



ANZCA and FPM CPD Program

Wellbeing education sessions - guideline

Individual activity

Category 2
Knowledge & skills

Purpose

This guideline informs CPD participants about completing the *Wellbeing education sessions* activity and assists session providers develop and conduct such sessions.

Activity description

Wellbeing education sessions centre on wellbeing, aiming for knowledge translation with practical strategies addressing the personal and professional issues affecting the physical, mental, spiritual and emotional wellbeing of anaesthetists and SPMP at all stages of their careers.

Examples of session content include wellness principles, motivational techniques, team roles and dynamics, responding to adverse events, peer support training, clinical supervision, difficult staff/patient interactions, responding to distressed colleagues and the impact of poor physician health on patient care.

Sessions can be delivered in various formats, including practical simulations, workshops, courses, webinars, podcasts and online modules.

Related documents

Nil

Importance of wellbeing education

Maintaining and improving the wellbeing and health of doctors may:

- have lasting effects on participant's 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.
- have economic benefits for our health systems.

Whilst the college recognises that organisational systematic strategies are crucial to support physician wellbeing, individual strategies are also needed.

Definitions

Health: "a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity." (from the [World Health Organization's \(WHO\) constitution principles](#)).

Wellbeing: "positive and sustainable characteristics which enable individuals and organisations to thrive and flourish." (from the [Wellbeing Institute at the University of Cambridge](#)) This includes physicians' personal wellbeing, beyond doctors as merely providers of wellbeing resources to others.

Context

The World Medical Association (WMA) [Declaration of Geneva, physician's pledge](#) includes “*I will attend to my own health, wellbeing, and abilities in order to provide care of the highest standard*”.

Wellbeing of doctors is a key part of the performance frameworks of:

- 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](#).

The college supports the wellbeing of fellows, trainees, specialist international medical graduates (SIMGs) and staff, promoting wellbeing and health as part of the fabric of lifelong planning for and development of a doctor's career. This reflects our strategic priorities and the [Statement on the role of ANZCA in advocating for the health and wellbeing of all people](#). This reflects our strategic priorities and the [Statement on the role of ANZCA in advocating for the health and wellbeing of all people](#).

This support finds practical expression in the [ANZCA Doctors Health and Wellbeing Framework: Promotion, Prevention and Support](#). Our commitment is reflected also in the long-standing [Wellbeing Special Interest Group](#) (SIG). Health and wellbeing is integral to ANZCA and FPM professional standards, curricula, CPD program and learning resources for members and their partners/families.

This guideline has drawn inspiration from the Royal College of Physicians and Surgeons of Canada (RCPSC) CanMEDS Physician Competency Framework and its [enabling competencies on physician health and wellbeing](#).

Recognised resources

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

The ANZCA [Wellbeing SIG LibGuide](#) includes a collection of selected professional networks and support resources related to the wellbeing of doctors. These may be used by wellbeing education session providers, facilitators and participants.

Learning objectives

In developing wellbeing education session content and delivery format, providers may consider any or all of the following learning objectives.

By the end of a 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 on 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/staff encounters, and employ them as relevant.”

Structure of the education session

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

1. The course provider supplies participants with pre-course preparation activities (e.g. reading materials) 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 include:

- Certificate of participation/completion to be provided to the CPD participants including the duration (hours) of the course/workshop.
- Session objectives and goals
- Session outline
- Physical, printed or digital material to support learning objectives of sessions
- Session evaluation forms for feedback from participants

ANZCA and FPM CPD portfolio recording

Participants record this activity under

Category 2 Knowledge and skills: *Wellbeing education sessions*, with a certificate of attendance uploaded as evidence.

Educational session developers who are also CPD participants record this activity under

Category 2 Knowledge and skills: *Education development*, with confirmation of participation/copy of resources developed uploaded as evidence.

Educational facilitators who are also CPD participants record this activity under

Category 2 Knowledge and skills: *Presenting*, with confirmation of program, published abstract or written invitation uploaded as evidence.

Optional related activities

1. Critical reflection

Following a wellbeing session, you may choose to undertake a Category 1 *Critical reflection* activity reflecting on own health and wellbeing to develop a personal wellbeing plan.

Change control register

Version	Author/s	Reviewed by	Approved by	Approval date	Sections modified
1	Advancing CPD 2013 Working Group	CPD team	CPD Committee	2013	Created
2		CPD team DPA Education		2023	<ul style="list-style-type: none"> • Updated branding and formatting • Incorporated change control register

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