Personalised Training

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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

- Goals
- Abilities
- Interests
- Personal style
- Values
- Circumstances
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

Individualised evidence-based approach

- Goals
- Abilities
- Interests
- Values
- Personal style
- Circumstances
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)
Covid-19 arrangements:
The Royal College of Psychiatrists’ decision aid for the Annual Review of Competency Progression (ARCP)

April 2020
Career flexibility and opportunities

Core training

- General Adult
- Older Adults
- CAMH
- LD
- Psychotherapy
- Forensic

Career autonomy
Career flexibility and opportunities

- General Adult
- Older Adults
- Psychotherapy
- LD

In-patient Community Acute hospital
Career flexibility and opportunities

- General Adult
- LD
- Psychotherapy
- Psychological Disability
- Social
- In-patient
- Community
- Acute hospital
Career flexibility and opportunities

- General Adult
- Psychotherapy
- In-patient
- Compa...
- Biological Psychiatry
- LD
- Full time or Part Time?
Career flexibility and opportunities

Clinical management, Education, Research ... Full time Or Part Time?

CAMH LD
Ind
Clinical psychotherapy
Forensic
General adult
Hospital
Career flexibility and opportunities

General Adult Older Adults CAMH LD Psychotherapy Forensic

Clinical Research Education Interpersonal

Full-time Part-time Hospital... And what’s next?
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...
### Effectiveness of Techniques Reviewed

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

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**Improving Students’ Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology**


Department of Psychology, Kent State University; Department of Psychology and Neuroscience, Duke University; Department of Educational Psychology, Department of Curriculum & Instruction, and Department of Psychology, University of Wisconsin–Madison; and Department of Psychology, University of Virginia
Typical Forgetting Curve for Newly Learned Information

Retention

Days

First learned
Reviewed
Exams and differential attainment

Paper A

Paper B

CASC
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
Value of relationship with supervisor

Clinical supervision

GMC - Psychiatry trainees reported higher than average quality of clinical supervision. In NETS, 90.6% of trainees rated their supervision levels as ‘Outstanding’ or ‘Good’
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...

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

ZONE OF PROXIMAL DEVELOPMENT

- Tasks that learner cannot do even with assistance
- Tasks that learner can do with assistance
- Tasks that learner can do without assistance
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
Trainees’ Priorities and work of the PTC

Differential Attainment
Introduction to PTC IMG Guide

Dr Luke Baker, PTC Chair

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