



IHEA

INSTITUTE OF HOSPITAL ENGINEERING, AUSTRALIA
SUPPORTING HEALTH FACILITIES MANAGEMENT



CERTIFIED HEALTHCARE FACILITY MANAGER PROGRAM



CHCFM CPD PLAN TOOLKIT



Toolkit to Develop and Manage Your Individual CHCFM CPD Plan

This Toolkit is intended to help you develop your CHCFM 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 CHCFM CPD Program, but the plan will remain the focus and reference point for your CHCFM CPD.

IHEA CHCFM CERTIFICATION

Initial Certification

For eligible members, the certification program will run over a two year period requiring the attending of a minimum of 60 hours of approved CPD points (consistent with Engineers Australia CPD points). Further, after consultation with the CHCFM Selection Committee, a 3000 word written paper on a project or topic of their choosing that directly relates to a current

activity within their own organisation must be submitted for assessment. The paper will be assessed for originality, accuracy, professionalism and facility management or engineering principles. Certification will be valid for three years. The submitted paper is to comply with the IHEA "Guidelines for Authors Technical Papers, Case Studies and Conference Papers"

Note: CPD points can only be accrued from the commencement date of the CHCFM program.

Ongoing Certification

The program has a three year certification cycle requiring attendance at compliant PD's to accumulate 90 hours per three years, of approved CPD points (consistent with Engineers Australia CPD points). If enough CPD points are not earned in the three year period, then a project and CPD hours equivalent to initial certification will be required to be submitted to maintain accreditation.



DESCRIPTIONS OF CPD TYPES

Type of CPD	Conditions	Notes	
1	Formal post-graduate study and individual tertiary course units not undertaken for award purposes.	<i>There is no limit to the maximum number of hours that you can claim over a three-year period for these activities.</i>	Study may be either on campus or by distance education. For distance education, estimate the equivalent number of hours of formal face-to-face education that would have been involved. Time claimed is the actual hours of lectures/tutorials/laboratory work, noting that there will almost always be further time spent both in preparation and/or follow-up. All such activities will involve some form of assessment.
2	Short courses, workshops, seminars and discussion groups, conferences, technical inspections and technical meetings, including IHEA meetings, where these are delivered or facilitated by recognised practitioners in the field.	<i>There is no limit to the maximum number of hours that you can claim over a three-year period for these activities.</i>	
3	Learning activities in the workplace that extend your area of practice competence base.	<i>A maximum of 45 hours of your total CPD in any three-year period may be claimed for these activities.</i>	Activities that are normal work activities and which do not extend your knowledge cannot be claimed as learning activities in the workplace. For any learning activity undertaken in the workplace you must be able to demonstrate how it has extended your knowledge.
4	Private study which extends your knowledge and skills in your area of practice and/or in the core areas of risk management, business and management skills.	<i>Reading of the IHEA or other peer reviewed journal can contribute to a maximum of 12 hours of your total CPD in any three-year period.</i>	Private study includes the reading of books, journals, transactions, manuals etc. Records must be kept of relevant personal reading claimed, which includes time spent on reading, the title and date of relevant articles read and a brief summary of the knowledge gained (25-50 words). This information should be recorded after you have read the article, for audit purposes.
5	Service to the engineering profession	<i>A maximum of 30 hours of your total CPD in any three-year period may be claimed for these activities.</i>	Service to the engineering profession may include: <ul style="list-style-type: none"> • serving in a volunteer capacity on boards and committees of IHEA • reviewing technical publications prior to publication • assisting with CPD audits • mentoring a colleague for work experience purposes • preparation of written submissions/contributions to, and participation in technical standards related meetings of organisations, such as Standards Australia, on areas relevant to your professional work (when representing IHEA).
6	The preparation and presentation of material for courses, conferences, seminars and symposia	<i>Up to 30 hours per paper may be claimed for papers published in journals and conference proceedings and for the preparation of material for courses not part of your normal employment function eg. as a visiting lecturer from industry. Up to 45 hours per paper may be claimed for papers subject to critical peer review prior to publication.</i>	This represents work outside of your normal employment and can be claimed for CPD purposes if the material is prepared and presented by you and the activities contribute to the advancement of the profession.

CPD POINTS ALLOCATION

IHEA member	0 points
Reading of technical content of The Hospital Engineer	0.5 points / hour (see capping details)
Reading technical publications	0.5 points / hour (see capping details)
Attending branch seminars	1 point per contact hour
Attending national one day seminar	1 point per contact hour
Attending national conferences	1 point per contact hour
Presenting at IHEA national conference	30 points per paper published in conference proceedings
Presenting at IHEA state seminar	10 points per hour presented (where no paper published)
Peer review of technical papers	1 point per hour (see capping details)
Author of technical paper in The Hospital Engineer	30 points per paper
Author of technical paper in a peer reviewed journal	45 points per paper
IHEA committee representation	1 point per hour
Attending trade/ product sessions	0.5 points / hour (see capping details)
Graduate Certificate / Masters Degree	2 points per hour
Mentoring	1 point per hour (see capping details)
Development of CPD plan	2 point
Triennium evaluation of CPD plan	3 point
Workshops/discussion groups	1 point per hour

Develop and Manage Your Individual CHCFM CPD Plan

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Your plan must be relevant to your professional role and responsibilities, and should reinforce the attributes of a Health Facilities Manager / Health Specialist Engineer, i.e.:

- Facilities Manager
- Project Manager
- Hospital Engineer
- Consultant Engineer

You can develop your CHCFM 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?
- How will my role and responsibilities change in the coming 1-3 years?
- What skills and knowledge do I need to develop to meet these changing roles and responsibilities?

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 health care facilities manager 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 an 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

What are my objectives in undertaking CHCFM CPD? What activities have I planned to meet those objectives and when should they be completed?

Choose suitable learning activities that best suit your practice and learning style to fulfil your CHCFM CPD plan. You may prefer to learn mainly by yourself, or in groups, or by active participation. Take cognisance of IHEA requirements. If access to regular organised 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 2. STATE OBJECTIVES

Questions to ask:

Your personal objectives are different from the objectives of the CHCFM 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 and what is available?

STEP 4. REFLECTION AND EVALUATION

Questions to ask:

What were my strengths and weaknesses of the activity?

What are the implications for my practice?

Incorporate into your CHCFM 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 CHCFM CPD plan should also include an evaluation of your progress in learning. This is recommended in the last year of your CHCFM CPD Program.

FINISH

Congratulations! You have just developed your CHCFM CPD plan.

HOW MANY CREDITS CAN I CLAIM?

You may claim two points under Type 2.



NAME:		MEMBERSHIP NUMBER:	
COVERING THE PERIOD FROM:		TO:	

This record sheet is for your guidance only – you may present your development plan in any other format.

Planned outcome

Where do I want to be by the end of this period? What do I want to be doing? (This may be evolutionary or “more of the same”.)

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion

Conduct an Evaluation Your Individual CHCFM CPD Plan

The IHEA CHCFM 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, noting your activities. 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 consider 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. Complete your evaluation by providing written answers to the following questionnaire. Examples are provided to guide you in your answers, but they represent only examples.

Have you achieved the objectives in your CPD Plan?

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

If not achieved fully, why not?

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

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

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

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

Consider: Specific activities.
Give reasons if applicable.

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

Consider: Specific activities.
Give reasons if applicable.

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 finances better.

I have learned more and feel more confident.

I am more skilled in project management.

I have more job satisfaction.

I can resolve conflicts better.

I now manage my time better.

I work better with clinical staff

I feel more committed to CPD.

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, etc.

How do you rate the quality and effectiveness of your own CPD program?

Consider: Inadequate, Satisfactory, or Good

What would you plan or do differently in your next CPD cycle?

Consider: Different approach, choice of activities, use of time, etc.

What changes would you like to see in IHEA 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 three points under Type 2 for your time in writing your CPD evaluation.



CHCFM professional development courses guidelines

IHEA professional development seminar CPD approval form

1. Preapproved courses such as courses published on the web site - no approval required
2. Formal tertiary courses from a University or TAFE - provide course details
3. Short course by a Registered Training Organisation (RTO) - provide course details
4. Short courses by AIRAH - no approval required
5. Non RTO courses such as IHEA seminars - see approval process below

The following information is required for approval of non RTO courses such as IHEA seminars

- Describe how the subject matter is relevant to IHEA members?
- Please provide a copy of the agenda
- What is the seminar duration in hours? (Minimum duration of one hour)
- How will the seminar be conducted? (Workshop, lecture, forum only. Social events are not acceptable)
- Are the presenter's experts or recognised authorities in the area they are presenting in?
- Briefly describe the presenter's expertise in the subject matter.
- Are case studies being presented to provide practical examples?
- Are members participating as speakers?
- Does the member have a suitable level of expertise (see above)
- Is any course material provided to participants? If so please describe.

Continuing professional development points allocation

Attending branch seminars	1 point per contact hour
Attending national one day seminar	1 point per contact hour
Attending national conferences	1 point per contact hour
Presenting at IHEA national conference	30 points per paper published in conference proceedings
Presenting at IHEA state seminar	10 points per hour presented (where no paper published)
Workshops/forums/discussion groups	1 point per hour

