

## CPD handbook appendix 24

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### Guidelines for Wellbeing CPD education sessions

#### Purpose

The purpose of this document is to guide the development of education sessions for continuing professional development (CPD) activities that aim to maintain and improve the wellbeing and health of anaesthesia and pain medicine fellows, trainees and specialist international medical graduates.

#### Context

CPD activities that maintain and improve the wellbeing of doctors may:

- Have lasting effects on health outcomes.
- Increase personal thriving within the context of a medical career (and reduce 'burn out').
- Improve team functioning and experiences.
- Lead to better patient care and outcomes.
- Investment in staff wellbeing also has economic benefits for our health systems.

The World Medical Association (WMA) 2017 amendment to the [Declaration of Geneva, physician's pledge](#) acknowledges the importance of doctor's wellbeing. The declaration was amended to include: *"I will attend to my own health, wellbeing, and abilities in order to provide care of the highest standard"*.

CPD activities that maintain and improve wellbeing may cover a range of learning experiences in various settings such as practical simulations, workshops, video-conferencing, webinars and online modules.

These may 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.

It is acknowledged that these sessions will have a positive benefit both for individual professional development and for personal therapeutic purposes, as these are synergistic.

Whilst the college recognised that organisational systematic strategies are crucial to support physician wellbeing, individual strategies such as through CPD, are within the aegis of the college and required.

From April, 2021 this ANZCA and FPM CPD program activity will be claimed under the Knowledge and skills category at one credit per hour, credit cap of 10 credits annually.

#### Background

One of the main goals outlined in [ANZCA and FPM's 2018-2022 Strategic Plan](#) is 'supporting the wellbeing of anaesthetists and specialist pain medicine physicians (SPMP) inclusive of college staff'.

ANZCA's doctors health and wellbeing framework was piloted in 2018 and became operational in 2019, it addresses systematic as well as individual approaches. The Wellbeing Special Interest Group (SIG) has promoted the importance of personal wellbeing and heightened awareness of wellbeing issues in anaesthetists and SPMP.

Wellbeing of doctors is also a key part of the performance frameworks developed by the [Medical Board of Australia \(MBA\)'s Professional Performance Framework Pillar 5: Collaborations to foster a positive culture of medicine](#) and the [Medical Council of New Zealand \(MCNZ\)'s strengthened recertification core elements](#).



From an educational perspective, ANZCA aims to incorporate health and wellbeing activities into professional standards, curricula, CPD and learning resources shared with members and partners, so that this becomes part of the fabric of the lifelong planning and development of a doctor's career.

This guideline has drawn inspiration from Royal College of Physicians and Surgeons of Canada (RCPSC) draft CanMEDS professional key competency in the area of physician health and wellbeing, currently in development.

## Definitions and terms

To clarify terms that are used within this document, the following definitions are provided.

1. Health: In accordance with the 2019 statement on the role of ANZCA in advocating for the health of all people. Endorsement is provided by the [World Health Organization's \(WHO\) constitution principles](#) through the following statement:  
*"Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity".*
2. Wellbeing: One wellbeing definition is from the [Wellbeing Institute at the University of Cambridge](#) is *"positive and sustainable characteristics which enable individuals and organisations to thrive and flourish"*.  
This is to include physicians' personal wellbeing, not merely as providers of wellbeing resources to others.
3. Wellbeing CPD education sessions: Education sessions centred on wellbeing aim to enhance knowledge of the personal and professional issues affecting the physical, mental, spiritual and emotional wellbeing of anaesthetists and SPMP at all stages of their careers.

## Recognised resources

ANZCA does not exclusively endorse any one resource for wellbeing CPD education sessions.

The ANZCA [Wellbeing SIG LibGuide](#) has been designed for those interested in locating resources relevant to the general wellbeing of medical practitioners. This is not an exhaustive list; rather it provides a collection of selected professional networks and support resources related to the wellbeing of doctors.

## Learning objectives for education sessions development

By the end of the wellbeing CPD education session, participants will be able to:

1. Apply techniques to develop self-awareness and manage the bi-directional relationship between personal wellbeing and professional performance.
2. Develop strategies to build wellness skills for profession (culture), environment (hospital/ practice/ organisation) and self (individual).
3. Be familiar with educational initiatives that raise awareness about systemic issues affecting doctors' wellness. These may include policies and standards that relate to training and work to promote sustainability.
4. Communicate and promote a culture of wellbeing in clinical and learning environments.
5. Recognise signs of declining and poor health in colleagues.
6. Understand the responsibilities to intervene for patient safety, including mandatory reporting.
7. Recognise non-technical and teamwork competencies which have a positive impact in managing difficulties during patient encounters, and to employ them as applicable.



## Structure of the education session

Education sessions delivered in a workshop or structured group discussion format require:

1. The course provider supplies participants with pre-course preparation activities (e.g. reading materials, podcast, PowerPoint presentations) with the aim of providing introductory information about the session content, process and confidentiality undertakings.
2. The course provider ensures the education session is facilitated by a clinician who is suitably skilled and experienced to deliver the content of the session. The facilitator should preferably have medical education experience and/or credentials.
3. The course provider and facilitator(s) adhere to the privacy policies of their organisation and location, including written confidentiality undertakings by participants and course facilitators as well as written consent for any recording or notes kept by the course provider. ANZCA does not collect this information.
4. Materials and contacts are made available to support participants should they become adversely affected by attending the course (e.g. [ANZCA Doctors' Support Program](#)).

## Session materials

Examples of additional session materials for a workshop or structured group discussion format:

- Session objectives and goals
- Session outline
- Physical, printed or digital material to support learning objectives of sessions
- Session evaluation forms for feedback from participants