



CLINICAL PLACEMENTS

This continuing professional development (CPD) activity generally provides practitioners with opportunities to sit in one-on-one with a professional colleague in a clinical setting to interactively learn while observing. Some practitioners do this with people they work with or to whom they refer in a “Grand rounds” style; this is an extension of that informal system.

Practitioners wanting to apply for accreditation of clinical placement activities will need to do so through their myODOB portal. Any allocated CPD credits will be based on individual assessment by an ODOB CPD assessor(s).

Information to be supplied with applications

Applications will need to upload a detailed patient log (see **Appendix 1**) which includes details such as differential diagnosis and management plan of each case seen. This log will need to be signed by both the practitioner and the clinical placement host to testify to the validity of the log details.

The evidence provided in your patient management logs will be assessed on an individual basis, however as a general guide the following factors are considered:

- Duration of activity (minimum duration 1 hour).
- The conditions seen during the placement and recorded in the patient log are relevant to the practitioner’s scope of practice (e.g., optometrist or dispensing optician).
- The clinical placement host must be happy with the level of detail and accuracy of your log.
- The activity must provide you with new clinical knowledge, not refreshing what you already know.
- Note that no credits are awarded if the content is instrument specific, e.g., learning how to operate a new camera or OCT.

Consideration for clinical placement hosts

When organising a clinical placement, it is important to consider the learning needs and outcomes to be achieved and how these align with continuing professional development. It is more likely to attract CPD credits if the content (including discussion) covers relevant issues for New Zealand practice including standards of cultural and ethical competence, conveys accurate information, and imparts useful skills.

Matters that may be appropriate to consider for the learning outcomes of clinical placements:

- Are there opportunities to:
 - View, assess, and discuss clinical signs of ocular pathology,
 - observe operating theatre sessions or patient consultations
 - feel better informed to discuss possible outcomes with their own patient
 - extend their own use of technology such as visual fields or retinal imaging that would assist in shared patient care.
- Are participants learning how to:
 - better communicate with colleagues, e.g. writing more appropriate referral letters or clinical notes?
 - better triage normal or abnormal presentations
 - extend their communication skills including learning alternative ways of discussing

disorders and their management with patients in plain language.

- Are they getting a greater understanding of:
 - clinical indicators
 - how the clinical placement host makes decisions regarding patient management and treatment
 - the range of management options for a given condition
 - what their patients experience in surgery or a consultation
 - the specific strengths and special interests of the clinical placement host
- Is the clinical placement host getting an improved understanding of the profession of the practitioner undertaking the placement?

