



THE AUSTRALASIAN COLLEGE OF DERMATOLOGISTS

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«Title» «Given_Names» «Surname»
«Add1»
«Add2»
«Add3»
«Add4»
«Add5» «State» «Postcode»
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Dear «Given_Names»

Re: Curriculum Review by the Australasian College of Dermatologists

The College has announced it will be reviewing the training curriculum for Dermatologists in Australia during 2006. This is necessary to ensure we are maintaining a relevant, comprehensive and up to date training program, meeting best education practices, and to complete AMC accreditation.

We will be running a series of workshops to develop the curriculum and would like to involve as many Fellows of the College as possible in these workshops. Time commitment for an individual will be limited to several workshops which will be held on weekday evenings or a Saturday during the day.

Each workshop will focus on a dermatological area or up to two related basic science subjects. Through a facilitated process, participants will identify the content of the curriculum for that area. Information about the workshop processes are attached.

You may be directly approached to take part, however at this stage we are seeking an expression of interest. If you are interested in participating in one of these workshops in 2006, would you please complete the form below.

Project updates will be provided in *The Mole* and on the College website.

I hope you will be able to participate in this exciting and important project.

Yours sincerely

STEPHEN SHUMACK
Honorary Secretary

FAX BACK FORM

Curriculum Development Workshops

If you would like to participate in a curriculum development workshop fax this form to the ACD on **02 9816 1174**

Name: _____

Postal Address: _____

Email Address: _____

Telephone Number: _____



Workshop Process For Clinical Standards

Workshop participants will be asked to imagine they are in their practice rooms or hospital. They will be asked to explain to the workshop facilitator what they do when they have a patient with the condition/s in the category.

The first step is to identify the main areas of work involved when diagnosing and managing the condition/s. In standards documents these are called units. All unit statements should start with a verb.

We will spend about 15 minutes identifying the units for the clinical area.

The second step is to take one unit of work at a time and identify the main actions or outcomes performed when carrying out that unit of work. The actions and outcomes described should be both demonstrable and assessable. In standards documents these are called elements. All element statements should start with a verb.

This stage will take about 25 minutes for each unit identified (ie if there are five units then the time needed will be 5 X 25 minutes).

The third step is to take each element and identify the activities, skills, knowledge and understanding that relate to each element and provide evidence of competent performance. In standards documents these are called performance criteria or performance standards. All performance criteria statements should start with a verb.

This stage will take about 45 minutes for each unit.

The fourth step is to identify the scope of work and the range of conditions in which the competencies are to be performed (sample to be provided at workshop).

This stage will take about 15 minutes.

The fifth step is to determine the underpinning knowledge, and skills required for competent performance/safe practice. The working groups developing clinical standards will identify basic science subjects. Basic science working groups will review draft clinical practice standards and develop detailed learning outcome statements for the identified basic sciences. These learning outcome statements will describe the standard of knowledge required to enable safe clinical practice.

This stage will take about 1 hour.

The workshop facilitator will record the information using a laptop computer. This information will be displayed using a data projector.

Workshop Process for Basic Sciences

Workshops will focus on one or two related basic science subjects.

Participants will review packages of five or six clinical standards that have been developed by their colleagues at previous workshops.

For the designated basic science subjects, participants will work through a facilitated process to develop basic science learning outcomes that support each of the clinical standards reviewed.

Note: participants in basic science working groups will be required to attend more than one workshop.