

# CPD Activity Mapping

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## CPD Activity Mapping

Use this document as a guide to prompt your thinking on what CPD activities you're currently doing, what activities you could undertake and which MBA CPD category they fit into. This isn't an exhaustive list however it is lengthy, allowing you to select activities that best suit your scope of practice to meet your CPD requirements.

### Quick Log your CPD

Use the RACGP's **Quick log** function on your *myCPD* dashboard to log any activity outlined within this table. The hours you log will count towards meeting your yearly CPD requirements.

To explore Quick log, please click [here](#)

Educational activities (Knowledge and Skills) <i>Activities that expand your General Practice knowledge, skills and attitudes</i>		Measuring outcomes <i>Activities that use your work data to ensure quality results</i>		Reviewing performance <i>Activities that require reflection on feedback about your work</i>	
Direct patient care	Supporting patient care	Direct patient care (with evidence of outcomes)	Supporting patient care (with evidence of outcomes)	Direct patient care (with evidence of feedback)	Supporting patient care (with evidence of feedback)
<ul style="list-style-type: none"> <li>• Reading educational material eg journals, articles</li> <li>• Workshops</li> <li>• Conferences</li> <li>• Lectures</li> <li>• Webinars</li> <li>• Podcasts</li> <li>• Short courses</li> <li>• Case based discussions</li> <li>• Random Case Analysis (RCA)</li> <li>• Chart review</li> </ul>	<ul style="list-style-type: none"> <li>• Developing clinical guidelines</li> <li>• Developing patient materials</li> <li>• Developing courses and workshops</li> <li>• Development of educational materials</li> <li>• Conference presentations</li> <li>• Presentation/ facilitation of education activities to peers and/or other health professionals</li> <li>• Social media writing</li> </ul>	<ul style="list-style-type: none"> <li>• Audit</li> <li>• Mini audits</li> <li>• Plan, Do, Study, Act (PDSA)</li> <li>• Practice Accreditation</li> <li>• Critical Event Analysis (CEA)</li> <li>• Patient feedback</li> <li>• Peer Group Learning (PGL)</li> <li>• General Practice Research (individual GP or GP group)</li> <li>• Evaluation of presentation</li> <li>• Facilitation of education activities to</li> </ul>	<ul style="list-style-type: none"> <li>• Development of clinical guidelines (with evidence of research)</li> <li>• Development of patient materials (with evidence of research)</li> <li>• Quality Assurance (QA) reviews/ Committees or QI project</li> <li>• Involvement in healthcare, education, and/or training outcomes reports</li> <li>• Higher education/</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and maintaining a Professional Development Plan (PDP)</li> <li>• Patient feedback</li> <li>• Case based discussions</li> <li>• Random case analysis (RCA)</li> <li>• Chart review</li> <li>• Practice Accreditation</li> <li>• Practice meetings</li> <li>• Peer Group Learning (PGL)</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and maintaining a Professional Development Plan (PDP)</li> <li>• Self-care and wellbeing education focused on maintaining physical and/ or mental wellness, burn out prevention and maintaining work life balance/ workload</li> </ul>

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<b>Direct patient care</b>	<b>Supporting patient care</b>	<b>Direct patient care (with evidence of outcomes)</b>	<b>Supporting patient care (with evidence of outcomes)</b>	<b>Direct patient care (with evidence of feedback)</b>	<b>Supporting patient care (with evidence of feedback)</b>
	including blog posts <ul style="list-style-type: none"> <li>• General Practice Research</li> <li>• Education development/ case writing</li> <li>• Committee/ Board/ Council or other related organisation representation</li> </ul>	peers and/or other health professionals <ul style="list-style-type: none"> <li>• Practice meetings that involve review of practice processes and services</li> <li>• Participating in trials (as an investigator) to improve patient outcomes</li> </ul>	Professional certification <ul style="list-style-type: none"> <li>• Participating in trials (as an investigator) to improve patient outcomes</li> <li>• Hospital training post accreditation</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Event Analysis (CEA)</li> <li>• Morbidity and mortality meetings</li> <li>• Multi Source Feedback (MSF)</li> <li>• Educator/ Supervisor/ Examiner</li> <li>• Multidisciplinary Team (MDT) case conferences</li> <li>• Evidence Based Medicine Journal Club (EBMJC)</li> <li>• Any assessed competency-based skills training, eg ALS, BLS, CPR, First Aid</li> <li>• Any Nationally recognised training as per Australian Skills Quality Authority (ASQA) eg Diploma of Breastfeeding Management</li> <li>• Coaching and mentoring</li> <li>• Direct observation (eg External Clinical Teaching Visit (ECTV) for the doctor being observed)</li> <li>• Direct observation (eg</li> </ul>	<ul style="list-style-type: none"> <li>• Workplace performance reviews</li> <li>• Conference presentations (with feedback/ evaluation)</li> <li>• Grand rounds presentations</li> <li>• Reviewing ethics and grant proposals</li> <li>• Higher education/ Professional certification</li> <li>• Medico-legal work including review of incident reports (e.g., clinical if in practice or nonclinical if in training incidents)</li> <li>• Committee/ Board/ Council or other related organisation representation</li> <li>• Accrediting practices, training posts</li> <li>• Peer review eg University colleagues</li> <li>• Social media writing including blog posts</li> <li>• Review of educational materials</li> </ul>

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Direct patient care	Supporting patient care	Direct patient care (with evidence of outcomes)	Supporting patient care (with evidence of outcomes)	Direct patient care (with evidence of feedback)	Supporting patient care (with evidence of feedback)
				<p>supervisor, ECTV) – for the observer where feedback has been provided about their performance</p> <ul style="list-style-type: none"> <li>• Supervised clinical attachment (SCA)</li> <li>• Higher education/ Professional certification</li> <li>• Peer reviewed journal article (Publications)</li> </ul>	

### Disclaimer

The information set out in this publication is current at the date of first publication and is intended for use as a guide of a general nature only and may or may not be relevant to particular patients or circumstances. The RACGP and its employees and agents have no liability (including for negligence) to any users of the information contained in this publication.

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