



THE AUSTRALASIAN COLLEGE
OF DERMATOLOGISTS

Graduate Diploma

in

Cosmetic Dermatology

Course Outline

2018

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Contact Details

For information regarding the Graduate Diploma in Cosmetic Dermatology (GradDip in CosDerm) and its component subjects, students should in the first instance contact:

| Position | Name | Email | Availability; times and location | Phone |
|--------------------------------|--------------------|--------------------------|--|----------------|
| Course Coordinator | AP Dr Greg Goodman | GG@div.net.au | TBA | TBA |
| Dean of Education | Dr Adriene Lee | adrienelee1@bigpond.com | TBA | TBA |
| Director: Educational Services | Mr Brett O'Neill | brett@dermcoll.edu.au | 9am-5pm Monday to Friday/College | 02 87414199 |
| National Training Committee | Dr Brad Jones | bradjones@ausdoctors.net | TBA | TBA |
| Subject Coordinators | TBA | TBA | TBA | TBA |
| Lecturers/tutors | TBA | TBA | TBA | TBA |
| Student Contact | Ms Kirsty Edwards | kirsty@dermcoll.edu.au | 9am-5pm Monday to Friday/College | 02 87414123 |

Course details

Credit Points

The Graduate Diploma in Cosmetic Dermatology, herein after referred to as the GradDip CosDerm will normally be completed in a timeframe of 1.0 years (2 semesters Full time) or 1.5 years (3 semesters Part Time).

To complete the GradDip CosDerm, candidates must achieve a total of 12 credit points.

Each semester (of 20 weeks) generally requires the successful completion of subjects totaling a minimum of 12 credit points for a full time load and 6 credit points for a part time load.

Note: The GradDip CosDerm forms a component of a nested 'Master of Cosmetic Dermatology by Coursework'. The other components comprising this level 9 AQF qualification will be, a Graduate Certificate in Cosmetic Dermatology (GradCert CosDerm) program and a Master's component comprised of research methodology subjects and a Minor Research Project producing a Mini Thesis of 12 - 15,000 words to meet the Masters level qualification regulations.

Completion of the GradCert CosDerm program is a re-requisite to admission into the GradDip CosDerm and ultimately the Master's Program.

Student Scheduled Contact Load

While the theoretical content for this course is essentially online, students will have scheduled virtual F2F teaching/tutorial sessions as well as in some instances, limited F2F clinical session centred on specific procedural competences to support their learning.

As a general rule, each credit point (CP) of a subject equates to a total of 12 hours teaching/scheduled contact per semester. This means that for a 3CP subject, students can expect to interact with their teachers in whatever mode is appropriate for at least 36 hours during a 20 week semester.

The total time which a student needs to dedicate to such interaction in any semester will depend on the number of subjects/credit points undertaken for that semester.

Private Study Load

For each component subject of the GradDip CosDerm, students operating in a full time mode are expected to complete a minimum of 2 to 2.5 hours of individual study per week for each credit point allotted for the subject.

This time is independent of the time spent during teaching sessions.

This time includes covering content, reading and preparation of assessment tasks and should total approximately 150 hours over the duration of the course.

For further detail, consult the component Subject Outlines and the ACD Academic Awards-Framework Policy.

Course Duration

- Full Time Students
 - Minimum completion time 0.5 years (1 semester)
 - 'Expected Average' completion time 0.5 years (1 semester)
 - Maximum completion time 1.0 year (2 semesters)*

- Part Time Students
 - Minimum completion time 1.0 year (2 semesters)
 - Maximum completion time 2.0 years (4 semesters)

**Assuming no periods of leave.*

Enrolment

Enrolment is open only to persons who meet the criteria set out below:

- A bachelor degree in medicine or its equivalent
- Registration to practice medicine within Australia
- Fellowship of the College

Attendance

Students are expected to maintain a 90% attendance rate for all teaching sessions (F2F virtual teaching sessions). Other teaching/tutorial activities requirements may vary from time to time. Attendance is monitored by subject and course coordinators and via online records/access for virtual content.

Summary of the Course

The GradDip CosDerm is comprised of 2 compulsory core subjects. These compulsory core subjects along with two 'self-selected' Elective subjects must be completed fully and successfully to be granted the qualification 'Graduate Diploma in Cosmetic Dermatology'.

The course falls into two distinct divisions, dealing with the development and application of specified procedural knowledge and skills through exposure/participation in procedural/clinical experiences and further development of knowledge in selected specialized areas of dermatological practice respectively.

Compulsory Core Subjects (Procedural/Clinical application and experiences):

- CD V: Muscle Relaxant and Dermal Filler (Practical) 3 Credit points
- CD VI: Surface Active Procedures (Practical) 3 Credit points

Elective Subjects (Theoretical Focus - Select 2 only):

- CDE I: Post Acne and other forms of scarring 3 Credit Points
- CDE II: Body sculpting, cryolipolysis, ultrasound, liposculpture and fat transplantation 3 Credit points
- CDE III: Surgical management of hair loss 3 Credit Points
- CDE IV: Management of lower limb venous disease 3 Credit Points
- CDE V: The Business of Cosmetic Practice 3 Credit Points

Pre requisites:

- Graduate Certificate in Cosmetic Dermatology

Introduction

The GradDip CosDerm is a 'stand-alone' AQF Level 8 post graduate qualification which is aligned with HES Framework 'Threshold Standards'. It will, forms part of a nested AQF Level 9 'Master of Cosmetic Dermatology (Coursework)' program which is currently under development. The other components of the nested program include the Graduate Certificate in Cosmetic Dermatology (which must have been completed prior to enrolment in the GradDip program) and the Masters component comprised of studies in research methodology and the completion of a minor research (12 – 15,000 word Mini Thesis). Students will have the option to use the successful completion of the GradCert and GradDip components towards partial completion of the full Master's program. (Opt-in mode).

Aims of the Program

Operating as a fully accredited (Australian Medical Council) professional Medical College offering a 4 year post graduate specialist training program and as a registered Higher Education Provider (HEP), the Australasian College of Dermatologists is committed to providing participating students with a program of scholarship, advanced study and research.

Key teaching and learning objectives

The key teaching objectives that apply broadly to all components of the Master of Cosmetic Dermatology program of study * are:

- To provide existing specialist dermatologists (Fellows of the College) with the opportunity to acquire and/or expand their base level knowledge and skills in the sub-domain of cosmetic dermatology.
- To provide a 'first step' in a pathway for existing specialist dermatologists to gain higher level qualifications in the subdomain of cosmetic dermatology (Master of Cosmetic Dermatology).
- To provide opportunities for students to investigate more advanced areas of cosmetic dermatological science with the view to strengthening their 'basic training'
- To provide opportunities for students to develop and apply basic research concepts to empower them in making decisions concerning the efficacy of current research in the sub-domain.

The ACD considers post-graduate students should be required to apply their study to problems, issues or other matters of substance which produce significant benefits in their professional practice and that of others. To this end, the GradDip in CosDerm program developed by the ACD is designed to encompass and provide opportunity for students to learn in environments that nurture the:

- scholarship of discovery;

- scholarship of integration; and
- scholarship of application.

*The course is open to graduate Fellows of the Australasian College of Dermatologists. Enrollees in the course will have the opportunity to build on and extend their knowledge and skills in this highly specialized dermatological domain.

The Graduate Diploma in Cosmetic Dermatology is a nested course within the *MCosDerm* program. It may be completed as a 'stand-alone' qualification* and may be counted towards completion of the *MCosDerm*.

This nested course falls into two broad divisions. The first, comprised of two compulsory subjects (see Course Summary listing – page 7) has a strong focus on procedural/clinical aspects of the domain of cosmetic dermatological clinical procedural practice.

The second provides candidates with the facility to select and study in greater depth sub-domains of dermatological practice of special interest to themselves, the 'Elective' subjects, of which they must complete two.

*The Graduate Certificate in Cosmetic Dermatology is a **pre-requisite** for this course.

Course Level Student Learning Outcomes

The curriculum on which the GradDip CosDerm is based covers a range of key areas which may be considered 'foundational' to further advancement in the development of knowledge and skills in the field of cosmetic dermatological practice. As such, the over-arching learning outcomes of the program are closely aligned with those of the curriculum.

The course and subject key learning outcomes for this program are aligned with the appropriate AQF Learning Outcome descriptors.

Students enrolled in the GradDip CosDerm program, on completion will be able to:

- CLOD 1:** Plan complex cosmetic treatment regimens to address specific conditions and/or criteria in relation to patient's conditions/presentations with due consideration of safety in practice.
- CLOD 2:** Perform a range of complex cosmetic treatments appropriate to the specific conditions and/or criteria in relation to patient's conditions/presentations
- CLOD 3:** Critically review patient outcomes.
- CLOD 4:** Develop, monitor and/or manage further and/or ongoing treatment plans where appropriate
- CLOD 5:** Demonstrate a wide range of skills in the use of injectable products to achieve maximum cosmesis in cosmetic dermatology patients
- CLOD 6:** Demonstrate a wide range of skills in the use of surface active procedures to achieve maximum cosmesis in cosmetic dermatology patients under the safest conditions possible.

Subject Specific Student Learning Outcomes

Each subject within the program will have additional subject specific outcomes in addition to the core course outcomes. Refer to the individual Subject Outlines for the associated student learning outcomes.

Graduate Attributes

The College aims to produce graduates from all its programs of study with the following overarching attributes:

- Scholars capable of independent and collaborative enquiry, rigorous in their analysis, critique and reflection, and able to innovate by applying their knowledge and skills to the solution of novel as well as routine problems;
- Scientifically skilled leaders capable of initiating and embracing innovation and change, as well as engaging and enabling others to contribute to change;
- Professionals capable of ethical, self- directed practice and independent lifelong learning;
- Global citizens who are culturally adept and capable of respecting diversity and acting in a socially just and responsible way.

More specifically, with regard to the principal educational domain of the College, specialist medical practice in the field of dermatology, the College aims to produce graduates who exhibit the following attributes:

Personal

- Apply analytical and critical thinking leading to creative problem solving.
- Commit to ethical practice and social responsibility.
- Engage in lifelong learning and reflective practice.

Applied Knowledge and Skills

- Utilise relevant and current information for quality practice and decision making in their activities as a specialist dermatologist.
- Strategically plan and manage resources in the treatment and ongoing management of patients.
- Manage quality in their practice as independent decision makers.
- Manage risk associated with their practice as independent specialist.
- Lead and manage those in their charge.

Interactional Skills

- Communicate across a range of disciplines and communities
- Work within and contribute to local and international processes in the practice and ongoing development in the field of dermatology.
- Enhance collaborative and multidisciplinary teamwork.

Teaching strategies

The teaching strategies adopted in the GradDip CosDerm program will reflect the nature of the subject being 'taught'.

Additional to the strategies listed below under the heading 'General Teaching Strategies' which will be adopted as and where appropriate (subject matter and assessment approach), the strategies listed below which will target the specific pedagogical requirements in regard to the compulsory subjects (CD V and CD VI) involving the development and application of specified procedural skills and knowledge through exposure/participation in procedural/clinical experiences that will be centred on but not limited to:

- Supervised/supported, development and demonstration of procedural knowledge and skills through such methodologies as:
 - DOPS
 - Mini CEx
 - Individual performance
 - Observation of and/or performance in simulated environments with feedback
- Unstructured expert observation of clinically based procedures with in situ feedback
- Live teaching tutorials involving expert demonstration of procedural techniques/skills
- Virtual procedurally based teaching sessions
- Provision of recorded selected procedural examples of 'expert practice'

General teaching strategies to be adopted in the delivery of the 'theoretical Elective subjects' and to a lesser extent the compulsory procedurally based practical subjects* (CD V and CD VI) include but are not limited to:

- Weekly scheduled virtual F2F scheduled teaching/tutorial/student interaction sessions using online synchronous webinar technologies.
- Online open discussion spaces (synchronous/asynchronous)
- Independent online learning/activity within the supporting online content modules
- Live teaching/tutorial scheduled sessions and combined assessment of clinical knowledge and skills (where appropriate)
- Access to pre-recorded lectures/tutorial sessions
- Clinically based procedural tutorial where appropriate
- Independent/Self Directed Problem Based Learning

Total teaching format time will be determined by the nature of the subject being delivered*. The format distribution listed below will apply to subjects with a dominant 'theoretical' component (Electives).

- Virtual and/or F2F scheduled teaching/student interaction sessions using online synchronous webinar technologies and/or physical locations: (generally not less than 70%)
- Other formats including live teaching/clinical and/or work-place based interaction (generally not more than 20%)

In the case of the compulsory 'procedurally based practical' subjects (CD V and CD VI) the formats listed, the distribution will in essence be reversed.

Assessment Strategies

The form and weighting of assessments may vary from subject to subject within this course as well as from time to time.

As outlined in the Summary of the Course section of this document, the GradDip CosDerm program falls into **two divisions**. Naturally, the assessment strategies adopted will reflect the nature of these divisions.

Overall, the Grad Dip program will have the following breakdown in assessment components:

- Practical component of generally not less than 50%
- Coursework/knowledge component of generally not more than 50%

With regard to the **compulsory Core Subjects (Practicum based CD V and CD VI)** both teaching and assessment will centre on practical experience and application of procedural skills and knowledge, both under supervision and in independent practice.

Consequently, the breakdown for assessment weighting in these core subjects would generally be:

- Practical component of generally not less than 70%
- Coursework/knowledge component of not more than 30%

The tools to be adopted to assess students in the broad areas listed above may include but are not limited to:

- Practical components: DOPS, MiniCEX, ProDAs and CbD
- Work-place based competency based assessments using standardised forms/formats
- Personal 'certified*' portfolio(s)/logbooks covering all of the prescribed procedural skills/procedural experiences (personal, demonstrated and observed) as per the subject outline and any additional procedures/skills nominated on a case by case basis
- Coursework/knowledge based components: MCQs, written tasks etc., (see listing under Elective subjects below) and others as deemed appropriate.

* Certification refers to 'sign-off' by a suitably qualified agent who was **present at the** time of the performance of the procedural skill/other logged activity **and** either supervised or observed the activity.

In regard to the selective ELECTIVE subjects, the emphasis is skewed more towards a theoretical approach with procedural/clinical experiences where appropriate.

Consequently, the breakdown for assessment weighting in these Elective subjects would generally be:

- Practical component of not more than 50%
- Coursework/knowledge component of not less than 50%

The above weighting may vary based on the nature of the elective. For example, a higher practical component may become evident in subjects such as CDE IV: Management of lower limb venous disease.

With the greater emphasis on theoretical content and hence assessment, the tools to be adopted to assess knowledge components in these elective subject may align with the following framework as appropriate:

- Online, invigilated MCQ examinations (not more than 20%)
 - Includes but not limited to: theoretical concepts; scenario based problem solving
- Written submissions (not more than 30%)
 - Includes but not limited to:
 - Analysis of cases/procedural outcomes
 - Investigation of research innovation;
 - Subject/procedural targeted reports/reflections

The actual assessment process adopted in each component subject is detailed in the Subject Outline for each subject.

Submission/Conduct of Assessment Tasks

Dates for submission/conduct of assessments will be detailed at the time of commencement of each semester.

- MCQ Examinations will be conducted and submitted within the protected e-Learning portal infrastructure via a user personal account
- Written assignments will be created, distributed and submitted within the protected e-Learning portal infrastructure via a user personal account
- Work-place based Assessments (Conducted and completed in situ)
- Portfolios/logbooks 'Certified*' supporting procedural proficiency in the required areas will be submitted in bound form at an appropriate time but no later than the last week of session
- Contribution to teaching sessions will be recorded at the time of the session (e-Learning Portal Gradebook)

* Certification refers to 'sign-off' by a suitably qualified agent who was **present at the** time of the performance of the procedural skill/other logged activity **and** either supervised or observed the activity.

Academic honesty and plagiarism

Plagiarism is the presenting the work of another person as your own, without appropriate acknowledgement. The following is a list of some examples is sourced from Curtin College at www.cic.wa.edu.au:

- Copying of another student's or author's exact sentences, paragraphs, or creative products (i.e., drawings, graphics) without clearly indicating that one is making a direct quote and/or without giving a reference (includes copying from books, articles, thesis, unpublished works, working papers, seminar and conference papers, internal reports, Internet, lecture notes or tapes);
- Trying to put other's ideas into one's own words by changing only a few words without clearly referencing the original source;
- Writing or presenting one's own version of another person's work (including words, music, computer source code, creative or visual artefacts, designs or ideas) or research data without clearly referencing;
- Submitting work which has been written by another person;
- Copying and submitting another person's work as if it were one's own;
- Copying computer files in whole or in part without indicating their origin;
- Submitting work completed in a group as if it were the work of an individual student.

The ACD will not tolerate breeches of its policies in this regard. Students should consult the ACD code of conduct for students and other related policies on plagiarism and ethical behavior.

For further information, students should consult the ACD policy on Academic Honesty.

Course schedule

The table below represents a typical course schedule for a Full Time student completing the GradDip in CosDerm program. The distribution and actual sequence within a semester may vary as required however, part time students will not at any stage be required to complete more than 6 credit points in any one semester except by their own choosing, availability of teaching staff/resources and approval case by case approval by the Academic Standards Committee.

| Core Subjects | Year | Semester | Credit points |
|--|------|----------|---------------|
| CD V: Surface Active Procedures (Practicum) | 1 | 1 | 3 |
| CD VI: Muscle Relaxant and Dermal Filler (Practicum) | 1 | 1 | 3 |
| | | | |
| | | | 6 |

| Elective Subjects * | Year | Semester | Credit points |
|---|------|--------------|---------------|
| CDE 1: Post Acne and other forms of scarring | 1 | 1 | 3 |
| CDE II: Body Sculpting | 1 | 1 | 3 |
| CDE III: Surgical management of hair loss | 1 | 1 | 3 |
| CDE IV: Management of lower limb venous disease | 1 | 1 | 3 |
| CDE V: The Business of Cosmetic Practice | 1 | 1 | 3 |
| | | | 6 |
| | | Total | 12 |

** Completion of any two.*

Part time students will normally be required to complete a minimum of one subject per semester of study.

Student Wellbeing

The Australasian College of Dermatologists recognizes and acknowledges the need to provide students participating in their educational courses with full, accurate and timely access to information and services that support their overall progression, wellbeing, safety and satisfaction within an environment that promotes the safety of and respect for and between, all participants.

To this end the College has policies and procedures in place to address broad key issues which may impact on their experience whilst studying including:

- ensuring equal opportunities for all students,
- factors that affect wellbeing such as:
 - social, financial, cultural and educational/learning support
- safety and respect in the workplace
- access to remedies for grievances and complaints

Further information relating to ensuring student wellbeing can be read in Section 9 (Supervision, Education and Training) of the College's Professional Code of Ethics for its Fellows* and by accessing the pages covering Education and general College Policies on the College website

* Teaching and learning activities for courses offered by the College are conducted by suitably qualified Fellows of the College

Resources for students

A key source of content based material and supporting resources is provided for students, through access to the College e-Learning portal via their own private and protected accounts.

Other resources, specific to the individual program component subjects are listed in the Subject Outlines for each subject. They include but are not limited to:

- journal papers centred on topics pertinent to the subject,
- research reports and data,
- case studies specific to the subject,
- access to simulated clinical cases
- online seminar/presentation recording and.
- chapter readings/study from suggested/recommended texts. (Note, such listing will be updated from time to time)
- video recordings of procedural sessions and virtual teaching sessions where appropriate
- image databases
- case databases

Course development, evaluation and ongoing currency

The College fosters a quality approach to teaching and learning in all educational programs it offers.

To ensure the quality, currency and validity of the curriculum on which programs are based and that the content, concepts and ideas presented in programs of study are reached and maintained, all courses are developed with reference to:

- Input from Subject matter experts eg., in the case of this course, currently practicing specialist in the area of Cosmetic Dermatology (A Steering committee of practicing specialist cosmetic dermatologists who hold academic posts within tertiary medical education institutions).
- Benchmarking against other similar recognized programs of study and reference groups both National and International in respect of topic areas, content and key expected learning outcomes, include:
 - AMC Standards for Specialist Medical Training
 - Medical Board of Australia Guidelines
 - Australasian College of Aesthetic Medicine;
 - American Academy of Dermatology
 - American Society of Dermatological Surgeons
 - Cardiff University Dermatology
 - American Academy of Aesthetic Medicine
 - Manchester University Dermatology program
 - Stanford/Tufts University Certificate (Aesthetics)

Curriculum and course development of all educational offerings of the Australasian College of Dermatologists is carried out by **College appointed working parties and/or steering committees** comprising subject matter experts and other appropriate persons including but not limited to; Fellows of the College, external specialist in appropriate medical fields, specialist educationalists.

The developmental work carried out by these groups is overseen by the key body of the College responsible for the development and delivery of quality educational programs and materials, the **Academic Standards Committee (ASC)**. This committee, under the guidance of the **Dean of Education** is comprised of members of the various sub-committees that deal directly with the organisation and conduct of national training, curriculum/content development and quality control and the Examination and Assessment processes.

As well as providing regular input/feedback on course/program development and conduct, the **ASC has the responsibility for approval of all new educational programs** and makes recommendation to the **College Board of Directors** as to the deployment of these programs of study.

The College also has in place a number of mechanisms for gathering, analyzing and acting upon information relating to the curriculum, the courses offered, and the teaching and support resources in order to ensure their ongoing currency and quality.

Quality and currency is established and maintained through evaluation and review by teaching and education staff, steering and workforce committees as well as external SMEs of:

- Curriculum
- Course and subjects (Content and instructional design)
- Teaching skill and performance
- Teaching and learning resources

Information is gathered via:

- Regular stakeholder surveys
- Student exit surveys
- Focus groups (Teachers and students)
- Scheduled reviews of all teaching resources
- Internal and external audits
- Internal and External SMEs
- Risk assessment

The information from these surveys is reported to, and acted upon, by academic governance committees within the College. The most significant of these from an academic perspective, is the Academic Standards Committee (incorporating the National Education, the National Examiners and the National Training committees).

Other useful information

Students may from time to time, find themselves in situations where they need to seek specialised advice/support.

The following College information/policy documents and resources may be useful to students. The following policies and more can be found on the College member's website, and within the College e-Learning Portal.

- Work Health and Safety policy
- Special consideration in the event of illness or misadventure policy
- EEO policy
- Discrimination and Harassment Policy
- Disability Discrimination Act
- Disability Standards for Education
- Copyright
- Privacy Act