

Why we do what we do.....

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Introduction:

- So as a practicing specialist:
 - What is the importance of CPD
 - Life long learning
 - Curriculum changes

My role locally

- DME (Director of Medical Education)
 - In charge of circa 30 medical students at any time
 - In charge of >150 junior medical staff (postgraduate)
- Board based undergraduate – to highly specialised (ST6-7 in UK)

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- DME (Director of Medical Education)
 - In charge of circa 30 medical students at any one time
 - In charge of >150 junior medical staff (ST1-5)
 - Board based undergraduate medical students (ST1-5) and specialised (ST6-7 in UK)

Everyone MUST learn!

So what type of learner?

- DME (Director of Medical Education)
 - In charge of circa 30 medical students at any time
 - All new learning
 - Factual++++++
 - Some basic practical skills (cannulation etc)
 - In charge of >150 junior medical staff (postgraduate)
 - Consolidation
 - Specialised factual knowledge
 - Can be high level practical skills (surgery, PCI etc)

So what type of learner?

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- Some basic practical (etc)

EXAMS

CPD

- In charge of >150 junior medical staff (postgraduate)

ASSESSMENT

, PCI etc)

CPD

CPD:

- We all do it:
 - Consolidation
 - Updates
 - New areas/career changes

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COVID

CPD:

- Traditional model:
 - Travel somewhere
 - Sit in a meeting
 - Have coffee
 - Sit in more meeting
 - Have more coffee
 - Sit in more meeting
 - Have lunch
 - Sit in more meeting and do emails
 - Have coffee
 - Sit in yet more meeting and finish emails
 - Have dinner
 - Sleep
 - Rinse and repeat

CPD:

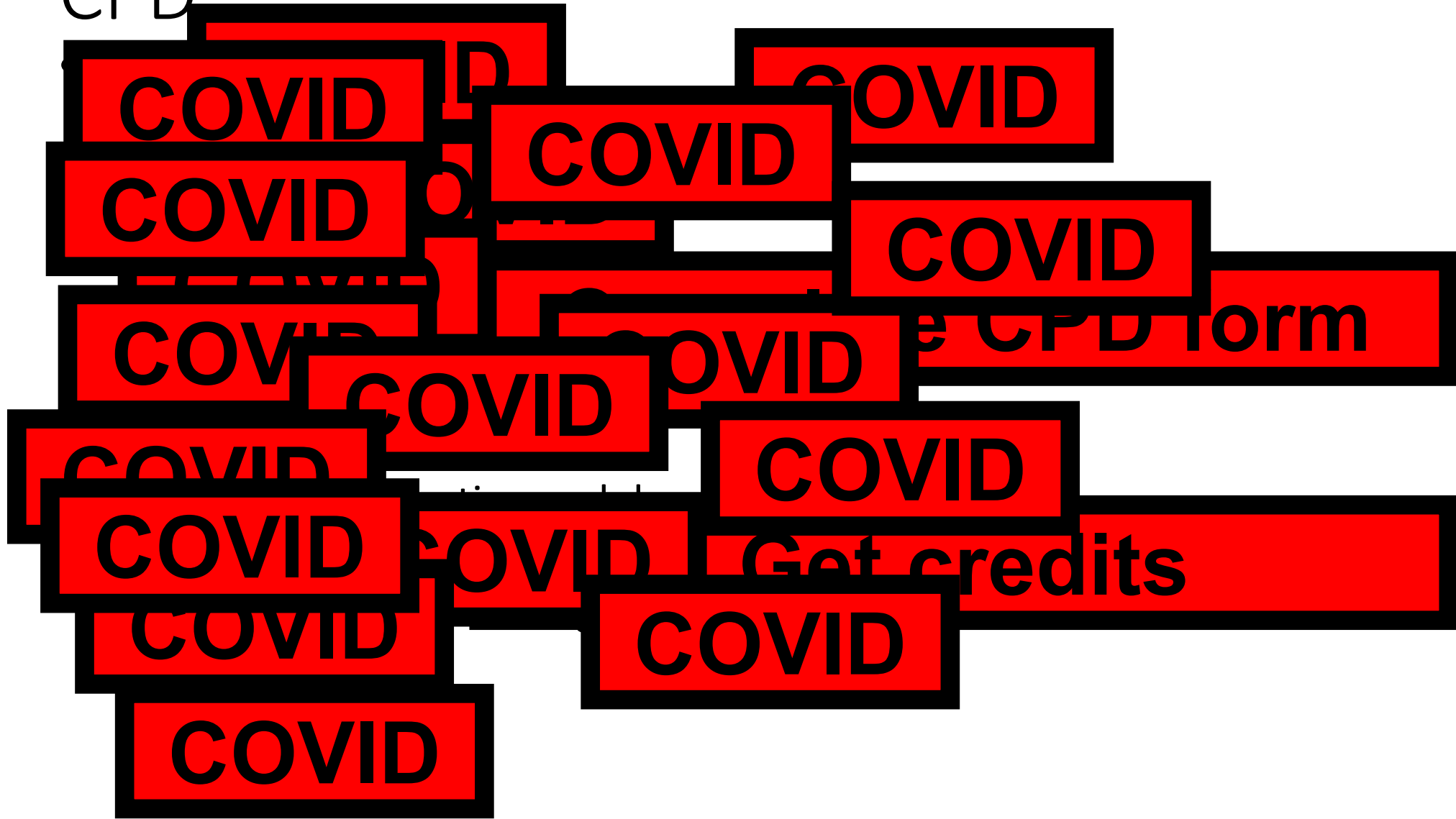
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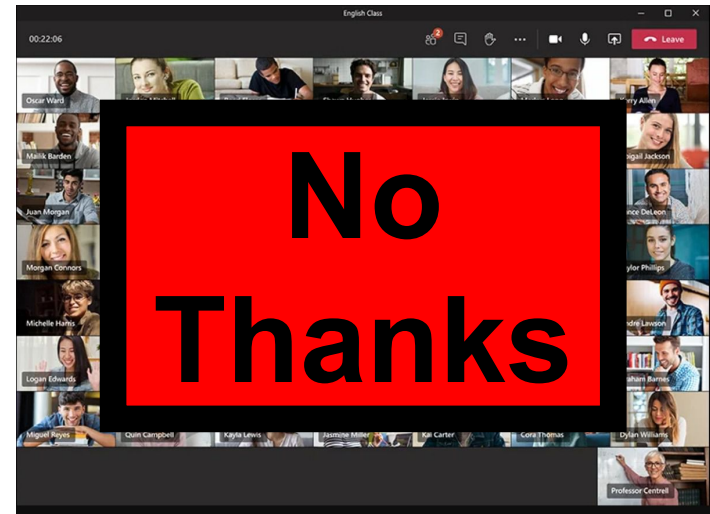
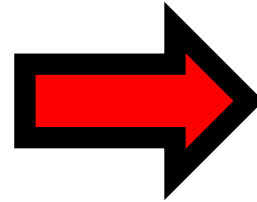
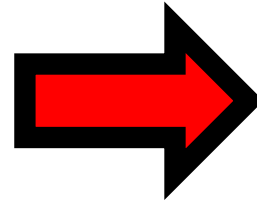
Complete CPD form

Get credits

CPD:



CPD:



CPD Online:

- What can you do:

- Needs analysis
- Lectures
 - Shorter
 - Punchier
- Question and Answer
 - More moderated
- Group discussions
 - Feedback

- But you can't:

- Have coffee
 - Informal interactions
 - Free exchange of ideas
 - Peer to peer discussion
 - Impromptu stuff

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- In
- F
- P
- Improv

Ch **oom**

tumbleweed

**Breakout
Room**

'New Era' CPD:

- There are some advantages:

- We can still learn
- It can be fun
- It can be interactive
- It can save on travel time
- Can get to more
 - No physical presence

- But you can't:

- Do the same
- Its complimentary
 - Not replacement
- The futures hybrid

'New Era' CPD:

So remember what your French teacher at school told you.....

- It can save on travel time
- Can get to more
- The futures hybrid

NEVER write your French essay in English and translate it

'New Era' CPD:

So remember what you
school
offer at

- It can save on travel
 - Can get to
- features hybrid

NEVER
French essay in English
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**So DON'T take your face to face meeting
and just dump into an online version!!!**

'New Era' CPD:

So remember what you learned at school...

- It can save on time
- Can get to the point

NEVER write a French essay in English and translate it

SO DON'T TAKE YOUR OWN OR VICE VERSA!!!!!!

Life long learning:

- We all continue to learn:
 - More evidence
 - Development of new techniques (TAVI)
 - Development of new subspecialist interests (Cardio-Oncology)
 - Stuff changes.....

COVID

Life long learning:

- Hospitals are full of teaching:
 - Informal – ward rounds, outpatients
 - Formal (local) – teaching sessions, lectures, journal clubs, grand rounds
 - Formal (regional) – teaching sessions, seminars
 - Formal (supra regional) – ‘CPD’

Curriculum:

- Currently most curricula are based on Competency
 - Each competency must be attained
 - Cardiology
 - 32 core competencies
 - Evidence to achieve attainment
 - Sign off by supervisor
 - Workplace based assessments
 - Examinations
 - CPD/Learning events

Curriculum:

- Move from competency to capabilities/entrusted activities
 - Subtle difference
 - What would you 'trust' me to do?????

Curriculum:

	Making A Pot of Tea	
	Competence	CIp
Water	Able to boil water in kettle	Manages boiling the water using the kettle
Tea	Able to put tea leaves in pot	Manages appropriate use of tea leaves in pot
Milk	Able to put milk in cup	Manages appropriate use of milk in cup
Afterwards	Able to tidy up	Manages tidying up of all utensils in a safe manner

Curriculum:

Core (6 maximum)	Advanced (5 maximum)
Generic CiP's	
<p>Manage coronary artery disease (including basic cardiac cauterisation and non invasive imaging such as cardiac CT), and primary and secondary prevention including community cardiology and cardiac rehabilitation.</p>	<p>Provide a comprehensive coronary intervention service including primary angioplasty for acute myocardial infarction.</p>
<p>Manage valvular heart disease with particular attention to the application of, and ability to perform, report and interpret transthoracic echocardiography.</p>	<p>Provide a comprehensive cardiac imaging service including advanced echocardiography, cardiac CT, cardiac MRI and nuclear cardiology.</p>
<p>Provide a core cardiac rhythm management service (including basic pacing and device programming).</p>	<p>Provide a comprehensive rhythm management service, including ablation and complex device implantation and management.</p>
<p>Provide safe care to patients with adult congenital heart disease and heart disease in pregnancy within 'hub and spoke' models of care.</p>	<p>Provide a comprehensive Adult Congenital Heart Disease Service (ACHD). Trainees should be able to manage complex patients with heart disease in pregnancy.</p>
<p>Manage heart failure (including cardiomyopathy, inherited cardiac conditions and community care).</p>	<p>Provide a comprehensive heart failure service.</p>

Conclusion:

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