course will be automatically added to your Online Diary and, if appropriate, placed on the registered list of activities.

12. Can I complete a paper diary?

It is a College requirement that you complete the online diary. If for some reason you are unable to do this, please contact the CPD Team and they will organise an alternative.

13. When is the completed diary due?

The diary will be due by the end of January after the cycle concludes, for example; the first cycle's diary will be due for completion by the end of January 2014.

14. How do I get my Certificate of Participation?

Once you have completed the minimum requirements for the current cycle, you can print your own certificate online. You will have access to print this certificate as many times as you need. If you have any problems and can't print your certificate, please contact the CPD Team.

Frequently Asked Questions

15. I am running a course, how do I get CICM CPD registration?

You will need to apply to the CPD Officer via the online application form found on the website.

16. Why do we have to do a Personal CPD Plan?

Professional regulatory bodies have indicated that following such learning processes enhance educational value and demonstrate commitment to ongoing professional development. One of the foundations of the adult lifelong learning process is the conceptual “adult learning cycle”. It can be seen that the structure of the Personal CPD Plan mirrors this adult lifelong learning process.

17. Can I change my Personal CPD Plan after I’ve written it?

Yes, you can alter your Personal CPD Plan at any time during the two-year cycle to ensure it meets your needs

18. Will my Personal CPD Plan be audited?

While it is the expectation of the College that you complete a Personal CPD Plan before you begin the cycle, the Plan will not be audited.