



Australasian  
Society for  
Ultrasound in  
Medicine

## **Continuing Professional Education and Development**

## **MOSIPP Handbook**

MOSIPP is ASUM's Continuing Professional  
Education and Development Program

### **WELCOME TO THE MOSIPP PROGRAM.**

Professional activity is characterised by a continual search for mastery in order to offer a service to one's patients and clients. Professional education is at the core of professionalism. The goal of continuing professional education and development (CPED) is to provide practitioners with enhanced knowledge and skills to continue professional practice, and the development of an increased sense of critical awareness.

Research conducted by ASUM indicates that most Sonographers and Sonologists are diligent in maintaining their CPED. Nevertheless, it appears inevitable that, in the near future, authorities will require documentation to establish the participation of individual practitioners in CPED. Colleges, and Societies such as ASUM, are being asked to design continuing medical education programs and to document the participation of their members in such activities.

ASUM's MOSIPP program is based on successful Australian and International models and has been developed in collaboration with the Royal College of Physicians and Surgeons of Canada, whose MOCOMP® program has run successfully for several years. It seeks to accredit those learning activities which members undertake in order to attain and maintain mastery in their field, and provide feedback to enable members to compare their CPD involvement with that of their peers.

I encourage your involvement.

Matthew Andrews  
President



## **ENTERING YOUR DATA**

### *The MOSIPP Diary*

The MOSIPP Diary is available online for your convenience:

On-line diary: <http://www.asum.com.au>

This convenient internet access maximises access to information from the MOSIPP database. Information entered is rapidly transferred to the database, enabling you to:

- check your record on line,
- print out a copy of your profile,
- access the MOSIPP resource database.

Entering your own data online minimises the administrative cost of MOSIPP and enables ASUM to maintain it as a free member service.

### *What happens to the information that you send?*

All personal data in the diary is confidential to you. It will be seen by the data entry person only, and then returned to you. The data will be recorded as statistics in

## **WHAT YOU WILL RECEIVE**

### **Certificate**

Certificates are issued in February to members who have completed a total of at least 50 hours or points in categories 1 and 2 in the last year. Certificates remain current until the following February. Interim certificates may be issued to members who complete the 50 hours during the year.

### **Profile**

At the completion of each year's program, participants receive a profile comparing their record with that of the averaged data from the peer group of participants.

## **Access to MOSIPP Resource Database**

The Reference database includes the references cited by MOSIPP participants in Category 1. These may be accessed by topic and by keyword and are cross-referenced to the learning question cited.

## **KEEPING YOUR RECORD**

### *How do I select items for inclusion in my diary?*

Any learning experience which relates to your professional practice in Medical Ultrasound may be included. Your diary should be used to record items of learning that:

- Reflect the direction in which you are steering your career,
- Relate to learning goals based on your assessment of practice needs
- Reflect the adoption of innovations and changes.

It is likely that an experienced professional will record about two items each week in Category 1.

### **Step 1:**

Login at [www.asum.com.au/mosipp.htm](http://www.asum.com.au/mosipp.htm)

### **Step 2:**

Select a page corresponding to the learning category:

**Category 1** - self-directed learning

**Category 2** - organised learning

**Category 3** - professional activities

### **Step 3:**

Enter the learning activity and select the codes.

### **Step 4:**

Site a bibliographic reference if this is relevant

## WHAT TO RECORD

### 1. Self-Directed Learning Activities

- Conducting research activities into patient outcomes.
- Conducting patient surveys.
- Comparing one's outcomes with national or international trends.
- First-time preparation for teaching.
- Studying/reviewing videotaped material.
- Reading articles in journals.
- Studying clinical and technical textbooks.
- Computer assisted learning.
- On-line learning.

### 2. Organised and Group Learning Activities

- Attending scientific meetings and workshops.
- Attending technical seminars.
- Participating in formal CME activities.
- Clinical meetings or training sessions.

### 3. Professional Activity

Activity in the following areas undertaken in a voluntary or honorary capacity:

- Administration of a College or Society.
- Participation in professional surveys.
- Peer reviewer or practice auditor.
- Teaching and professional development.
- Organising conferences, etc.
- Examiner for DMU or DDU.

## ENTERING THE SUBJECT

In Category 1 you are asked to enter the subject as a question or statement to define what the item of learning relates to.

- eg** How does U/S compare with other modalities in the diagnosis of carotid disease?  
**or** Comparing U/S with CT for carotid examination.

You should avoid general headings and descriptions of activity such as:

- Carotid disease
- Journal reading
- Film reading

## Entering the Stimulus to Learning

In Category 1 you are asked to identify what caused you to learn. How did the learning originate? Sometimes professional learning is a fortuitous by-product of activity undertaken for another purpose. Usually however, it is the result of deliberate activity. This activity may relate to:

- solving problems relating to the management of a patient or groups of patients
- discussion of issues with peers
- completing an audit of your practice or a self-assessment program
- reading about developments and issues in the latest journals
- conducting scholarly research for the purpose of teaching or writing
- attending organised educational activities such as rounds and conferences

**You should enter only one stimulus**

## ENTERING THE LEARNING ACTIVITY

These are the activities that you undertake to achieve learning. Activity cannot be equated to learning, but learning seldom occurs without activity on the part of the learner. In category 1 you may enter as many activities as are relevant. In categories 2 and 3, each activity constitutes a separate entry.

## ENTERING THE LEARNING OUTCOME

Learning will impact on your expertise, causing a decision about your professional practices.

One of three outcomes may be assigned:

- I expect my practices to be modified or improved.  
*As a result of your learning you may plan to change your practices in terms of your patients, equipment, procedures, relationships, etc.*
- I plan to seek more information.  
*Learning will often stimulate questions rather than impacting immediately upon your practices.*
- I see no need to modify my practices.  
*An item of learning may be important to your expertise by reinforcing your practices without requiring change.*

If the activity has not caused you to take a decision about your practices, it is reasonable to conclude that the learning that has occurred is not relevant to your professional practice.

**You should enter only one outcome.**

## EXAMPLES

### **Example 1. First-time Preparation for a DMU teaching session on Pelvic Anatomy.**

The total preparation time was 4 hours followed by 2 hours teaching. Of the 4 hours, only 1½ hours were spent in researching the material. The remainder was preparation of teaching materials and general organisation. The information reinforced your existing knowledge. You found a number of references very useful. Of these you selected one to recommend to others.

In your diary you should record:

#### **In Category 1 – Self-Directed Learning**

Topic: *What is the spatial relationship between the*

*organs of the female pelvis?*

Total hours: 1.5  
Stimulus code: 4  
Activity code: 1  
Outcome code: 3  
Reference: *Nichols, J. Pelvic Anatomy. Saunders, London, 1990.*

#### **In Category 3 – Professional Activity**

Total hours: 2.5  
Organisation code: 1  
Activity code: 3

### **Example 2. General Update Reading**

You set aside time each week to read journals and other promotional material to ensure you are aware of developments in your field. This should not be recorded in your diary except where an article challenges you to reflect on your practice in medical ultrasound, in which case you will record it as illustrated in example 3.

### **Example 3. Reading**

Each week you set aside two hours for reading current journals. In one of these 2-hour sessions you find that most of the material, while interesting, does not relate to your practice in diagnostic ultrasound. However one article in the ASUM Bulletin outlines newly published guidelines for shoulder ultrasound. You spend an hour reading the guidelines and the accompanying paper, comparing them to your own practice.

In your diary you should record:

In **Category 1 – Self-Directed Learning**

Topic: *What is “good practice” when carrying out U/S of the Shoulder?*

Total hours: 1

Stimulus code: 5

Activity code: 1

Outcome code: 2

Reference: *ASUM Bulletin. v1n3. Aug 98. p3-5*

**Example 4 - DMU Examiner**

Each year you assist with DMU examinations. This year you spend 4 hours travelling to examinations, 2 hours supervising the written examination, and 7 hours as an examiner conducting practical examinations. In your diary you should record:

In **Category 3 – Professional Activity**

Total hours: 7

Organisation code: 1

Activity code: 7

NB Travelling time and examination supervision should not be recorded.

**Example 5. Attending a Branch Workshop**

The organisers of a branch workshop contact you and your colleagues with a structured questionnaire to determine what your learning needs are in obstetric scanning. The resulting 1-day (6-hour) workshop involves thought-provoking lectures and small-group sessions during which you were guided in hands-on scanning sessions

In your diary you should record:

In **Category 2 – Organised Group Activities**

Title: *Obstetric Scanning*

Total hours: 6

Points factor: 1.5

Total points: 9 (6 x 1.5)

Activity code: 5

Outcome code: 1

NB In calculating the points you allocated an additional .2 points per hour because you were involved in the planning process, and an additional .3 points per hour for your hands-on participation. Thus each hour earned 1.5 points.

**Example 6. Teaching**

You are invited to repeat your annual 2-hour teaching session at a branch weekend meeting. You are happy with the content and methodology which you used last year. However your slides are tired and you spend 6 hours revising them.

In your diary you should record:

In **Category 3 – Professional Activity**

Total hours: 8

Organisation code: 1

Activity code: 3

**Example 7. On-the-Job Training**

Your supervisor sets aside time to train you in a scanning technique which has been problematic. It takes an hour of scanning, explanation and discussion before you are both satisfied with your proficiency.

In your diary you should record:

In **Category 2 – Organised and Group Activities**

Title: *Obstetric Scanning*

Total hours: 1

Points factor: 2

Total points: 2 (1 x 2)

Activity code: 6

Outcome code: 1

NB In calculating the points you allocated 2 points per hour because the activity met all of the criteria for awarding points.

### **Example 8 - Attending a University Course**

You are a part-time student enrolled in a graduate level course in Medical Ultrasound. In one week you attend lectures and workshops totaling 4 hours on Doppler Imaging of Acute Patients. In addition you spend a further 6 hours doing related reading and report writing for this course.

In your diary you should record:

#### **In Category 2 – Organised and Group Activities**

Title: *Doppler Imaging*

Total hours: 10

Points factor 1.5

Total points: 15 (10 x 1.5)

Activity code: 7

Outcome code: 1

NB In calculating the points you allocated 1½ points per hour because the objectives were clearly stated and the session involved

### **Example 9. Attending a Scientific Meeting**

You attend a 2-day Scientific Meeting organised by the RACS because the program looks interesting. You find that one of the three 40-minute thoracic ultrasound lectures was relevant to your practice in Diagnostic Ultrasound and caused you to reflect on your practices. You decide to find out more about the new technique that was described.

In your diary you should record:

#### **In Category 2 – Organised and Group Activities**

Title: *Thoracic Ultrasound*

Total hours: ½

Points factor 1  
Total points: 0.5 (.5 x 1)  
Activity code: 1  
Outcome code: 2

### **Example 10 - College Administration**

As a councillor for the RACR, one of your duties is to chair the ultrasound imaging group. In one month you spend 12 hours on college administration of which 4 hours involve the ultrasound imaging group

In your diary you should record:

#### **In Category 3 – Professional Activity**

Total hours: 4

Organisation code: 2

Activity code: 4

### **THE VALUE OF RECORDING YOUR LEARNING ACTIVITY**

- It facilitates the recognition of your habitual learning activities.
- It enables you to appraise and thereby enhance your learning experiences.
- It describes your qualities as a professional continually seeking opportunities to enhance your practice.
- It provides a role model for students and colleagues as they acquire the skills of life-long learning.

In selecting what to include, you should ask yourself the question, “Does this entry fit within my plans for professional development?” If not, it probably should not be recorded. If you are selective your learning record will demonstrate the way that you have shaped your career, including the directions that you

have chosen. It will reflect the importance that you place on continuous professional learning. A well-constructed learning portfolio can be of considerable assistance in self-appraisal of your practices and in demonstrating your capacity to appropriately adapt to innovations and opportunities in your field.

**All enquiries should be directed to:**

The MOSIPP Administrator  
ASUM  
PO Box 943  
CROWS NEST NSW 1585  
Australia.

Phone: (02) 9438 2078

Fax: (02) 9438 3686

E-mail: [education@asum.com.au](mailto:education@asum.com.au)