

# Personalised Training



Dr Chris O'Loughlin  
Head of School



Dr Luke Baker  
PTC Chair



Dr Saadia Alvi  
PTC IMG Rep

# Personalised Training

Introduction to Personalised Training  
Dr Chris O'Loughlin

Trainee priorities  
Dr Luke Baker

Supporting IMGs, and introduction to  
IMG Guide  
Dr Saadia Alvi

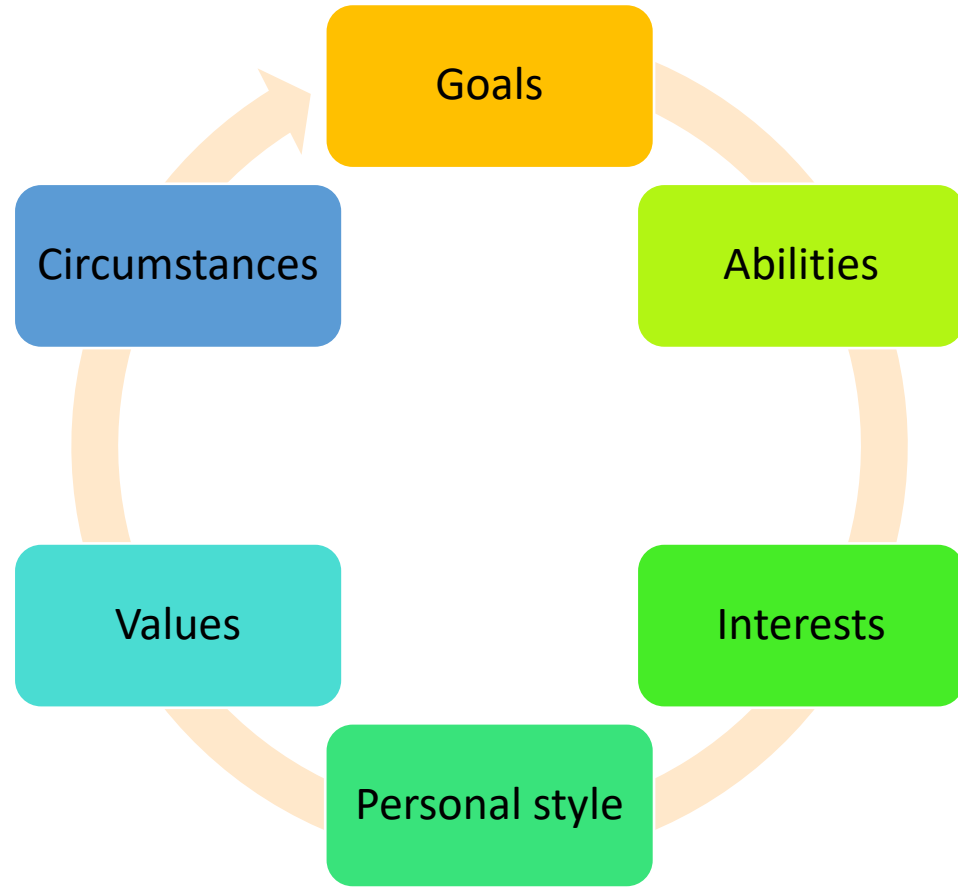




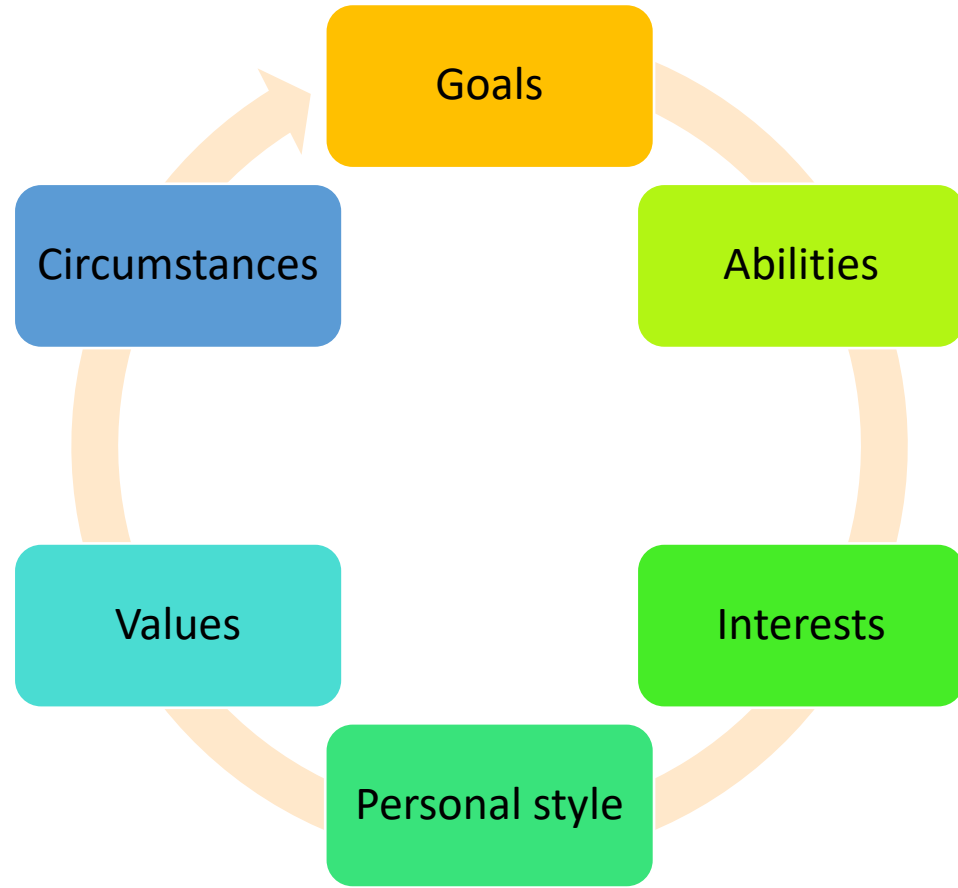
# Personalised *Medicine*



# Personalised Medicine – Person-centre



# Personalised Medicine – Person-centre



Includes:

- Shared decision making
- Individual focus
- Empowerment
- Values
- Kindness
- Co-production



# Personalised Medicine – Evidence Based

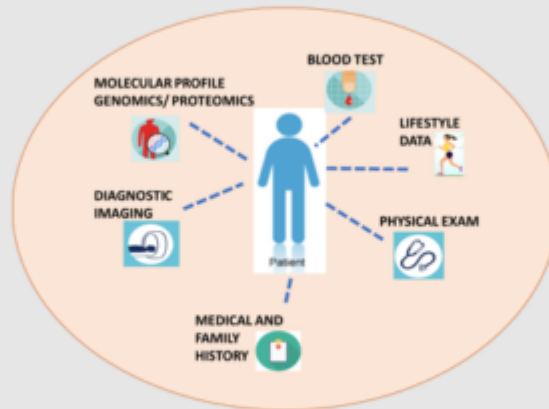
## PERSONALISED MEDICINE

### PREVENTION



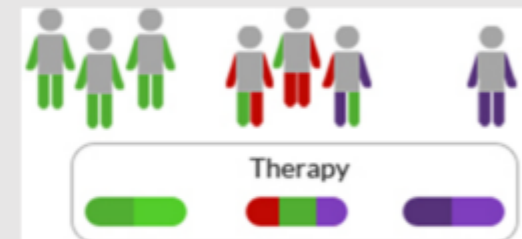
Early detection of patients at risk, Improve preventive measures (individual/collective)

### DIAGNOSIS



Accurate disease diagnosis enabling individualized treatment strategy

### TREATMENT



Improved outcomes through targeted treatments and reduced side effects

Training -  
Apprenticeship

---





## Training - Apprenticeship

---

- Practical
- Relationship between trainer and trainee
- Can build confidence
- “Tried and Tested”





## Training - Apprenticeship

---

- Passive
- Slow to change
- Some areas of development left unsupported
- Can fail to address needs of trainees



# Personalised Training







ARCP

All trainees should receive clear ARCP guidance at the start of each training year which is standardised across the UK



Career autonomy

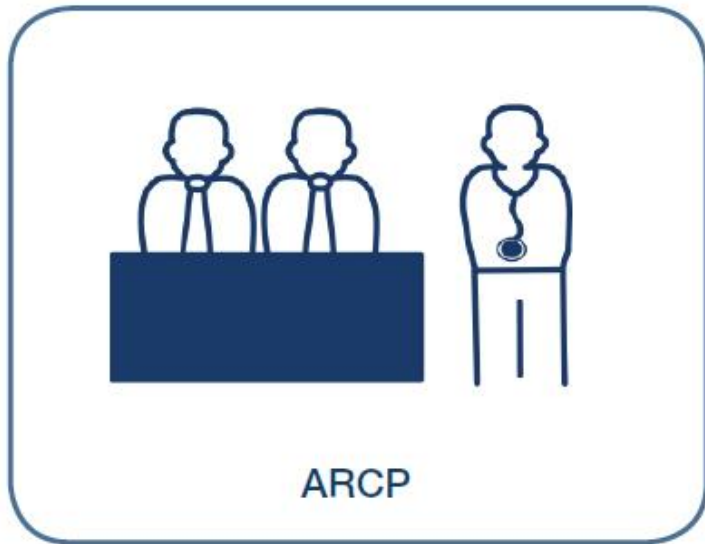
All trainees should be supported to have autonomy over their careers through consideration of their personal circumstances and career intentions



Enhanced junior doctor forums

All trainees should have access to an enhanced junior doctor forum with senior management that expands beyond contractual issues and feeds into continual improvement of training, working life and patient care

# ARCPs



Seen as

- Distant
- “Tick box exercise”
- Little individual feedback
- Poorly connected with training

# Supplementary Documentation for ARCP Outcome Form

**Detailed reasons for recommended outcome**

Outcome 4 Released from training programme with or without specified competences

Exam failure

## Discussion with trainee

**Mitigating circumstances**

**Competences which need to be developed**

**Recommended actions**

**Recommended additional training time (if required)**



**Recommendations of RCPSYCH  
Annual Review of Competency Progression (ARCP) Working Group**

---

**Contents**

---

Introduction

Summary of Recommendations

Recommendations – Process

Recommendations – Requirements

Recommendations – Clarity

Acknowledgements

References



---

---

# Covid-19 arrangements:

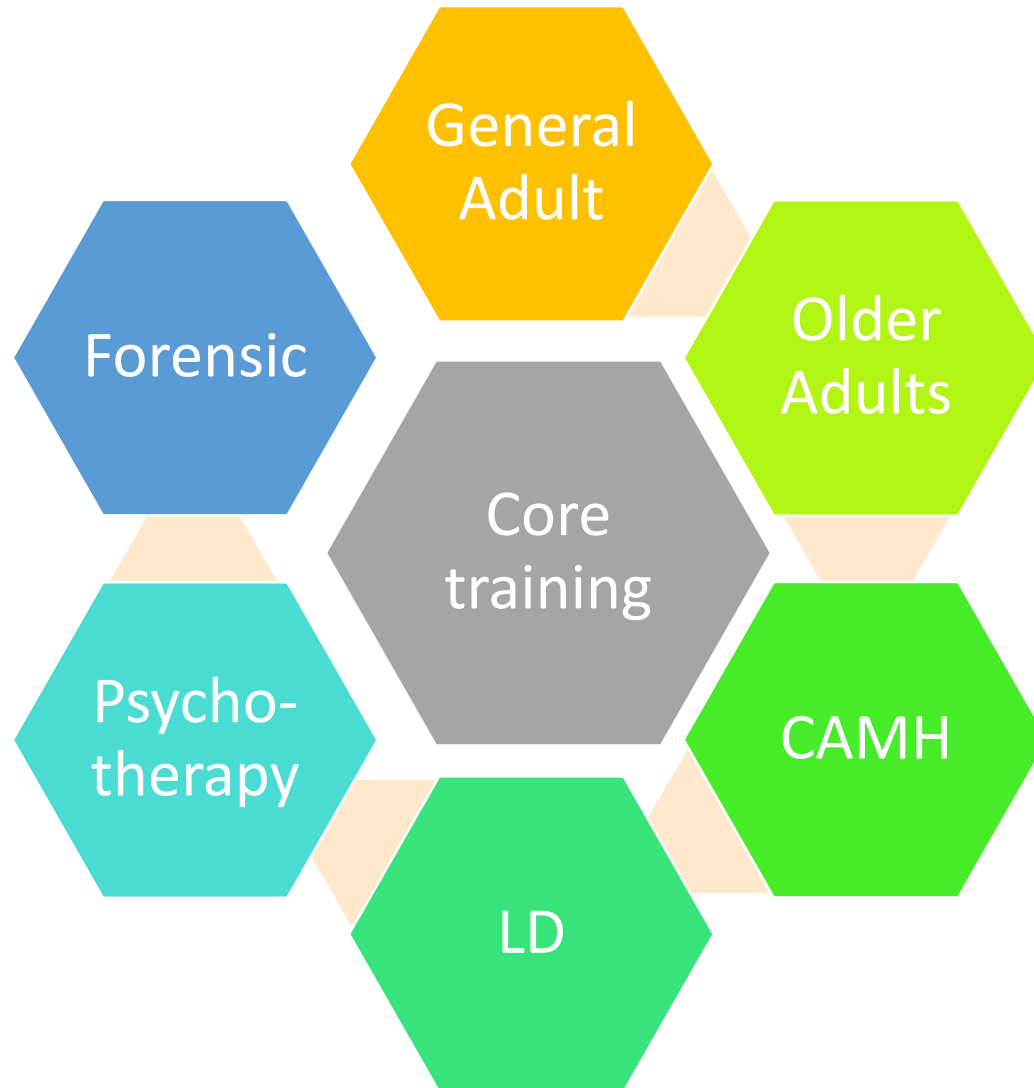
The Royal College of Psychiatrists' decision aid for the  
Annual Review of Competency Progression (ARCP)

---

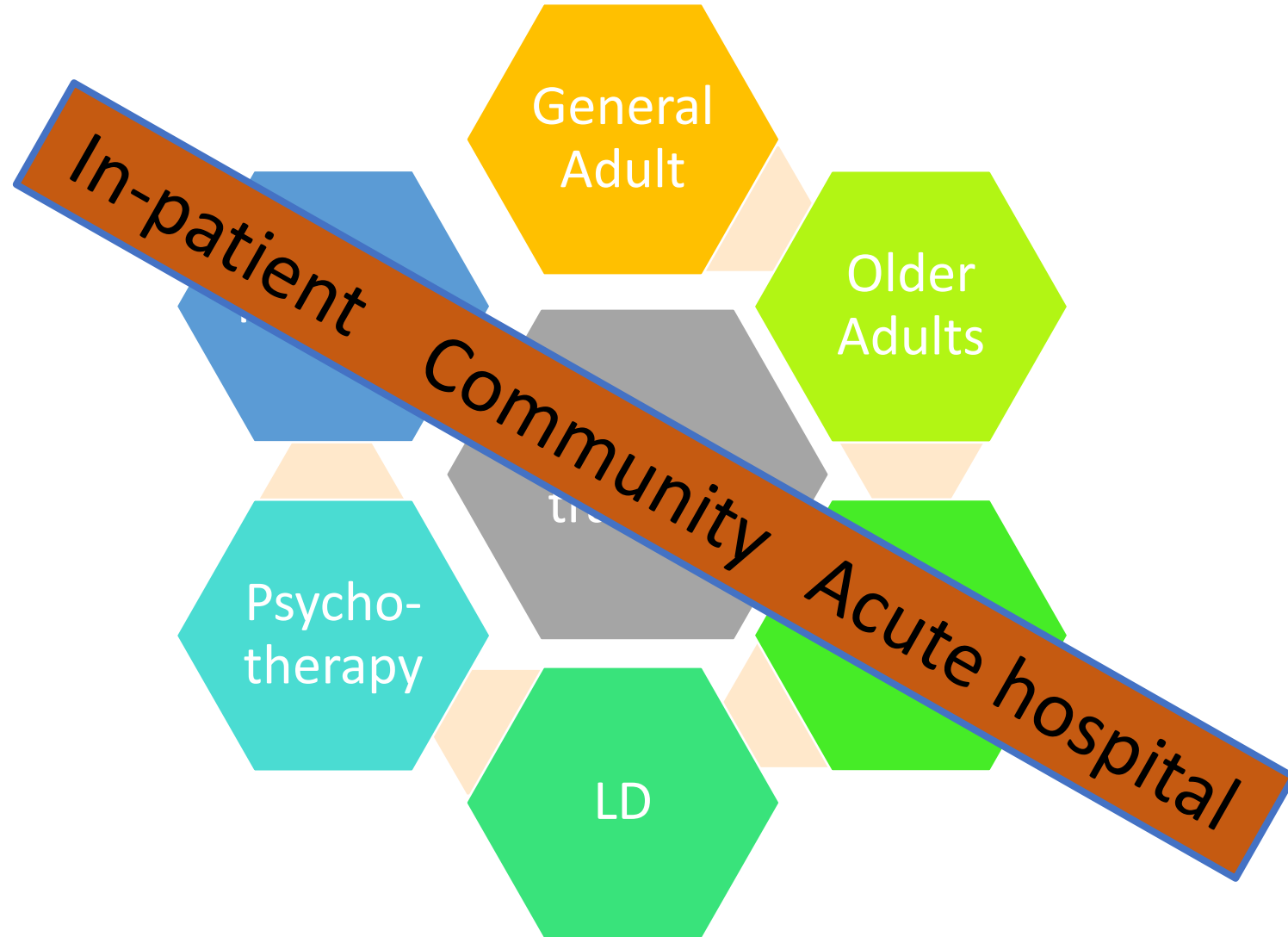
---

April 2020

# Career flexibility and opportunities

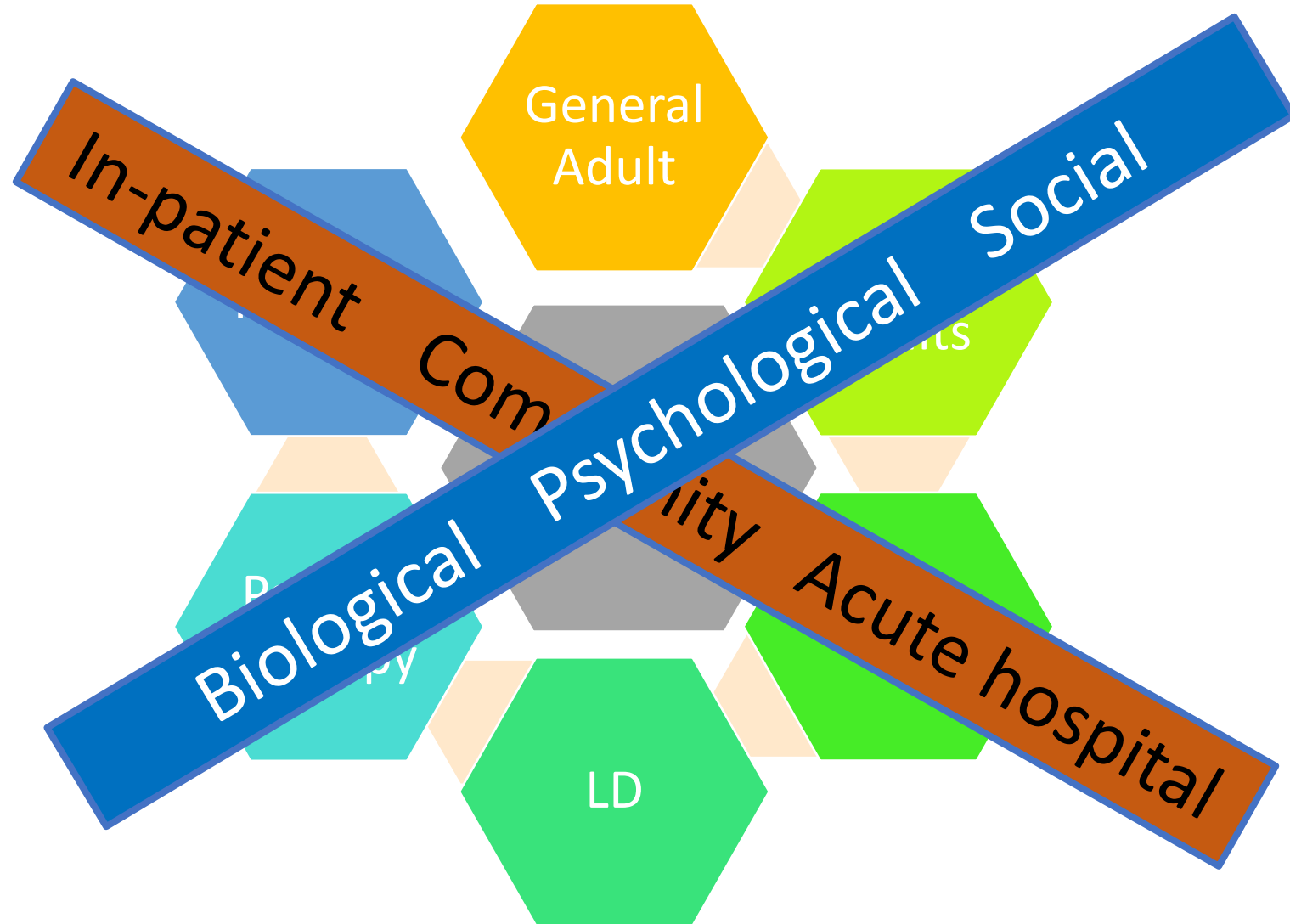


# Career flexibility and opportunities

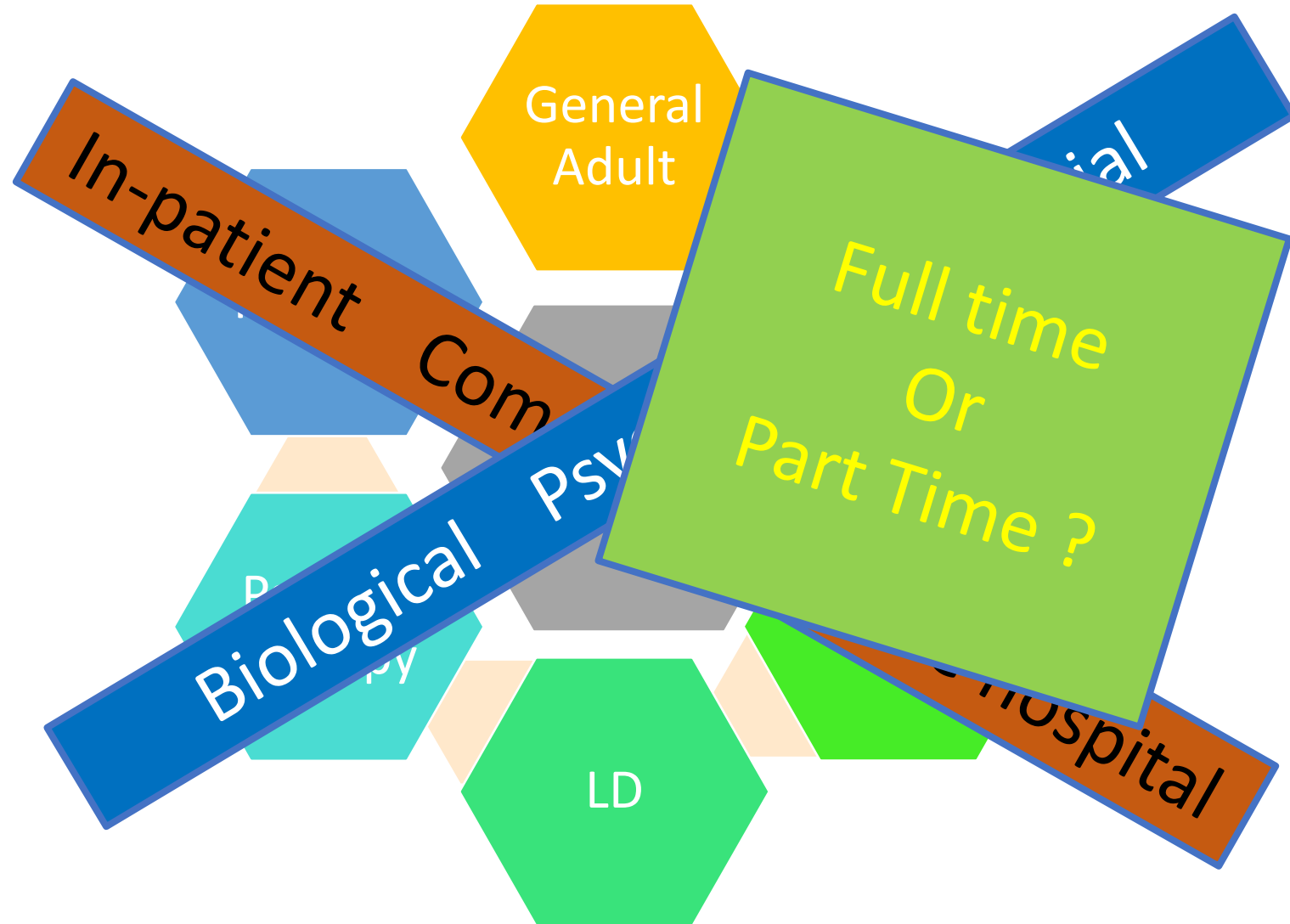




# Career flexibility and opportunities



# Career flexibility and opportunities



# Career flexibility and opportunities




# Career flexibility and opportunities





# Career flexibility and opportunities

- New posts and training available
  - Needs more flexibility in how people acquire and demonstrate skills
  - More availability of LTFT training, Interdeanery Transfers, OOPs
- 



# Evidence-based learning



The use of highlighters seems universal... however highlighting has been shown to have failed to help students of all sorts.

Even worse, one study reported that students who highlighted while reading performed worse on tests...

**Table 1**

## Effectiveness of Techniques Reviewed

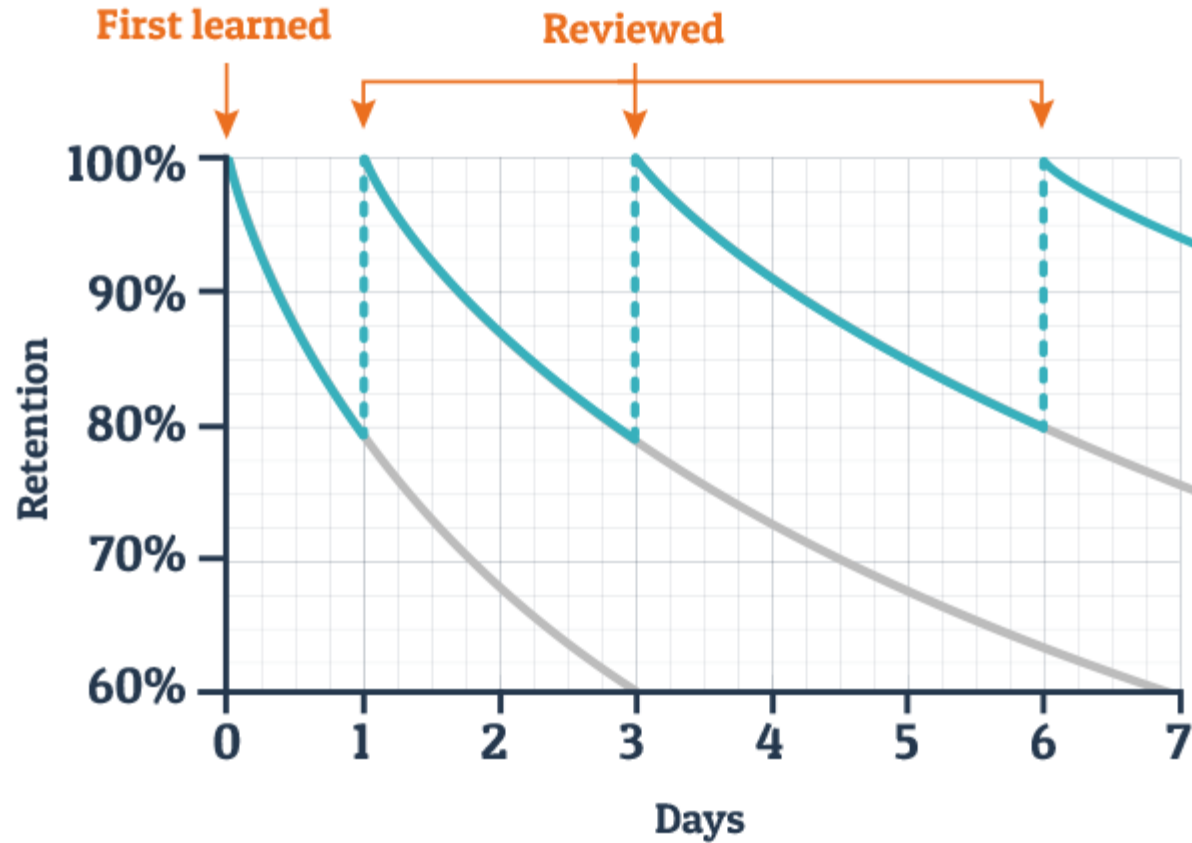
| Technique                    | Extent and Conditions of Effectiveness  |
|------------------------------|---|
| Practice testing             | Very effective under a wide array of situations   |
| Distributed practice         | Very effective under a wide array of situations   |
| Interleaved practice         | Promising for math and concept learning, but needs more research                            |
| Elaborative interrogation    | Promising, but needs more research  |
| Self-explanation             | Promising, but needs more research  |
| Rereading                    | Distributed rereading can be helpful, but time could be better spent using another strategy |
| Highlighting and underlining | Not particularly helpful, but can be used as a first step toward further study              |
| Summarization                | Helpful only with training on how to summarize  |
| Keyword mnemonic             | Somewhat helpful for learning languages, but benefits are short-lived                       |
| Imagery for text             | Benefits limited to imagery-friendly text, and needs more research                          |

## Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology

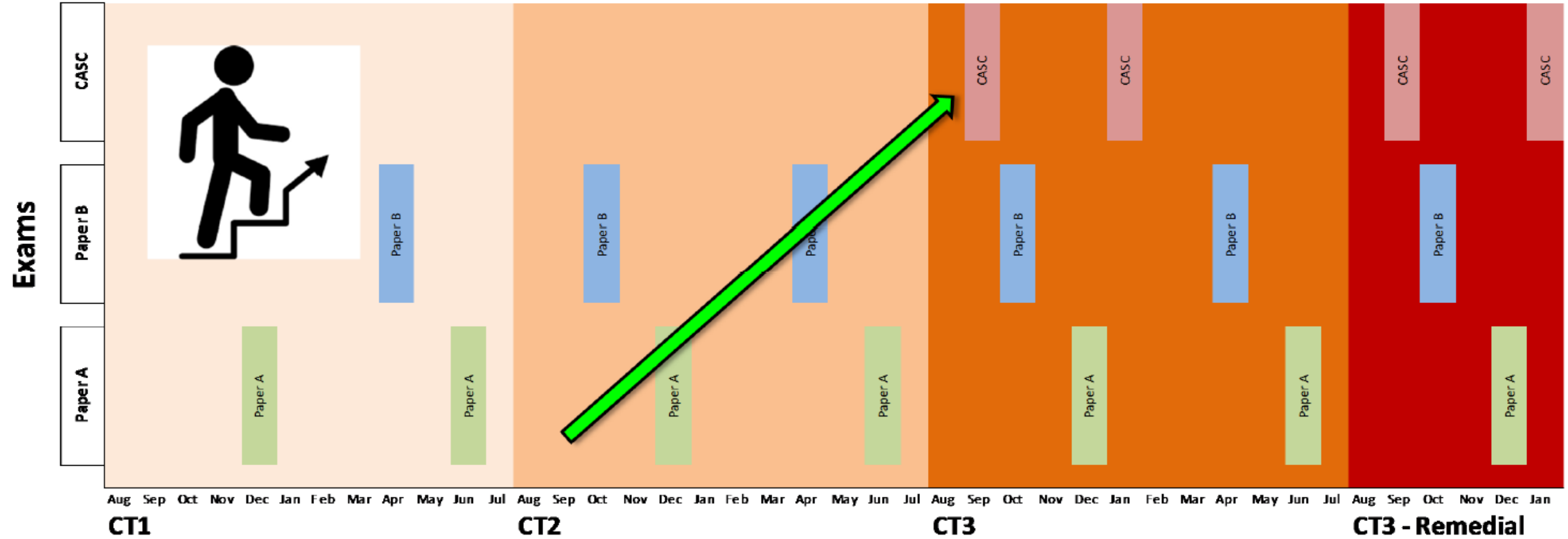
John Dunlosky<sup>1</sup>, Katherine A. Rawson<sup>1</sup>, Elizabeth J. Marsh<sup>2</sup>, Mitchell J. Nathan<sup>3</sup>, and Daniel T. Willingham<sup>4</sup>

<sup>1</sup>Department of Psychology, Kent State University; <sup>2</sup>Department of Psychology and Neuroscience, Duke University; <sup>3</sup>Department of Educational Psychology, Department of Curriculum & Instruction, and Department of Psychology, University of Wisconsin–Madison; and <sup>4</sup>Department of Psychology, University of Virginia

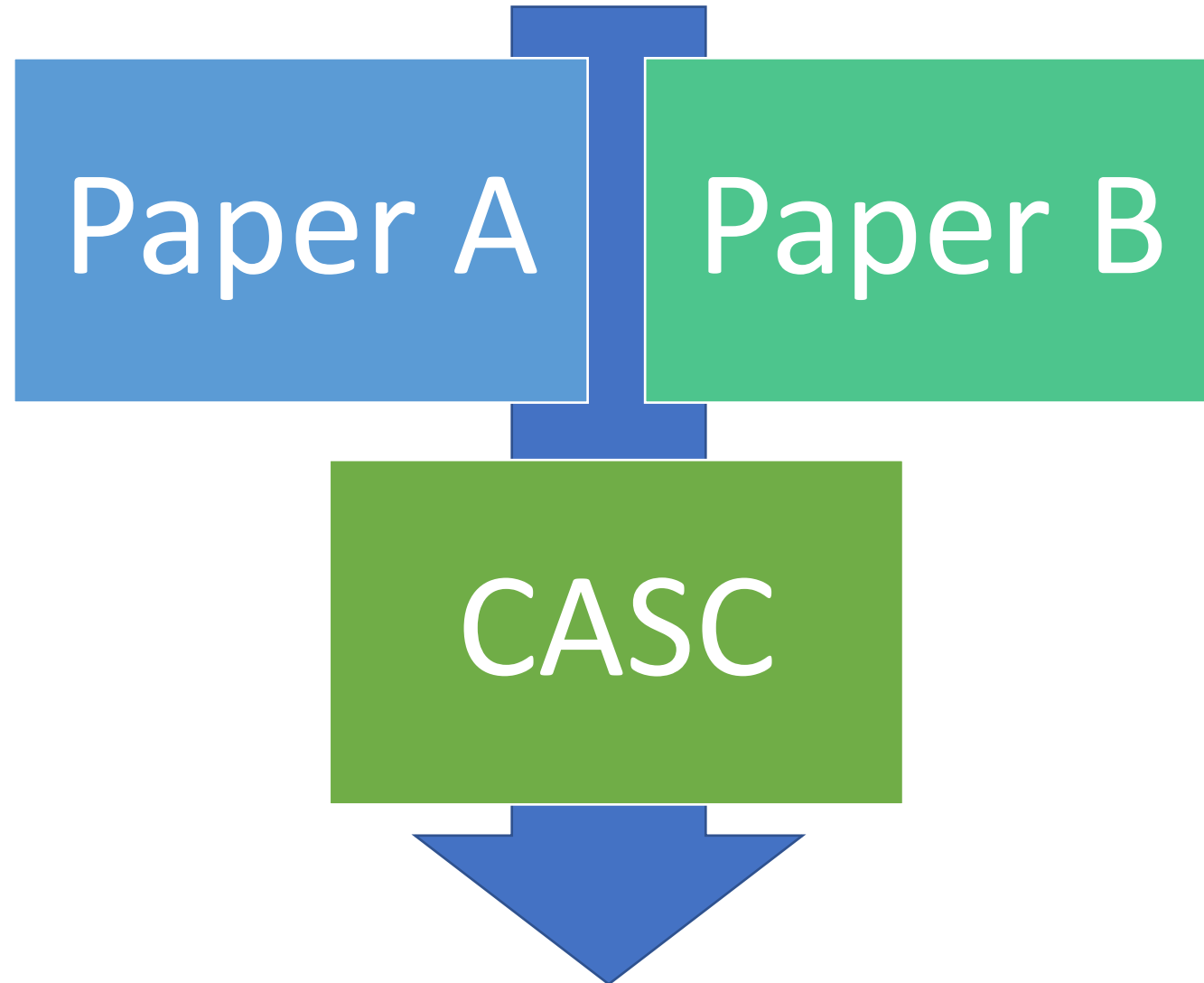
## Typical Forgetting Curve for Newly Learned Information



# Psychiatry Core Trainee Exams – with optimum progress route



# Exams and differential attainment





# Where to start with personalised training



Personalised training is led by the trainee, but facilitated by the supervisor



# Personalised Development Plan

- Proactive approach to learning
- Planning experiences
  
- Longer term planning  
  
(exams / psychotherapy / other experiences)
  
- Prompts and guidance from supervisor



SR

**This doctor is on the Specialist Register**

General psychiatry from 12 Feb 2007

Old age psychiatry from 12 Feb 2007

This doctor is a trainer recognised by the GMC. [View details...](#)

Further information

Trainer info

This doctor is recognised by the GMC in one or more of the following roles.

- Named clinical supervisors
- Named educational supervisors
- Lead coordinators of undergraduate training at each local provider
- Doctors responsible for overseeing students' educational progress for each medical school





Min / Max – ing

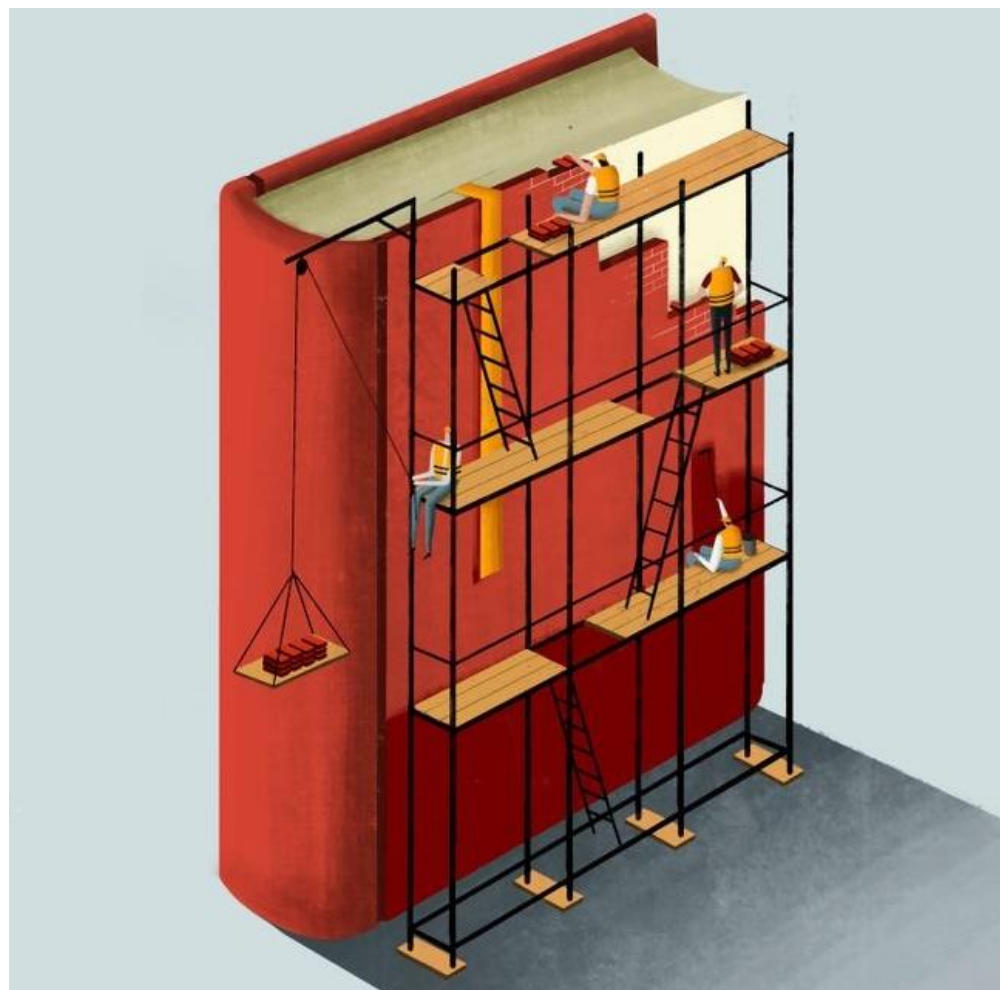
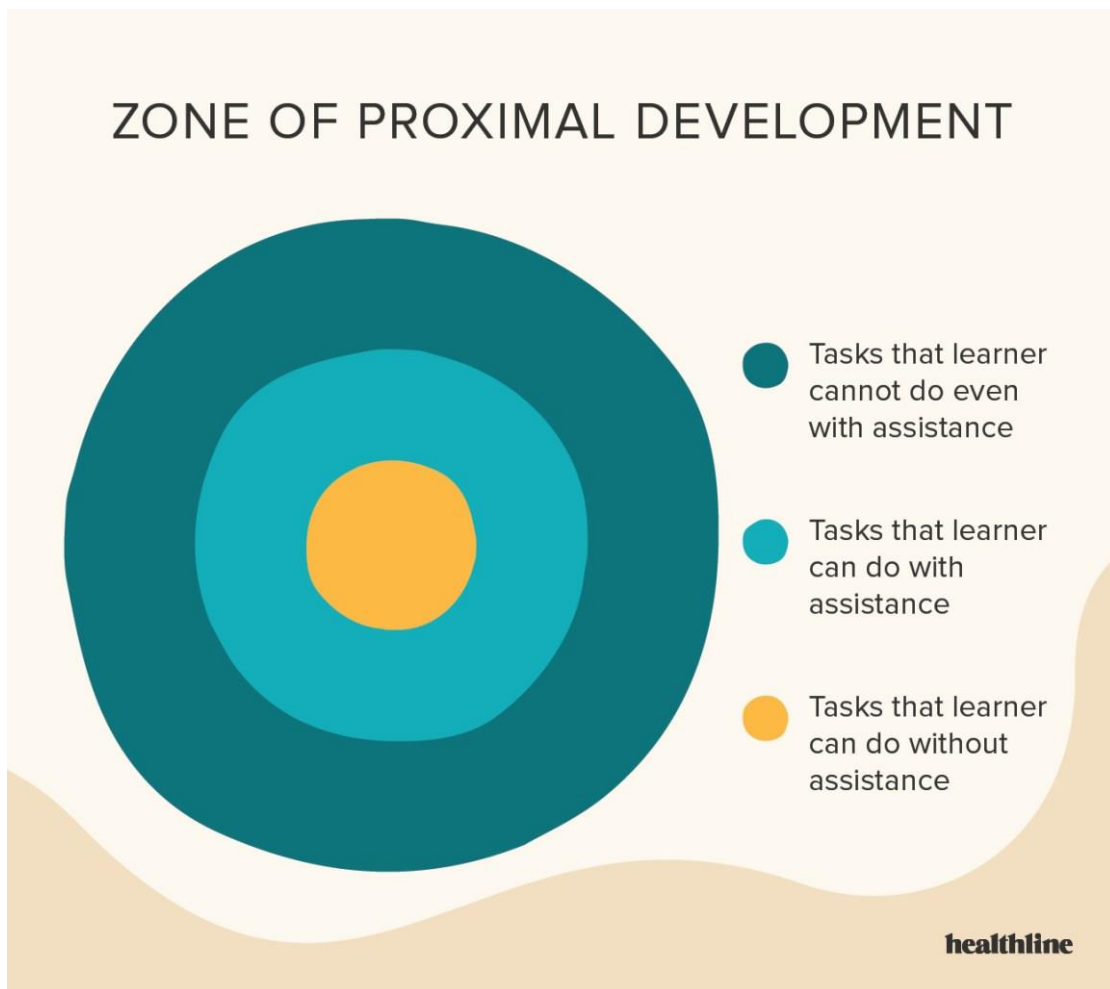
Minimize unnecessary activities

Maximise desired attributes

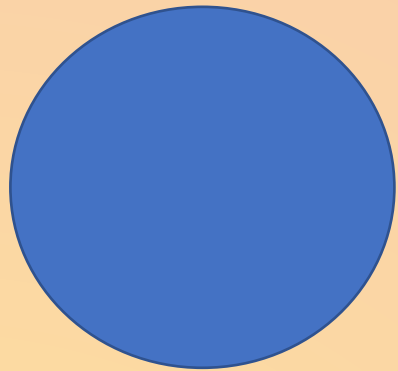
---



# Individualised feedback



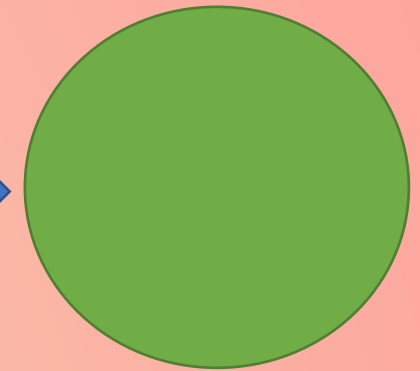
Where are you now ?



How can I help you achieve your aims ?



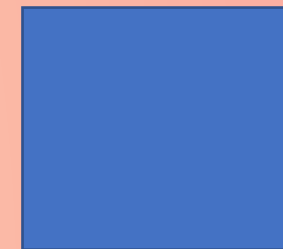
Where do you want to get to ?

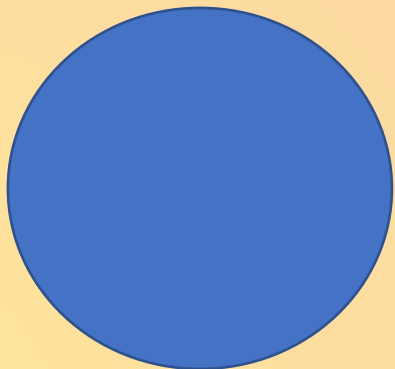


This is the post



This is where other trainees end up





Feedback

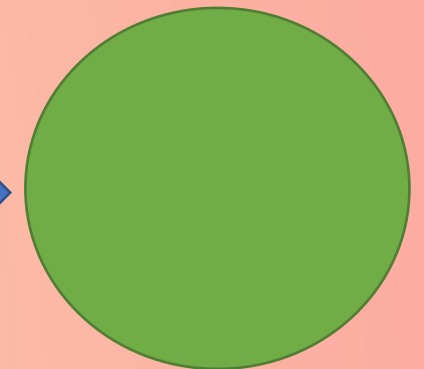


Opportunities

Career options

Flexibility

Support





Dr Luke Baker, PTC Chair

## Trainees' Priorities and work of the PTC



Dr Saadia Alvi, PTC IMG Rep

## Differential Attainment Introduction to PTC IMG Guide