

Mater Education is a leader in workforce education and simulation and Queensland's only accredited, hospital-based, independent Registered Training Organisation (RTO). With a strong history of implementing successful enterprise-wide cultural transformation programs across healthcare, academic, and corporate sectors, the courses are delivered by a faculty of expert clinicians and educators specialising in safety, organisational leadership, and effective communication.

Mater Education's **High Value Conversations (HVC) Program** transforms organisational culture, one conversation at a time. Designed around a best practice communication framework, the program facilitates a transparent approach for voicing concerns, challenging assumptions, and providing and receiving feedback consistent with debriefing with good judgment (Rudolph et al., 2006).

Contemporary applications of this approach demonstrate its effectiveness in creating psychologically safe, feedback-rich environments that support learning and cultural change (Ryan, 2022).

## Medical Practitioners

**Australian Health Practitioner Regulation Agency (AHPRA)** mandates all registered medical practitioners undertake Continuing Professional Development (CPD) to maintain their registration and ensure quality care. The registration standards of the **Medical Board of Australia (MBA)** set the minimum CPD requirements for all medical practitioners [[Medical Board of Australia - Registration Standards](#)].

To meet registration standards, in each calendar year, all medical practitioners must allocate a minimum of 50 hours between the following types of CPD activities:

**Domain 1: Educational Activities** ≥12.5 hours (25% of the min.) traditional learning or educational activities – reading, lectures, conferences etc.

**Domain 2: Reviewing Performance and Measuring Outcomes** ≥25 hours (50% of the min.) in audit focused activities on participant's own practice, root cause analysis, incident reporting etc. There must be a minimum of five hours for each category in Domain 2 (Reviewing Performance and Measuring Outcomes). The remaining 12.5 hours (25% of the min.) can be allocated across either category.

Mater Education's HVC Program's Intended Learning Outcomes (ILOs) are aligned with the **MBA's** CPD categories and identifies eligible activity and evidence types across all 16-specialist medical colleges. Please see detailed alignment on the next page.

## Mater HVC Intended Learning Outcomes (ILOs)

- ILO 1:** Discuss the positive and negative impacts of conversations on employee wellbeing and team deliverables within a professional setting.
- ILO 2:** Identify the benefits of psychological safety and use evidence-based technique to create psychologically safe environment to optimise both giving and receiving feedback and productive conversations.
- ILO 3:** Compose feedback using the With Good Judgment Methodology and the Two Challenge Rule to enhance workplace culture and team productivity through respectful, helpful, and curious dialogue.
- ILO 4:** Apply and integrate brain-based approaches, tips and techniques before, during, and after feedback conversations to maximise productive outcomes.

**Mater Education's HVC Program** provides participants a *Certificate of Attendance* which can be used as evidence toward CPD hours. HVC empowers employees to have open conversations with colleagues and question unsafe or unprofessional behaviour – regardless of their status. [Register now!](#)

**AHPRA** requires all colleges to be AMC accredited CPD Homes. All mapped activities are creditable within their systems; participants log evidence with their chosen CPD Home. [[medicalboard.gov.au](http://medicalboard.gov.au)]

The 16 colleges are ACSEP, ACEM, ACRRM, ACD, ANZCA (incl. FPM), CICM, RACDS (OMS), RACGP, RACMA, RACP, RACS, RANZCO, RANZCOG, RANZCP, RANZCR, RCPA [[amc.org.au](http://amc.org.au)]

MBA CPD requirements	Alignment with HVC Program	CPD Home exemplars
<p><b><u>MBA Domain 1:</u></b> <b>Educational Activities</b> - traditional learning such as reading, lectures, conferences etc. (min. 12.5 hours (25% of the minimum total) and max. 25 hours)).</p> <p>Mapped to Mater Educations HVC Intended Learning outcomes: ILO 1, ILO 2, ILO 3, ILO 4</p>	<p>HVC is an evidence-based program which follows principles of Debriefing With Good Judgement leading to increased effectiveness of learning, reflection, and performance in high-stress environments.</p> <p><b><u>HVC Foundations Program</u></b> is empowering participants to engage in open conversations and address unsafe behaviors. A facilitated workshop (3.5 hrs.) with interactive learning, group discussions, and peer 'role play'. Post-session reflective exercises (min. 1hr.).</p>	<p><b>All medical practitioners</b> should include in their CPD core content on:</p> <ul style="list-style-type: none"> <li>• culturally safe practice</li> <li>• addressing health inequities</li> <li>• professionalism and</li> <li>• ethical practice</li> </ul>
<p><b><u>MBA Domain 2:</u></b> <b>Reviewing Performance</b> - teaching, examining, supervising and peer review/direct observation.</p> <p>Mapped to Mater Educations HVC Intended Learning outcomes: ILO 1, ILO 2, ILO 3, ILO 4</p>	<p>Participants apply HVC frameworks to clinical and non-clinical scenarios, reflecting on communication and behaviour of self and others.</p> <p><b><u>HVC Program</u></b> encourages participants to speak up and raise concerns in the workplace, even if they might be wrong. A supportive measure behind this is to build empathy and form respectful, helpful, and curious communication habits towards peers, leading to fewer conflicts and more inclusive learning environments.</p>	<p><b>CPD Homes</b> require medical practitioners to address <b><u>Multi-source Feedback (MSF)</u></b> on workplace communication and wellbeing through education that supports reflective practice.</p> <p><b>For <u>RANZCP</u>:</b> formal peer review is a high-level requirement.</p> <p><b>For <u>ACRRM &amp; RANCOG</u>:</b> a strong emphasis on cultural safety reflective practice and performance feedback.</p> <p><b>For <u>ACRRM</u>:</b> a strong emphasis on reflective practice and performance feedback.</p>
<p><b><u>MBA Domain 2:</u></b> <b>Measuring Outcomes</b> - audit focused on medical practitioners' own practice, root cause analysis etc.</p> <p>Mapped to Mater Educations HVC Intended Learning outcomes: ILO 2, ILO 3, ILO 4</p>	<p>HVC has demonstrated outcome improvements such as increased issue escalation and safety culture enhancements.</p> <p><b><u>HVC Program</u></b> is a skills-based program using simulation and role-play to support supervised practice with structured debriefing.</p> <p>The in-person session also includes 'Pair &amp; Share' activities and shared reflections to reinforce learning.</p>	<p><b>CPD Homes</b> recognise workshops, peer review groups, direct observation across specialties.</p> <p><b>For <u>RACGP</u>:</b> HVC activities contribute to the 50-hour framework with CPD aligned with safe practice, professionalism, and communication skills.</p> <p><b>For <u>ANZCA/FPM</u>:</b> emergency response communication training supports professionalism and team performance expectations.</p>

MBA CPD requirements	Alignment with HVC Program	CPD Home exemplars
<p><b>Professional Development Plan (PDP)</b></p>	<p>HVC develops skills commonly targeted in PDPs (communication, psychological safety, leadership).</p> <p><b>HVC Program</b> is a neuroscience informed communication program combining in-person workshops with active eLearning modules, reinforced through self-evaluation and reflection and curated references.</p>	<p>The application of HVC principles can be documented into an individual's own PDP plan.</p>
<p><b>CAPE Aspects</b></p> <p>Cultural Safety</p> <p>Addressing Health Inequity</p> <p>Professionalism</p> <p>Ethical Practice</p> <p><a href="http://cpdhome.org.au">[cpdhome.org.au]</a></p> <p>Mapped to Mater Educations HVC Intended Learning outcomes: ILO 1, ILO 2, ILO 3, ILO 4</p>	<p>HVC improves safe communication, ethical challenge of unsafe behaviour &amp; fosters inclusive team culture.</p> <p><b>Mater Education's HVC e-Learning modules</b> (82min.) provides a platform for continuing learning, aligned with CPD themes: Professionalism &amp; Ethics.</p> <p><b>1. The Basic Assumption ('BA')</b> [12 min.] based on research from the Centre for Medical Simulation (CMS) and the concept of Carl Rogers, 1956 theory 'Universal Positive Regard' of unconditional and non-judgement regard for others. This module supports the participants to practise the principles for improved behaviour, contributing to a more inclusive, safe and productive work environment.</p> <p><b>2. Psychological Safety</b> [10 min.] provides participants a better understanding of how cultivating Psychological Safety enables curious, helpful and respectful conversations.</p> <p><b>3. Journey to With Good Judgement</b> [15 min.] supports reflection on judgemental, non-judgemental, and with good judgement communication.</p> <p><b>4. Two Challenge Rule Escalation Framework</b> [20 min.] offers an evidence-based method for escalating concerns.</p> <p><b>5. Receiving With Good Judgement</b> [25 min.] focuses on cognitive load and emotional regulation in conversations, using guided practice to build skills in reframing and curiosity-driven questioning, especially when receiving feedback under emotional pressure.</p>	<p>MBA requires all doctors to engage in activities addressing <b>CAPE Aspects</b>.</p> <p><b>For RANZCO:</b> HVC Program supports cultural safety, ethical behaviour, professionalism, and challenging unsafe actions, meeting CAPE aspects across all CPD Homes.</p> <p>The neuroscience-informed curriculum of HVC supports the <b>RACS CPD requirement</b> for evidence-based communication training.</p>

**References:**

Rudolph, J. W., Simon, R., Dufresne, R. L., & Raemer, D. B. (2006). There's No Such Thing as "Nonjudgmental" Debriefing: A Theory and Method for Debriefing with Good Judgment. *Simulation in Healthcare: Journal of the Society for Simulation in Healthcare*, 1(1), 49–55. <https://doi.org/10.1097/01266021-200600110-00006>

Ryan, Matthew (2022). Bedside Teaching in the Emergency Department: A Model for Delivering Effective Learner-Centered Feedback. *Creative Education*, 13(3), 731–734. <https://doi.org/10.4236/ce.2022.133046>