ClinCAT® Virtual Seminar Program

Self-paced learning package

Topic	Learning objectives
Introduction to ClinCAT®	• Outline the evolution of ClinCAT® • Describe the process through which ClinCAT® was developed • Discuss the benefits of ClinCAT® to different stakeholder groups
Competent vs. competency	• Define competence • Describe the use of competency tools for peer evaluation
Feedback fundamentals	• Describe the purpose of providing feedback • Outline considerations for providing effective feedback • Define the ALOBA model • Outline format of the ALOBA model • Describe the appropriate language to use when providing feedback via the ALOBA model
Navigating learning styles	• Describe KOLBS learning style • Overview diverging, assimilating, converging and accommodating learning styles • Outline the importance of understanding learning styles in facilitating ClinCAT® evaluations
What is (and isn't) peer review)	• Describe the Proctor model of supervision • Outline the benefits of peer observation and feedback • Compare and contrast the difference between peer review and teaching
Setting SMART goals	• Define SMART goals • Outline the process of developing a SMART goal • Describe how to optimise SMART goal statements in professional development plans • Review examples of SMART goals
How to use the ClinCAT® tool	• Describe the format of the ClinCAT® tool • Outline how to use the ClinCAT® tool

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Live virtual seminar

Time (AEDT)	Session
0845-0900	Online login available
0900-0910	Introduction and housekeeping
0910-0930	Re-cap of self-paced learning package and Q&A
0930-1000	ALOBA model re-fresh
1000-1015	Break
1015-1030	Introduction to roleplays
1030-1130	Roleplay 1
1130-1230	Roleplay 2
1230-1300	Break
1300-1400	Roleplay 3
1400-1500	Roleplay 4
1500-1515	Break
1515-1545	Advice for conducting a ClinCAT®
1545-1600	Where to from here?
1600	Close of seminar