Continuing professional development log book
Profession: **Chiropractic**

About this log book
This log book has been developed to assist practitioners in monitoring their compliance with their continuing professional development (CPD) requirements and in creating a CPD portfolio. This log book may be printed and submitted if requested as part of an audit or compliance process. The information below should be read in conjunction with the standards and guidelines published by the Chiropractic Board of Australia (the Board), available at **www.chiropracticboard.gov.au**

Completing this form
- Read and **complete all questions**
- Use a **black** or **blue** pen only
- Print clearly in BLOCK LETTERS
- Place X in **all** applicable boxes

SECTION A: Practitioner's details

What are your personal details?

Full name

Country of birth

Date of birth

Contact phone

Registration number

State of principal place of practice

☐ VIC ☐ NSW ☐ QLD ☐ SA
☐ WA ☐ NT ☐ TAS ☐ ACT

Email

What is your residential address?

Site/Building and/or position/department (if applicable)

Address (e.g. 123 JAMES AVENUE; or UNIT 1A, 30 JAMES STREET)

City/Suburb/Town

State or territory/international province   Postcode/ZIP

Country (if other than Australia)

SECTION B: Declaration

I confirm that all the information I have provided in this form and supporting documents is true and correct to the best of my knowledge.

Name of practitioner   Signature   Date

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What are the specific CPD requirements for chiropractors?

The Board's requirements in relation to CPD are set out in its CPD registration standard and its guidelines for CPD, published at
www.chiropracticboard.gov.au

The Board expects chiropractors to be familiar with - and to meet - the Board's CPD requirements as set out in these documents.

Under the registration standard, all practicing chiropractors must complete at least 25 hours of CPD per annual registration period. The CPD undertaken by practitioners must contain 'formal learning' activities and may contain 'informal learning' activities. Practitioners should refer to the registration standards and guidelines for advice as to what is 'formal' and 'informal' learning.

At least 50 per cent of these hours (min 12.5 hours) must be 'formal' learning activities. The balance may be 'formal' or 'informal' learning activities. All practitioners must keep evidence that they have a first aid qualification that is equivalent to the standard set out in HLTAID 003 Provide First Aid. This will need refreshing every 3 years.

CPD undertaken by chiropractors should be consistent with the ethics and principals set out in the various standards and codes published by the Board.

Research suggests that CPD based on a practitioner's own self reflection achieves the best outcome. Practitioners should:
- engage in reflection to identify their learning needs
- identify learning activities that address their learning needs
- engage in the activities identified, and
- reflect on the activity and record it in their log.

In reflecting on the activity undertaken a practitioner should consider and record information that addresses issues such as:
- What learning need(s) did the activity seek to address?
- Did the activity meet their learning need?
- Did the activity contribute to the maintenance and development of their clinical competencies and clinical practice?
- Did the activity contribute to minimising risk, improve the safety of their patients or provide better health outcomes for their patients?
- What opportunities or motivation for further education or learning did it create?

What are formal and informal learning activities?

Learning occurs through a wide variety of formal and informal activities.

Formal learning activities are evidence-based activities that relate to clinical matters that contribute to the maintenance and development of clinical competencies and clinical practice.

The expectation is that these activities will contribute to minimising risk, improving safety of patients or clients and better health outcomes. Hours claimed as formal learning activities must be directed toward these clinical matters.

Formal learning activities may refer to:
- Distance education modules and online learning (should include an examination or assessment component)
- Conferences, forums, seminars and workshops.
- Undertaking research and presentation of work (for example papers for publication, major conference posters, and official submissions). These need to be substantive, reference and evidence-based.
- Making health-related presentations of new or substantively reviewed material (for example research presentations, poster presentations, lectures, seminar presentations).
- Tertiary and other accredited courses.

Informal and incidental learning activities may refer to:
- self-study - reference materials, journals, etc.
- clinical case discussion with other health professionals/colleagues
- quality assurance activities such as practice accreditation
- research
- clinical supervision of students and practitioners
- clinical supervision/mentoring of students or practitioners.

Do I have to have all of my formal learning assessed?

Each individual practitioner has the responsibility of being able to satisfy the Board as to the number of hours of CPD activities undertaken. The Board acknowledges the formal learning content of activities assessed by a 'recognised body' or by an individual practitioner. The Board's CPD Guideline provides more information about this. All documentation in relation to an individual assessment should be kept in a portfolio in case of audit.

SECTION C: Continuing professional development log book

Date	Description of activity	Type of learning	Hours	Reflection
Example: *31/01/16*	*Google search and reviewed article on Guillian Barre Syndrome*	☐ Formal recognised body assessed ☐ Formal self assessed ☒ Informal	*3*	*Missed presentation in a patient, needed to better understand the clinical presentation. Now have a better understanding of pathophysiology and signs in clinical presentation, won't miss it next time. Need to follow up in DDX with MS.*
Example: *31/01/16*	*Knee OA management – online module*	☐ Formal recognised body assessed ☒ Formal self assessed ☐ Informal	*1*	*Refresher of management of knee osteoarthritis. Updated knowledge of management options and their efficacy. Obtained better understanding of what techniques, modalities improve function and provide pain relief. Undertook online education and assessment not assessed by a CBA recognised body 1 hour* *Used CPD Guidelines Appendix 2 formal learning assessment tool - see attached.*
Example: *31/01/16*	*Online learning module on Neurological Examination*	☒ Formal recognised body assessed ☐ Formal self assessed ☐ Informal	*8*	*Refresher for neuro exam knowledge to ensure skills and knowledge upto date. Refreshed perspective on value of case history and cranial nerve examination. Need to obtain more detailed history in cases with neuro symptoms. Assessed by recognised body 8 hours*
		☐ Formal recognised body assessed ☐ Formal self assessed ☐ Informal		
		☐ Formal recognised body assessed ☐ Formal self assessed ☐ Informal		
		☐ Formal recognised body assessed ☐ Formal self assessed ☐ Informal		
		☐ Formal recognised body assessed ☐ Formal self assessed ☐ Informal		

		☐ Formal recognised body assessed ☐ Formal self assessed ☐ Informal		
		☐ Formal recognised body assessed ☐ Formal self assessed ☐ Informal		
		☐ Formal recognised body assessed ☐ Formal self assessed ☐ Informal		
		☐ Formal recognised body assessed ☐ Formal self assessed ☐ Informal		
		☐ Formal recognised body assessed ☐ Formal self assessed ☐ Informal		
		☐ Formal recognised body assessed ☐ Formal self assessed ☐ Informal		
		Total formal 'recognised body' assessed		
		Total formal 'self' assessed		
		Total informal learning		
		TOTAL		