



ANZCA

AUSTRALIAN AND NEW ZEALAND
COLLEGE OF ANAESTHETISTS

ABN 82 055 042 862

Continuing Professional Development Program

CPD Portfolio

Name _____

College ID _____

Triennium Years: from _____ to _____

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Program Framework

The following tables should be used as a reference when determining which category and level the activity fits into. Information is also given on the number of credits that can be claimed for activities and the credit requirements of the program.

PROGRAM FRAMEWORK

CATEGORY 1. GROUP LEARNING ACTIVITIES

Minimum Requirement 10 Credits per Year (From either Level 1 or Level 2 of Category 1)

LEVEL 1 - PASSIVE ACTIVITIES	LEVEL 2 - INTERACTIVE ACTIVITIES
<p>These are activities that involve a number of participants, large or small. These activities provide information on knowledge and skills to improve clinical practice. Topics may cover any of the Attributes of a Specialist Anaesthetist.</p>	<p>These are educational group meetings that have an objective and which emphasize audience participation and exchange of information, usually among a small number of participants. Topics may cover any of the Attributes of a Specialist Anaesthetist.</p>
<p>1 Credit per Hour No maximum cap</p> <ul style="list-style-type: none"> • Lectures • Meetings • Conferences (Regional, National, Overseas) • Videoconferences 	<p>2 Credits per Hour No maximum cap</p> <ul style="list-style-type: none"> • Small group discussions • Seminars • Workshops with no practical skills learning
<p>Documentation In Portfolio as per guidelines in Toolkit on the CPD Portfolio. Confirmation of participation</p>	<p>Documentation In Portfolio as per guidelines in Toolkit on the CPD Portfolio. Confirmation of participation</p>

CATEGORY 2. SELF - LEARNING ACTIVITIES

Minimum Requirement 10 Credits per Year (From either Level 1 or Level 2 of Category 2)

LEVEL 1 - PASSIVE ACTIVITIES	LEVEL 2 - INTERACTIVE ACTIVITIES
<p>These are self-directed activities in reading and learning through print, audiovisual, and web media. Topics may cover any of the Attributes of a Specialist Anaesthetist.</p>	<p>These are self-directed and self-initiated activities that are planned, developed and undertaken individually. Topics may cover any of the Attributes of a Specialist Anaesthetist.</p>
<p>1 Credit per Hour Maximum 10 Credits per year</p> <ul style="list-style-type: none"> • Reading journals and books • Learning from educational audio and video tapes • Learning from computer programs and Internet 	<p>2 Credits per Hour No maximum cap</p> <ul style="list-style-type: none"> • Developing CPD Plan (at the start of program) • Learning projects • Hospital Attachment for at least one day • Approved courses, e.g. towards a relevant qualification
<p>Documentation In Portfolio as per guidelines in Toolkit on the CPD Portfolio.</p>	<p>Documentation In Portfolio as per guidelines in Toolkit on the CPD Portfolio</p>

CATEGORY 3. PRACTICE ASSESSMENT ACTIVITIES

Minimum Requirement 10 Credits per Year (From either Level 1 or Level 2 of Category 3)

<p>LEVEL 1 - GENERAL QUALITY ASSURANCE ACTIVITIES</p> <p>These are QA activities that are not directly related to the Fellow's practice. Involvement in a planned quality improvement process provides learning opportunities. Time relates to time spent by the participant and not that to complete the process, e.g. a large-scale review. All the Attributes of a Specialist Anaesthetist are relevant, but that of Medical Expert will most commonly be addressed</p>	<p>LEVEL 2 - SELF-DIRECTED QUALITY ASSURANCE ACTIVITIES</p> <p>These are QA activities that involve the Fellow's practice. This may be a review of an aspect of practice, a self-assessment test, or a practical skills workshop or course. Fellows should also participate in Reflection each year, and must evaluate their own program at the end of their triennium. All the Attributes of a Specialist Anaesthetist are relevant, particularly that of Medical Expert, Communicator, Collaborator, Health Advocate, and Professional.</p>
<p>2 Credits per Hour No maximum cap</p> <ul style="list-style-type: none"> ● Clinical audits ● Case conferencing or mortality/morbidity meetings ● Critical incident monitoring ● Reviews of patient care processes or outcomes ● Patient satisfaction surveys ● Medico-legal reports ● Comprehensive reports to mortality committees ● Hospital Inspections ● Hands on Teaching/ Mentoring ● PBLD 	<p>3 Credits per Hour No maximum cap</p> <ul style="list-style-type: none"> ● Reflection notes of own experiences ● Clinical audits of own practice ● Peer review (case conferencing of a Fellow's patient) ● Practice Peer Review – Participant and Reviewer ● Self-assessment tests or programs ● Simulation & skills courses ● Workshops on practical skills and procedures ● Evaluation of participation (year 3)
<p>Documentation In Portfolio as per guidelines in Toolkit on the CPD Portfolio, or the QA activity report</p>	<p>Documentation In Portfolio as per guidelines in Toolkit on the CPD Portfolio, or the QA activity report</p>

CATEGORY 4. EDUCATION DEVELOPMENT

No Minimum Requirement

<p>LEVEL 1 - TEACHING RELATED ACTIVITIES</p> <p>These are activities directly related to education or participation in committee work related to the Fellow's practice. Activities reinforce the Attributes of a Specialist Anaesthetist, particularly that of Medical Expert, Scholar, Communicator, Collaborator, Manager, Health Advocate, and Professional. Educational activities that include sensitivity in health care with respect to race, gender, and cultures are particularly encouraged.</p>	<p>LEVEL 2 - RESEARCH RELATED ACTIVITIES</p> <p>These are activities directly related to research. Credits are time-based except for Publications, which earn 5 Credits each. Activities reinforce the Attributes of a Specialist Anaesthetist, particularly that of Scholar, Medical Expert, Collaborator, Health Advocate, and Professional</p>
<p>1 Credit per Hour No maximum cap</p> <ul style="list-style-type: none"> ● Teaching ● Examiner in ANZCA or undergraduate examinations ● Presentations at lectures and meetings ● Committee work in all professional areas 	<p>2 Credits per Hour No maximum cap</p> <ul style="list-style-type: none"> ● Research ● Publications (5 Credits per publication) ● Reviews of manuscripts or grants
<p>Documentation In Portfolio as per guidelines in Toolkit on the CPD Portfolio</p>	<p>Documentation In Portfolio as per guidelines in Toolkit on the CPD Portfolio.</p>



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CPD Plan

Your CPD Plan should be started at the beginning of the triennium. The following page may be used as a template, and the CPD Plan Toolkit can be used for guidance in the development of your plan.

CPD Plan

- Please view the 'Toolkit to Develop your Individual CPD Plan' for guidance
- You may claim 2 credits per hour, under Category 2/Level 2, for preparing this plan
- There are 4 sub-sections within the CPD Plan, the space given for each section is indicative only – please use additional sheets if necessary

1. Needs Assessment

2. State Objectives

3. Choose Learning Options

4. Reflection and Evaluation

Toolkit to Develop Your Individual CPD Plan

This Toolkit is intended to help you develop your CPD Plan. You will design your Plan exclusively for you, to help you in professional development. You may wish to modify your Plan during your triennial CPD Program, but the Plan will remain the focus and reference point for your CPD. Your Plan must be relevant to your professional role and responsibilities, and should reinforce the Attributes of a Specialist Anaesthetist, ie:

- Medical Expert
- Communicator
- Collaborator
- Manager
- Health Advocate
- Scholar
- Professional

You can develop your CPD Plan in about an hour in four steps.

Step 1. Complete Your Needs Assessment

Questions to ask:

What are my roles and responsibilities in my practice?
Will my role and responsibilities change in the coming 1-3 yrs, and if so, how?
What are my shortcomings to fulfill those roles and responsibilities?
What are my shortcomings to fulfill the Attributes of a Specialist Anaesthetist?
What are my professional needs?

Carry out a Needs Assessment exercise to identify what you wish to learn or develop over the next three years. You may also wish to consider how you want to develop your practice and to identify changes in health care in the next 1-3 years that might affect your practice. Decide the importance of specific needs with three levels of priority: urgent, "needs attention", and general continuing education.

A SWOT analysis is a useful way to take stock of your achievements, experiences, skills, and qualities. Write down your –

- Strengths - what you already do well
- Weaknesses - obvious areas for improvement
- Opportunities - what might help your development in some of these areas
- Threats - barriers to improvement, and what special consideration or extra help is needed

This will show you areas of strength, skill or knowledge gaps for attention, and considerations for possible future action. Apart from knowledge and procedural skills, the other Attributes of a Specialist Anaesthetist should be considered. The following are some examples to consider:

- Knowledge (specific areas to update or new information to learn)
- Procedural skills (specific skills to update or new skills to learn)
- Problem solving
- Responding to a clinical emergency
- Communicating with patients and colleagues
- Handling conflict
- Networking with health professionals
- Management of work and time
- Organizing skills
- Dealing with change
- Presentations
- Teaching skills
- Commitment to improving own learning and performance

Step 2. State Objectives

Questions to ask:

What are my objectives in undertaking CPD?

When should I complete a specific activity or project (i.e. what time frames)?

Your personal objectives are different from the objectives of the ANZCA CPD Program. You need to state what you want to achieve and when by. Your objectives must be clear, specific, and realistic, which you can measure (assess) within a year's timeframe. Set yourself reasonable targets and time frames.

Step 3. Choose Learning Options

Questions to ask:

What is my preferred learning style?

What CPD activities will cover my needs?

What CPD activities are available to me?

What CPD activities do I prefer to undertake?

Choose suitable learning activities that best suit your practice and learning style to fulfil your CPD Plan. You may prefer to learn mainly by yourself, or in groups, or by active participation. Take cognisance of ANZCA and your Medical Board/Council requirements. If access to regular organized activities is problematical, consider other learning activities such as via the Internet or your own local discussion groups, or develop your own activities. For example, Reminders reiterate important treatment procedures, by computer flags or on paper. Developing Reminder systems in your practice would be a quality activity.

Step 4. Reflection and Evaluation

Questions to ask:

Why include Reflection in my CPD Program?

When and how often should I undertake and document Reflection?

Incorporate into your CPD Plan periodic occasions for Reflection. This will give you opportunities to think over experiences, self-review your practices, and consider barriers to your professional development, so as to continually improve your practice as a specialist. Your CPD Plan should also include an Evaluation of your progress in learning. This is required in the last year of your ANZCA CPD Program. See Toolkit on Evaluation.

Finish - Congratulations! You have just developed your CPD Plan.

How many Credits can I Claim?

You may claim 2 credits per hour under Category 2, Level 2.



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Record of Activities

Please record your Activities on the appropriate Category/Level page in this section.



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Supporting Documentation

This section has been included to allow you to store supporting documentation for activities you have claimed during your triennium.



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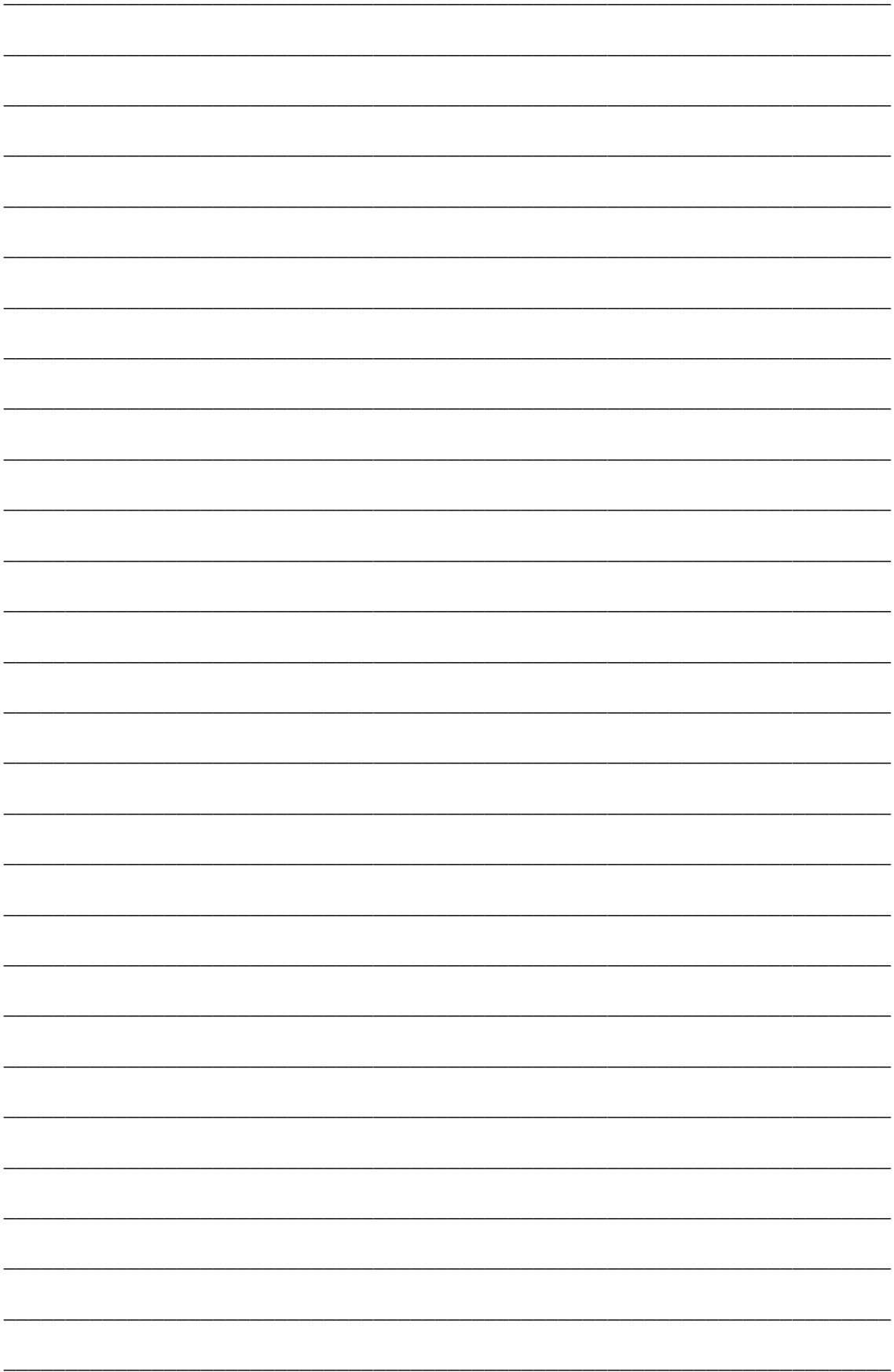
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Reflection Notes

It is suggested that Reflection Notes are written throughout the triennium. The following page may be used as a template, and the Toolkit on Reflection can be used for guidance in the development of your plan.



Toolkit on Reflection

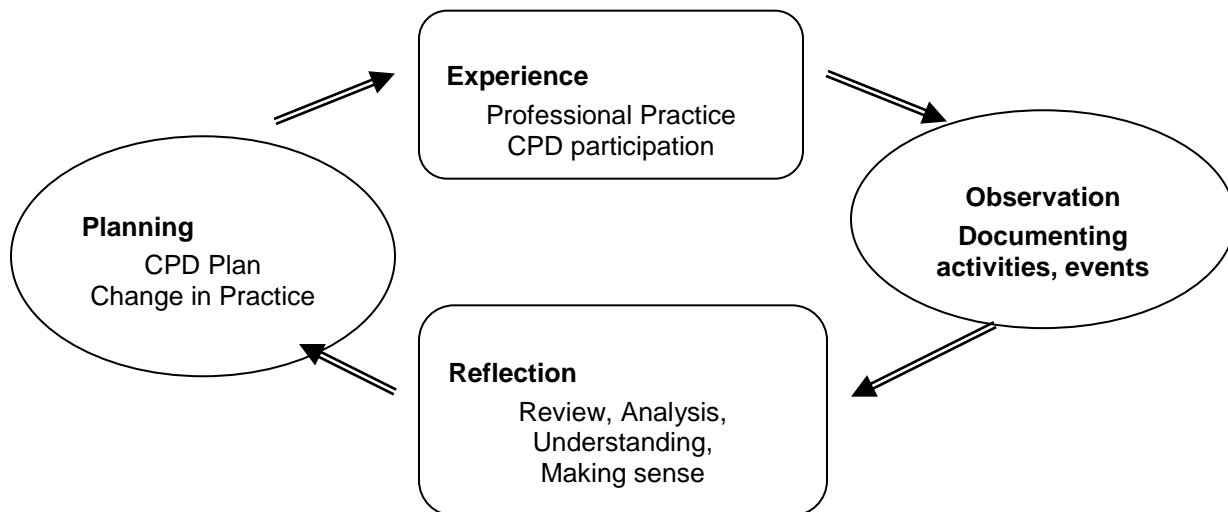
Reflection is an important process of personal and professional learning. This toolkit is intended to help you understand Reflection and engage in reflective learning.

Learning also occurs outside the conference room. Daily work provides learning opportunities to update knowledge and skills. As we link learning with routine practice, CPD and Reflection are strategies to upgrade our capabilities, rather than considered time-demanding nuisances. You should engage in Reflection whenever an experience or outcome has some impact on you, either adverse or positive.

WHAT IS REFLECTION?

Reflection can be seen as *consciously thinking about and analysing what one has done*. Reflective learning looks back over what we have experienced to help us understand our own learning processes and what was learnt. A better understanding of our own thinking will promote independent learning. Learning from experience also provides opportunities to analyse our decision-making processes and identify areas for improving our practice. Reflection also encourages us to look beyond our technical expertise to recognize our interpersonal skills and attributes, such as self-motivation and collaboration. Finally, Reflection provides us information to evaluate our CPD participation. It is part of a cycle of learning.

A CYCLE OF LEARNING



WHY SHOULD I PRACTISE REFLECTION?

The benefits of reflective learning can be summarised in the following objectives:

- To analyse your experiences to facilitate learning,
- To better understand the knowledge and skills necessary for your practice,
- To improve your performance by encouraging the recognition of slips, lapses, and incidents,
- To reinforce positive actions that have resulted in a good outcome,
- To encourage a questioning attitude and critical thinking that fosters self-learning,
- To provide proof of your CPD and progression in self-development.

HOW AND WHEN DO I PRACTISE REFLECTION?

A common tool to promote Reflection is a learning journal, which may be diaries, logbooks, workbooks, files etc. Your CPD Portfolio is your learning journal, in which you record your CPD activities and your Reflection entries. It remains the point of focus for Reflection.

If you have opinions on a learning activity that will help you evaluate your CPD or practice, you should write your reflective comments afterwards, as a supplement to your record of that activity. You should also make a Reflection comment after any event that you consider important, such as an adverse or a favourable incident, i.e. anchor Reflection to events in your daily work, such as a difficult airway intubation, failed regional block, great teamwork in a difficult case etc. You may also wish to make a comment periodically, every 1-4 weeks, as a Reflection overview of your CPD and practice experiences in that period. Fellows are also encouraged to make an annual Reflection comment at the end of Year 1 and Year 2.

WHAT DO I WRITE IN REFLECTION?

Learning Reflection

Reflective comments on a learning activity or an aspect of your practice can be structured along responses to set questions or points. The following are examples to base brief comments on. Use the ones most relevant and useful to your situation:

- A record of the activity or a description of the subject matter.
- Did you feel good or bad, and why?
- What were the strengths or weaknesses of the activity or practice aspect to influence your feelings?
- What was the situation that influenced your thoughts and feelings (e.g. environment, time availability, resources used, your motivation, etc)?
- Given the same situation again, what would you do?
- What are the implications for your practice arising from the activity?
- What is blocking your learning or what are barriers to learning in this activity?
- What gaps in your knowledge or skills or learning can you identify?
- What specific or extra skills, tools, or resources do you need for a similar situation?

Event Reflection

For any event that you consider important and wish to make Reflection comments, any of the points above can be addressed if they are relevant. With favourable events, also comment on your feelings and reasons which made the event “good”, to reinforce learning and behaviour. To reflect on an adverse event, critical incident reporting is an excellent format. This covers:

- A description of the event.
- What was/were the cause(s)?
- What were aggravating factors?
- What were extenuating factors?
- Who was involved?
- Could the (adverse) event have been avoided, and if so, how?
- What was the outcome?
- How has the event affected your practice?
- What did you learn from the event?
- Has the event changed any of your attitudes and ideas?

Periodic Reflection

For a periodic Reflection comments, you should reflect on your experiences and learning over that time. It is particularly constructive to reflect on your practice in terms of the Attributes of a Specialist Anaesthetist (Medical Expert, Communicator, Collaborator, Manager, Health Advocate, Scholar, Professional). Your comments could be based on the following examples:

- What do you feel about your CPD participation and your progress?
- Has your learning been effective?
- Are you able to meet your objectives in your CPD Plan so far?
- Do you need to change your CPD Plan?
- What activities are more effective in your learning?
- What activities are less effective in your learning?
- How do you learn most effectively?
- What are the barriers to your learning or CPD participation?
- How can the barriers be tackled?
- What are your identified gaps in your knowledge and skills?
- What changes have you implemented in your practice as a result of your CPD?
- Has your performance improved as a result of your CPD?
- What aspects of your Attributes of a Specialist Anaesthetist have you improved?
- Have you changed in your motivation or attitude towards your learning?
- What do you feel about your workplace and your colleagues?
- How would you improve any poor feelings that you may have about your workplace and your colleagues?

How many Credits can I Claim?

You may claim 3 credits per hour under Category 3, Level 2 for your time spent in recording Reflection notes on your CPD activities or practice.

Final Tips:

You are writing your thoughts and feelings about your experiences to yourself to help yourself. Illustrate:

- The increase in your knowledge and skills
- Developments in your attributes and attitudes
- Outcomes (impact and improvements) on your practice

Be brief, be honest, and be positive.



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Evaluation of Triennium

Your Evaluation should be written at the completion of the triennium. The following page may be used as a template, and the Toolkit to Conduct an Evaluation of Your CPD can be used for guidance.

Evaluation of Triennium

- Please view the 'Toolkit on Evaluation' for guidance
- You may claim 3 credits per hour, under Category 3/Level 2, for your time in writing your evaluation
- The space given here is indicative only – please use additional sheets if necessary

Toolkit to Conduct an Evaluation of Your CPD

The ANZCA CPD Program requires you to complete an evaluation of your program at the end of your triennium. Evaluation helps you to assess your achievements and whether your CPD Plan's objectives were met. It can provide information on the strengths and weaknesses of your participation and areas to address to improve future learning. This Toolkit is intended to help you conduct that evaluation. You can evaluate your CPD in the following steps.

Step 1. Assembly and Perusal of Documentation

Questions to ask:

*What documents do I need for Evaluation?
What do I have to read and consider?*

Assemble your Portfolio and all documentation of your CPD over the past triennium. Peruse your Portfolio, particularly your CPD Plan that you had developed. Note your activities and your Reflection notes. For those with their unique system of filing documentation in a shoebox, this is an opportunity to regularly review your records and "put things in order" (e.g. every one, two, or six months), rather like for an annual tax return.

Step 2. Assessment, Reflection, and Evaluation

Questions to ask:

*What do I have to assess in reading my documentation?
What is the difference between assessment and evaluation?*

Assess all your activities and your recorded Reflection entries. Consider, with the help of your Reflection entries, your activities' relative learning value, problems encountered ("barriers to learning"), and the activities' effectiveness in modifying your professional behaviour. Evaluation is a broader process that involves examining information and assessments about all the components of your participation, to be able to judge the worth or effectiveness of your program.

Step 3. Evaluation Questionnaire

What tools do I use to develop my Evaluation?

Your evaluation will be structured on a questionnaire about your Portfolio and Reflection entries. Complete your evaluation by providing written answers to the following questionnaire. Freely use excerpts from your Reflection entries to illustrate or emphasize points in your answers. Examples are provided to guide you in your answers, but they represent only examples.

1. *Have you achieved the objectives in your CPD Plan?*

Consider: *Yes fully, yes in part, or no.*

2. *If not achieved fully, why not?*

Consider: *Factors or barriers outside your control.
Factors or barriers that you did or could have managed.*

3. *Did your needs change, and if so, in what ways?*

Consider: Any change in practice, roles, and responsibilities.

4. *What activities do you consider the most effective in your learning?*

Consider: Specific activities. Use Reflection entries to illustrate.
Give reasons if applicable.

5. *What activities do you consider the least effective in your learning?*

Consider: Specific activities. Use Reflection entries to illustrate.
Give reasons if applicable.

6. *What improvements in your practice can you see from your learning?*

Consider: Professional and personal attributes and work environment.

Examples: *I respond better when managing a crisis.
I manage arrhythmias better.
I have learned more and feel more confident.
I am more skilled in fiberoptic intubation.
I have more job satisfaction.
I can resolve conflicts in theatre better.
I now manage my time better.
I work better with my surgeons.
Patients are happier with my preoperative consultations.
I feel more committed to CPD.*

7. *How are you going to use any key points that you have learned?*

Consider: Improve your patient care (e.g. procedures and services).
Teach new concepts learned.
Improve ways of work and communication in theatre, etc.

8. *How do you rate the quality and effectiveness of your own CPD program?*
Consider: Inadequate, Satisfactory, or Good

9. *What would you plan or do differently in your next CPD cycle?*
Consider: Different approach, choice of activities, use of time, etc.

10. *What changes would you like to see in ANZCA CPD Program?*
Consider: The Framework, feedback, resources, incentives, etc.

Step 4. Finish - Congratulations on completing your evaluation.

How many Credits can I Claim?

You may claim 3 credits per hour under Category 3 / Level 2 for your time in writing your CPD evaluation.



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Certificates, Reports, Other Professional Activities

If you wish to, in this section you may collate your Statement of Participation and Program Completion certificates, plus any relevant reports you may wish to keep. Documentation for Other Professional Activities may be included in this section.