

# RACGP's CPD Solution for Professionalism and Ethical practice

## CPD program-level requirements

As a doctor practising in Australia, each year you must allocate CPD time to consider and develop your Professionalism and Ethical practice according to your scope of practice and role(s).

[Good medical practice: a code of conduct for doctors in Australia \(the code\)](#) states that:

*Doctors have a duty to make the care of patients their first concern and to practise medicine safely and effectively. They must be ethical and trustworthy. Doctors have a responsibility to protect and promote the health of individuals and the community.*

*Professionalism includes self-awareness and self-reflection as well as a duty to keep their skills and knowledge up to date, refine and develop their clinical judgment as they gain experience, and contribute to their profession.*

### Getting started

When planning your annual CPD we suggest that you start with the [Good Medical Practice: A code of conduct for doctors in Australia](#) (the code). The code describes what is expected of all doctors registered to practise medicine in Australia.<sup>1</sup>

Becoming familiar, and maintaining your understanding of the code is important, valuable, and helps you meet the annual requirement of one (1) activity for professionalism and one (1) activity for ethical practice.

You determine your priorities and CPD hours, however, you must do at least one activity each year relating to both Professionalism and Ethical practice. Completing the reflection as outlined in your annual Professional Development Plan (PDP) will help you meet this requirement. To complete your PDP, login to [myCPD home](#) and open the PDP tool.

Consider the range of resources and activities offered by your medical defence organisation. Some might be RACGP CPD approved activities, whereas others (including reading and reflection) you can log for your program-level requirements.

### How do I get more information about these two program-level requirements?

- Contact your [local CPD team](#)
- Connect with the [Business of Being a GP](#) specific interest group.
- The RACGP's evidence-based resources, guidelines and standards are developed by members. To get involved, use the nomination process to participate on one of the [RACGP's advisory committees](#).

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<sup>1</sup> The Medical Board of Australia, 2023. <https://www.medicalboard.gov.au/codes-guidelines-policies/code-of-conduct.aspx>

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*RACGP's recommended activities*

This document provides links to RACGP CPD approved activities and other suggested options that you can complete on your own or with others. This includes:

- Ten approved CPD activities available in *glearning*, across all three activity types
- Nine RACGP webinars you can watch on-demand for Educational Activities (EA) CPD
- A recommended reading list of clinical guidelines for Educational Activities (EA) CPD
- Self-directed CPD activities for your Reviewing Performance (RP) CPD

*RACGP's suite of CPD Approved activities available on glearning*

*Upon completion of these activities, the RACGP will upload your CPD hours on your behalf.*

<a href="#"><u>AJGP Clinical Challenge, December 2023, Medicolegal</u></a>	Explore the medicolegal pitfalls when assessing decision-making capacity in people with cognitive impairment; managing parental disagreement; microaggressions in the general practice setting; healthcare, mandatory reporting and medical students; the role of the GP in specialist referrals; and managing patient complaints.	<b>6EA, 6RP</b>
<a href="#"><u>Ethical and legal considerations in general practice MCQs</u></a>	Explore your role and responsibility as a GP in situations that require you to exercise your ethical and legal obligations and ways to navigate some of these challenging situations.	<b>0.5EA, 0.5RP</b>
<a href="#"><u>AJGP clinical challenge April 2023: Prescribing</u></a>	This issue covers deprescribing considerations for older people; nature prescribing in general practice; low-dose naltrexone in the treatment of fibromyalgia; and the impact of harm reduction practices of non-prescribed performance and image-enhancing drug use.	<b>2EA, 3RP, 2MO</b>
<a href="#"><u>Addressing doctor's health: caring for ourselves and our colleagues</u></a>	Health practitioners are integral to optimising patient safety and quality of care. This module explores the risk factors and warning signs of stress and burnout and outlines principles of self-care and effective preventative strategies for GPs.	<b>0.5EA, 0.5RP</b>
<a href="#"><u>Clinical risk management in general practice</u></a>	Learn how to identify, discuss, and manage clinical risks, errors, near-misses and adverse events. This module also explores medico-legal aspects of risk and incident management and disclosure to patients.	<b>5.5EA, 0.5RP</b>
<a href="#"><u>Effective use of GP shared resources and the multidisciplinary general practice team to improve patient access and GP workflow</u></a>	Explore how to optimise the skills and workload of your practice team through consideration of population need, individual workflows and expertise, and ways to improve efficiencies.	<b>1EA, 2.5RP, 0.5MO</b>
<a href="#"><u>Advanced care planning</u></a>	This module explores the principles of advanced care planning, identification of suitable patients, and criteria that determine a patient's mental capacity to execute and advance care directive.	<b>0.5EA, 0.5RP</b>
<a href="#"><u>Managing legal dimensions in general practice</u></a>	This module provides an overview of some of the important legal responsibilities that GPs must comply with, including patient consent, record keeping, certificates and notifications, end of life management, ensuring safety and managing complaints and critical incidents.	<b>1EA</b>
<a href="#"><u>Child abuse and neglect</u></a>	GPs are well placed in the healthcare system to identify children who may be experiencing abuse due to their ongoing relationship with families. This activity outlines the responsibilities of the GP in relation to mandatory reporting of child abuse and neglect.	<b>0.5EA, 0.5RP</b>

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<u>Reducing your risk of Medicare non-compliance</u>	This activity is designed to improve GP understanding of the Medicare Benefits Schedule (MBS) and reduce the risk of incorrect billing and non-compliance. It aims to help you better understand the basic principles of the MBS, problem item numbers and compliance processes.	<b>2.5EA, 4RP</b>
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## RACGP on-demand webinars

Log the time you spend viewing these on-demand webinars as Educational Activities (EA).  
Use the [RACGP's Reviewing Performance or Measuring Outcomes Tools](#) to record additional CPD where applicable.

<u>I need antibiotics for my cold! Stewardship in primary care</u>	This webinar presents evidence-based approaches for managing antimicrobial stewardship and aims to provide GPs with resources to navigate discussions with patients and understand common conditions that are overprescribed.
<u>Reducing harm from PSA testing</u>	Explore the current evidence related to prevention and early detection of prostate cancer, and an evidenced approach to manage risk for asymptomatic patients deciding whether to proceed with PSA testing.
<u>Workplace law reforms (and payroll tax update) for practices</u>	Listen to industry experts explore workplace laws that came into effect in 2023 and practical recommendations for what practices need to do to comply with these laws.
<u>Supporting people living with dementia in primary care – recognising and managing behaviours</u>	Explore some of the strategies to manage patients in primary care setting who are living with dementia. This includes examining behaviours that are markers of distress, managing triggers, transition to a nursing home, non-pharmacological and pharmacological interventions.
<u>Violence and the law</u>	Domestic and family violence is an important issue for GPs in their everyday practice. Many patients who experience domestic and family violence will be involved in multiple legal processes. It is important that GPs have a general understanding of these issues and their reporting duties in this context.
<u>Medicine safety in disability care</u>	Learn about some of the barriers people with a disability face to safe prescribed medicine use and strategies that can reduce risk including regular medication reviews.
<u>Reputational Damage – Governance in Group Practice</u>	Learn from cases of complaints and legal claims that arose because of poor governance and explore how good operational management and leadership is essential to improve outcomes for practitioners and patients.
<u>Electronic prescribing: supporting safe medication management</u>	Explore some of the tips to share with patients who are finding it challenging to manage electronic prescription tokens when taking multiple medicines, how to use the Active Script List and electronic prescribing for the aged care sector.
<u>Changing how we think about difficult patient situations</u>	This webinar will explore strategies and processes to manage challenging situations with patients and to keep the patient and the team safe. This webinar explores three elements that can contribute to these situations: system, the patient and the doctor and ways to manage various 'difficult' patient scenarios.

## Recommended reading list:

Log your CPD for reading of these resources as Educational Activities (EA).

Use the [RACGP's Reviewing Performance or Measuring Outcomes Tools](#) to record additional CPD where applicable.

<b>MBA's</b> <u>Good Medical Practice: A code of conduct for doctors in Australia</u>	<i>Good medical practice</i> (the code) describes what is expected of all doctors registered to practise medicine in Australia. It sets out the principles that characterise good medical practice and makes explicit the standards of ethical and professional conduct expected of doctors by their professional peers and the community. The code was developed after wide consultation with the medical profession and the community.
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<b>MBA'S</b> <a href="#">Codes, Guides and policies</a>	The Medical Board of Australia has codes, guidelines and policies to guide the medical profession. These also help to clarify the Board's expectations on a range of issues.
<b>RACGP's</b> <a href="#">Resources to support GP wellbeing</a>	This page contains information and resources for GPs on strategies for self-care as an essential element of their professional life. This page contains educational videos, mental health resources, the GP support program, preventing and managing patient aggression and violence, and responding to sexual harassment by patients.
<b>RACGP's</b> <a href="#">First Do No Harm: a guide to choosing wisely in general practice</a>	<i>First do no harm</i> is designed to enable positive and constructive conversations between GPs and patients. The guidelines aim to provide information and tools to assist in shared decision making regarding overused tests, over diagnosed and overtreated conditions and interventions with insufficient evidence.
<b>RACGP's</b> <a href="#">Guidelines on Prescribing drugs of dependence in general practice</a>	Taking a proactive approach RACGP has developed these guidelines as a starting place for general practice to be a solution to problematic prescription drug use to improve clinical outcomes for all Australians.  <i>These guidelines consist of Parts A, Part B, Part C1 and C2. These guidelines provide a wealth of practice-based resources to support implementation of the guidelines that can contribute towards your RP and MO CPD.</i>
<b>RACGP's</b> <a href="#">Handbook of Non-Drug Interventions (HANDI)</a>	HANDI is designed to make evidence-based non-drug treatments more visible and easier to use.
<b>RACGP's</b> <a href="#">A guide to ensuring good referral outcomes for your patients</a>	This guide is intended to help you approach referrals to improve outcomes for the patient. It covers factors like choosing a specialist, informing patient of out-of-pocket costs and use of secure electronic communication between medical specialists.
<b>RACGP's</b> <a href="#">Preparing medical reports: A guide to setting fees and writing reports</a>	GPs are often approached to provide important information about a patient's condition to third parties. This resource has been developed for members of the RACGP to provide you with guidance on: <ul style="list-style-type: none"> <li>• the difference between medical records and medical reports</li> <li>• what to consider when setting a fee for the preparation of medical reports</li> <li>• how to structure medical reports, including an example of appropriate content and formatting.</li> </ul>
<b>RACGP's</b> <a href="#">The General Practice Business Toolkit</a>	Use the General Practice Business Toolkit to establish, manage and enhance your practice. This toolkit has a comprehensive range of resources will help you optimise your practice's systems and processes, finances, and practice teams.
<b>RACGP's</b> <a href="#">Resources to support general practices prepare and respond to emergencies</a>	This page contains guidelines and factsheets to help GPs with their emergency planning and emergency management including cybersecurity and information security.

## Self-directed RP activity options

The hours indicated for each activity are only a guide. We recommend you record the actual time spent engaged in the activity outlined. To view these activities, please see Appendix 1.

RP1 Discussions about burnout prevention (0.5hr RP)

RP2 Incident management review (0.5hr RP)

RP3 When your personal or ethical principles are challenged (0.5hr RP)

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- RP4 Role play the provision of medical certificates (0.5hr RP)*
- RP5 The role of the GP reflection (0.5hr RP)*
- RP6 Consideration of professional boundaries (0.5hr RP)*
- RP7 Review on giving and receiving feedback (0.5hr RP)*
- RP8 Management of third party requests for information (1hr RP)*
- RP9 Case reflection on mandatory notifications (1hr RP)*
- RP10 Develop a strategy for your health and wellbeing (2hr RP)*

# Appendix 1. Self-directed Reviewing Performance (RP) CPD options.

The following activities are adapted from units of the 2022 RACGP Curriculum and Syllabus. They draw on the Professional and Ethical Role core unit.

Times outlined below **are an indication only**. We recommend you log the actual time you spent on an activity as members will engage with this material differently according to your role and scope.

## *RP1 Discussion about burnout prevention (0.5hr RP)*

Discuss [the Code of Conduct](#) and the importance of GP wellbeing on delivery of quality clinical care. As a group consider:

- The signs that someone might need help and how that might differ across those in your practice team
- What is your responsibility to yourself and each other
- How can you recognise that you might not be functioning at optimal capacity? How could you be more self-aware of your need for help?
- What are effective self-care strategies?

## *RP2 Incident management review (0.5hr RP)*

Reflect on a near miss or critical incident, or complaint that you were involved in. If you feel comfortable, discuss with a colleague or friend.

- What happened?
- How did you feel after the incident?
- What did you learn from this situation?
- How have you changed your practice as a result?

## *RP3 When your personal or ethical principles are challenged (0.5hr RP)*

Reflect on hypothetical patient scenarios that might make you feel uncomfortable because they raise conflicts with your personal or ethical principles. Consider how the circumstances make you feel? How do you manage the tension of conflict between these issues and your ethical principles? What strategies could you see to help manage these situations.

- a patient presenting for voluntary assisted dying,
- a patient with seven children refusing contraception,
- a parent refusing vaccination for their child,
- a perpetrator of domestic violence or sexual abuse,
- or a request for termination of pregnancy.
- Or alternative scenarios such as someone who uses illicit substances or is homeless.

#### *RP4 Role play, provision of medical certificates (0.5hr RP)*

Role-play or discuss scenarios where a patient asks for a medical certificate. Consider any of the following scenarios:

- A patient who is resisting having a mandatory vaccination for their work and would like to go on sick leave while they think about this.
- A new patient who has long-standing back pain requesting three weeks' leave because that is usually how long it takes for them to recover.
- A person who is retiring next year and has 100 days of sick leave. They want to use some of their sick leave to go on a holiday for three weeks; and their boss has said it was fine to use sick leave and to just to get a medical certificate from their doctor.
- When were your views different from your peers? Why might your peers think the way they do?
- In what situations is it appropriate to give a medical certificate? In what situations is it not appropriate?
- What if the scenarios changed slightly? For example, the patient resisting vaccination only wanted three days' sick leave, or they had significant mental health issues.
- What are your legal obligations around giving medical certificates?
- How did you manage these consultations?

#### *RP5 The role of the GP reflection (0.5hr RP)*

Reflect on the professional role of the GP with a friend/family member

- What sorts of behaviours do they consider to be professional? What sorts of behaviours to be unprofessional?
- What do they think is the role of the GP in terms of advocacy for health system change?
- What is the role of the GP to advocate for their patient's needs? *Helpful to think of this in terms of role of care coordination for the patient, ensuring things don't "fall through the gaps", overcoming barriers to care.*
- What changes could you make to your practice because of your discussion?

#### *RP6 Consideration of professional boundaries (0.5hr RP)*

Consider the following scenarios and identify the issues related to professional and ethical behaviour:

- a) A reception staff member books an appointment with you to obtain a pathology form for a blood test that their naturopath has requested.
  - b) A doctor approaches you in the corridor asking for a script for the contraceptive pill.
- What issues do these situations raise? How do you manage these situations? How do your peers manage these situations? Do these scenarios breach professional boundaries?
  - What strategies might help if you are faced with these situations in the future?
  - Are there 'hard boundaries' and 'soft boundaries'?
  - What if you were practicing in rural areas?
  - How can you be self-aware of your boundaries?
  - What can you do if you are concerned there is a crossing of boundaries?

#### *RP7 Review on giving and receiving feedback (0.5hr RP)*

The new CPD arrangements informally encourage doctors to connect and learn from each other to protect individuals from practicing in professional isolation. This type of CPD can involve giving and receiving feedback and encouraging you to seek patient feedback.

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- How do you feel giving feedback to others in your workplace?
- How do you feel when feedback is offered to you?
- What can make feedback easier or harder to listen to?
- What can make the biggest impact on your practice?
- What processes are in place in your workplace that make it easier for you to routinely do CPD with others in your practice?

*RP8 Management of third party requests for information (1hr RP)*

Read the RACGP's [Preparing medical reports: A guide to setting fees and writing reports](#) and review a medical report that you or a colleague provided to a third party.

- Review the medical report in line with the themes of the RACGP's guidance as outlined in the document above.
- How would you approach your next medical report?
- Consider your clinic's templates and processes that are used to manage third party requests and any improvements can be made.

*RP9 Case reflection on mandatory notifications (1hr RP)*

On your own or in a group, identify a case where you were required to exercise your duty of care for a mandatory notification. How did this make you feel? What was the process like? What did you learn? Reflect on your knowledge of and levels of adherence to the standards, and factors that impact your approach for any of the following:

- disease notification
- child protection
- medical practitioner fitness to practice
- fitness to drive
- assessment of patients under a mental health act
- substitute decision-making.

*RP10 Develop a strategy for your health and wellbeing (2hr RP)*

Reflect on how you maintain your personal health and wellbeing and develop a strategy with respect to the following:

- management of personal and professional isolation, which can be experienced by GPs in different ways throughout the different stages of your career.
- management of common psychological issues that affect doctors, such as stress, depression, burnout, addiction and potentially dysfunctional interpersonal relationships
- your levels of self-awareness and prioritisation of self-care
- deal with one's own reactions to patients and daily problems
- having your own GP and developing personal and professional support mechanisms