

Focussed psychological strategies skills training

Application for GPMHSC accreditation 2020-22

INSTRUCTIONS FOR APPLICANTS

This application form is for training providers seeking accreditation from the GPMHSC for education activities to be recognised as 'Focussed Psychological Strategies Skills Training' (FPS ST).

Activities require prior accreditation with RACGP and/or ACRRM before adjudication by the GPMHSC.

To ensure quality applications, a smooth process and avoid delays with accreditation, training providers are required to read:

the mental health training standards outlined in the document *Mental health training standards 2020-2022: a guide for training providers*, available from the GPMHSC website. Please read this form carefully and answer accordingly in the space provided. Training Providers are encouraged contact the Secretariat to discuss the application process on 03 8699 0556

Training Providers are also advised to consult the GPMHSC website for draft application deadlines, as the Committee meet only 10 times per year for adjudication. The accreditation process can take a minimum of six weeks.

Key contact details for all applications for GPMHSC accreditation

If you are applying for GPMHSC accreditation of an activity that **does not have** prior accreditation with RACGP and/or ACRRM, please contact:

RACGP QI&CPD Program

Contact your relevant state / territory faculty:
<https://www.racgp.org.au/education/qicpd-program/gps/state-contact-details/>

ACRRM PD Program

P 1800 223 226
E pdp@acrrm.org.au
W www.acrrm.org.au

For **currently accredited** RACGP and/or ACRRM activities applying for GPMHSC accreditation, this form must be forwarded to, while copying to the relevant RACGP/ACRRM CPD program coordinators:

GPMHSC Secretariat

100 Wellington Parade, East Melbourne, Vic 3002

P 03 8699 0556
F 03 8699 0570
E gpmhsc@racgp.org.au

To all applicants

Is this:

A new application for 2020–22 triennium *Please go to Section 1 and complete the application form*

An application for reaccreditation *Please read instructions below:*

Reaccreditation of 2017-19 GPMHSC approved activities for the 2020-22 triennium

Training providers who have had FPS activities accredited with the GPMHSC in previous trienniums, will need to apply for re-accreditation for the 2020-2022 triennium using this form.

Training providers seeking re-accreditation will need to:

- **Submit** a cover letter outlining any changes made from the original MHST and/or FPS ST applicable (if applicable).
- **Complete** the updated MHST application form and/or FPS ST application form.
- **Include** updated course materials such as program timetable and outline, predisposing and reinforcing activity material, participant resources/workbooks, presentations, advertising material (without GPMHSC logo) and evaluation material. Ensure all material includes appropriate references.
- **A copy** of the evaluation report containing aggregated data from activities conducted in the 2017 – 19 CPD triennium. The report can be identical to the evaluation report submitted to the RACGP and/or ACRRM.

For more information on the re-accreditation process, contact the GPMHSC Secretariat on 03 8699 0554 or via gpmhsc@racgp.org.au

Section 1 Please indicate relevant College accreditation:

I want to use this form for ACRRM PD Program accreditation.

Please complete all **light blue shaded** 'ACRRM' sections.

Section 2 Please indicate if you already have accreditation and are seeking **only** GPMHSC accreditation:

I already have RACGP QI&CPD accreditation for this activity and seek GPMHSC accreditation only.

RACGP activity number:

I already have ACRRM accreditation for this activity and seek GPMHSC accreditation only.

ACRRM activity number:

Section 3 Training provider and activity information

3.1 Provider details

EAR Name

EAR number

Provider/organisation

Provider number (RACGP)

3.2 Contact details for activity enquiries

Name

Phone

Email

3.3 Activity details

Title

Delivery Mode

E-learning URL

Blended learning URL

Face-to-face: Please supply the postcode

Postcode

Other (*please explain*)

Frequency

One-off event

Repeated activity (identical activity repeated at different times and/or locations)

Regular education (such as monthly education)

Continuous education (such as online education)

Total hours of educational content

Activity must be a minimum of 6 hours of educational content.

3.4 Advertising

GPMHSC accredited activities are automatically advertised on the GPMHSC webpage.

Don't display on the GPMHSC website

Attendees – Select one

By invitation only

Only available to members

All attendees welcome

Target Audience – Select one

GPs

GPs and practice team

Third party sponsors

Name:

Details:

Name:

Details:

Partnering organisations

Name:

Details:

Name:

Details:

3.5 Attendance

How many GPs do you anticipate will attend?

How many facilitators will assist?

Please indicate how this activity will be funded, and the anticipated cost to general practitioners:

3.6 Sessions

Date

Time

Venue

Postcode

ACRRM required information: complete only if seeking ACRRM accreditation with this form.

Questions relating to completion of this section should be directed to the ACRRM Professional Development Program – pdp@acrrm.org.au; 07 3105 8200.

3.7 Activity type

Conference

Distance Education

Workshop

Skills based training (including simulator training)

Other – please specify

3.8 Curriculum area(s) and educational domain(s)

Does the activity contain peer discussion of cases?	No	Yes	If so, how long in hours
Does the activity contain a formal skills assessment?	No	Yes	If so, how long in hours

3.9 Curriculum area(s) and educational domain(s)

		Education Domains						
Please select the curriculum area(s) relevant to the activity mapped against the relevant educational domain(s)		Provide medical care in the ambulatory and community setting	Provide medical care in the hospital setting	Respond to medical emergencies	Apply a population health approach	Address the health needs of culturally diverse and disadvantaged groups	Practise medicine with an ethical, intellectual and professional framework	Practise medicine in the rural and remote context
Curriculum areas	Aboriginal People & Torres Strait Islander Health							
	Adult Internal Medicine							
	Aged Care							
	Anaesthetics							
	Business and Professional Management							
	Child and Adolescent Health							
	Dermatology							
	Information Management and Information Technology							
	Mental Health							
	Musculoskeletal Medicine							
	Obstetrics/Women's Health							
	Ophthalmology							
	Oral Health							
	Palliative Care							
	Radiology							
	Rehabilitation							
Research and Teaching								
Surgery								
Target audience:		Rural medical practitioners	Rural registrars	Other				

Section 4 Overview of the activity

Activity Overview

Responses to the following points should incorporate clear examples from the program development process and/or activity content where appropriate and relevant. The overall educational goal of FPS ST is to provide GPs with:

- the skills to treat mental illnesses according to an evidence-based GPMHTP
- the skills to monitor and review the patient's progress
- insight into the perspective of people who have experienced mental illness
- insight into the perspective of non-professional carers caring for people living with mental illness.
- after registering with Medicare as a registered provider of FPS, can use relevant MBS item numbers Within the context of general practice.

Please provide responses to all points and include attachments where indicated. If you require more space for your responses please attach additional pages clearly indicating point number.

OFFICE
USE ONLY

4.1 Please give an **overview** of the activity

Criterion met
 Criterion not met

- Title of the activity
- Summary of the topic areas covered
- Summary of participation and engagement styles

(Please note that this section may be used as a publishable summary of your activity if accredited)


 Attach a copy of the advertising material / program flyer

4.2 Please describe the **duration and format** of the activity

Criterion met
 Criterion not met

Including different learning opportunities that will be utilised to cater to varying skills and knowledge levels of participants. For example, scripting and rehearsing, demonstration of techniques, supervised practice of skills, case based discussion.

 Attach a detailed program timetable or outline


<p>4.3 Please describe how the skills learnt can be transferred into practice</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
Empty space for response	Empty space for response
<p>4.4 Describe how participants are given the opportunity to prepare for the activity and set their own goals (i.e. a predisposing activity)?</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p> Attach a copy of the predisposing activity material.</p>	Empty space for response

<p>4.5 Describe how participants are given the opportunity for reflection to ensure learning is reinforced/strengthened back into practice (i.e. a reinforcing activity)?</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p> Attach a copy of the reinforcing activity material</p>	
<p>4.6 Describe the active involvement of general practitioners in program</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p>Planning (required) • Delivery (required) • Development (required) • Review (required) Provide the name, qualifications and organisational affiliation of the General Practitioners involved.</p>	

<p>4.7 Describe the active involvement of mental health professionals within program</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<ul style="list-style-type: none"> • Planning <i>(required)</i> • Development <i>(required)</i> • Delivery <i>(required)</i> • Review <i>(required)</i> <p>Provide the name, qualifications and organisational affiliation of the mental health professionals involved.</p>	
<p>4.8 Describe the active involvement of mental health carers and consumers within program</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<ul style="list-style-type: none"> • Planning <i>(required)</i> • Development <i>(required)</i> • Delivery <i>(required)</i> • Review <i>(required)</i> <p>Please also briefly detail each carer's and consumer's organisational affiliations (e.g. with recognised advocacy groups) and past experience in similar roles.</p> <p><i>For information on consumer and carer participation, refer to Part C page 15 within the document <i>Mental health training standards 2020-2022: A guide for training providers</i> available from www.gpmhsc.org.au</i></p>	

4.9 Describe how the activity will be **evaluated**

Criterion met
 Criterion not met

 Attach a copy of the reinforcing activity material

Section 5 Focussed Psychological Strategies Skills Training

The GPMHSC has endorsed two FPS program variations under the MBS framework.

Table 1:

Activities based on CBT

Activities predominately based on Cognitive Behavioural Therapy (CBT) must provide skills in the following strategies, except those shown as optional.

- Psychoeducation
- Motivational interviewing
- Theory and principles underlying CBT
- Behavioural interventions:
 - Behaviour modifications
 - **Optional:** Activity scheduling
 - **Optional:** Exposure techniques
- Cognitive interventions:
 - Cognitive analysis, thought challenging and cognitive restructuring
 - **Optional:** Self-instructional training, attention regulation and control
- Relaxation strategies
- Skills training (e.g. problem solving, communication training, parent management training and stress management)

Activities based on IPT

Activities predominantly based on Interpersonal Therapy (IPT) must provide skills in all of the following strategies:

- Psychoeducation
- Motivational interviewing (optional)
- Theory and principles underlying IPT, mental illnesses linked to four types of relationship difficulties (loss, role dispute, role transitions and interpersonal deficits)
- IPT training:
 - Explore consumer's perceptions, expectations of others and relationships
 - Identify problems with relationships
 - Use consumers' affect to bring about change
 - Problem-solve to achieve a resolution of relationship issues
 - Communication analysis and training
 - Role play changed behaviour
 - Use therapeutic relationship

5.1 Is this program a CBT based program, or a IPT based program?

CBT based program

IPT based program

Section 6 Addressing the Focussed Psychological Strategies Skills Training learning outcomes and expected course content

Responses to the following should incorporate **brief, and clear, examples** around 150-300 words from the program content to demonstrate how each learning outcome is addressed. Training providers are encouraged to structure their response to the specific objectives outlined in the document *Mental health training standards 2020-2022: A guide for training providers*.

6.1 Select and use appropriate evidence-based FPS intervention relevant to consumer issues / needs outlined in the GPMHTP within the context of general practice	OFFICE USE ONLY
<p>6.1.1 Brief outline of the range of evidence-based FPS, and the rationale for use in different clinical circumstances, including when working with consumers from culturally and linguistically diverse backgrounds. *Can be included in pre-reading</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p>6.1.2 Explain the aetiology and epidemiology of the conditions covered. *Can be included in pre-reading</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p>6.1.3 For CBT programs (refer to the Standards Page 29), teach techniques to provide CBT-based FPS to consumers as part of the MHTP for their mental illness.</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p>6.1.4 For IPT programs (refer to the Standards Page 29), teach techniques to provide IPT-based FPS to consumers as part of MHTP plan for their mental illness.</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>

<p>6.1.5 For each condition covered, outline the relevant FPS / treatment models that apply to particular disorders and the modes of assessment for making these determinations, learning how best to apply these interventions</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p>6.1.6 Consideration of the cultural, environmental and social influences on the delivery and uptake of FPS</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p>6.1.7 Discuss integrated FPS and medication, and e-therapies</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p>6.1.8 Discuss consumer progress review.</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p>6.1.9 Discuss safe closure / termination of intervention.</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>

6.2 Incorporate the perspectives and needs of consumers, their carers and others in a persons network as outlined in the GPMHTP to inform FPS provision within the context of general practice.	OFFICE USE ONLY
6.2.1 Consumer experience – How the consumer applied the strategies learned in their everyday life.	<input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met
6.2.2 Consumer experience – What was helpful about the therapy and strategies they learned and aspects of therapy that they found challenging	<input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met
6.2.3 Consumer experience – How the GP assisted the consumer to navigate services	<input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met
6.2.4 Consumer experience – Improvements that could be made to the primary healthcare system for consumers of mental health services to eliminate barriers to access.	<input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met
6.2.5 Consumer experience – Useful resources.	<input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met

<p>6.2.6 Carer experience – How the mental illness diagnosis of the consumer has impacted on the carer role, their life and their health and wellbeing.</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p>6.2.7 Carer experience – How GPs can best support carers and other support people via care coordination.</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p>6.2.8 Carer experience – The values of the GPMHTP and the carer role in the recovery journey.</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p>6.2.9 Carer experience – Improvements that could be made to the primary healthcare system for carers of people accessing mental health services to eliminate barriers faced by carers.</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p>6.2.10 Carer experience – Useful resources.</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>

<p>6.3 Use the practice's systems to identify local services and resources that safeguard consumer safety and assist in providing holistic mental healthcare to consumers within the context of general practice.</p>	<p>OFFICE USE ONLY</p>
<p>6.3.1 Systematic approaches to risk assessment and coordination of care for consumers.</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p>6.3.2 Knowledge of local services relevant to consumers' needs.</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p>6.3.3 Resources, frameworks and referral pathways available to assist in consumer care.</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p>6.4 Engage in regular supervision and other professional development to maintain and extend skills in the provision of FPS within the context of general practice.</p>	<p>OFFICE USE ONLY</p>
<p>6.4.1 Requirement to complete FPS CPD activity every triennium.</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p>6.4.2 Types of FPS CPD activities (refer to the GPMHSC website, www.gpmhsc.org.au/).</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>

<p>6.4.3 Discuss and model principles of professional supervision and reflective practice, including self-care</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p>6.4.4 Provide information on professional supervisor registers / networks (such as Mental Health Professionals Network, Balint groups etc).</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>
<p>6.5 Use appropriate MBS item numbers relating to the provision of mental healthcare within the context of general practice.</p>	<p>OFFICE USE ONLY</p>
<p>6.5.1 Discuss MBS item numbers relating to providing FPS, including telehealth items.</p>	<p><input type="checkbox"/> Criterion met <input type="checkbox"/> Criterion not met</p>

Section 7 Attachments

Please ensure that you have attached **all** relevant documentation, including copies of all resources and materials provided to participants.

Attachment checklist:

Advertising material /program flyer	Evaluation material
Detailed program timetable or outline	Participant resources / workbooks
Predisposing activity material	Needs assessment (with references)
Reinforcing activity material	3 copies of pre-recorded consumer and carer perspective videos <i>(If applicable. Requires prior approval from GPMHSC Secretariat)</i>

Section 8 Acknowledgement of responsibilities

Training providers of accredited FPS ST are required to:

- Notify the GPMHSC if any changes to the activity will be made such as, content and speakers, that differ from this application during the 2017-2019 triennium
- Submit to the GPMHSC an activity report upon request which includes the aggregated evaluative data within 6 weeks of completion of the training activity. This can be the same report provided to the RACGP and/or ACRRM.
- Take part in the GPMHSC Quality Assurance Program as detailed in the Mental Health Training Standards: A guide for training providers (page 36).

Please indicate your acceptance of these requirements.

I,

agree to comply with the requirements outlined above for providers of MHST.

ACRRM required information: complete only if seeking ACRRM accreditation with this form.

Questions relating to completion of this section should be directed to the ACRRM Professional Development Program – pdp@acrrm.org.au; 07 3105 8200.

By submitting this application you agree to provide ACRRM with the following:

- A program outlining the session content and times
- Pre and post activities

Within one month of the activity provide electronic copies of:

- Attendance list with ACRRM member details and ACRRM membership numbers
- A summary of the event evaluation results

Name of contact person for providing documentation:

Position:

Phone:

Email: