

## CPD activity - Details

<b>Description of activity</b>	<b>Start date:</b>	18 Jun 2009
Attendance at FPH annual conference, Scarborough, 2009	<b>End date:</b>	19 Jun 2009
	<b>CPD Year:</b>	2009
	<b>Credits:</b>	10

## Reflective notes

### Why was I there?

As a contributor (oral presentation) and participant.

### What were the most important things I learnt?

The synergy between obesity, cancer, CVD, accidents, respiratory disease etc and a low carbon lifestyle as a public health strategy. That efficiency alone will not solve the carbon emissions problem - also need to reduce growth but the challenge is to do this without producing economic instability. The extent to which we can learn from/predict patterns based on the past (Eg epidemiological transitions). The need to embrace diversity in public health whilst not undermining competencies (has particular resonance for myself as an academic public health clinician with respect to revalidation) How the DELPHI technique might be used to prioritise horizontally (across disease groups rather than within); a potential method for assisting with de-investment at service level in the absence of national guidance. The role of 3y prevention in tackling violence.

### How will my learning influence/change practice?

Appreciating the perspective of the provider with regards to uncertainty will be an important influence on how I approach the work we undertake regionally in the future. I have gained some inspirational examples of public health practice for use in undergraduate teaching.

### What was useful for me?

To network with public health colleagues in different organisations. To gain a greater understanding of the global threats to health and in particular the ecological model of health. (Royal Society for Public Health Lecture Speaker - Fiona Adshead and plenary session 'global health threats') To hear examples of methods to support commissioning beyond those I am familiar with (evidence synthesis) (Parallel session B4 disease prevalence modelling) To consider the public health perspective of those working in different settings and to consider the training implications of this (Plenary session : Enabling effective delivery: a challenge) Appreciating the prospect of large scale change in the NHS in the context of the current economic climate . To gain inspiration from those individuals who have achieved great change (Plenary session: Violence - what can we do?) To appreciate the problem of uncertainty (of effectiveness) from a service as well as an academic perspective (Parallel D5 'Dealing with uncertainty') The enormity of the climate change challenge (lunchtime session: climate change and health: the latest developments)

### What is the most important thing for me to do as a result of this conference/activity (include future learning needs and how to address them)?

Obtain references provided by speakers and read around areas identified above. Disseminate lessons learnt to colleagues in my organisation (for example I e-mailed around the link to the 'Sustaining a health future' booklet which is available on the Faculty website). Consider using climate change as an topical public health challenge that would be accessible to undergraduate medical students.

## Linked PDP Entries

Professional development

[ Details ]

Areas of Public Health Practice

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Assessing evidence of effectiveness            | <input checked="" type="checkbox"/> Health surveillance and assessment |
| <input checked="" type="checkbox"/> Strategic leadership and collaborative working | <input checked="" type="checkbox"/> Policy and strategy                |
| <input checked="" type="checkbox"/> Health protection                              | <input checked="" type="checkbox"/> Health improvement                 |
| <input checked="" type="checkbox"/> Public health intelligence                     | <input checked="" type="checkbox"/> Health and social service quality  |
| <input type="checkbox"/> Ethical management of self / others / resources           | <input checked="" type="checkbox"/> Academic public health             |

### More Details

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<b>Venue</b> Spa Complex, Scarborough	<b>Planned:</b> Planned
<b>Related Meeting</b> none	<b>Type of activity:</b> Educational meetings/lectures
	<b>Activity rating:</b> Excellent
	<b>Who involved:</b> Individual

### Outcomes

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**Outcome** [Edit](#) | [Delete](#)  
Oral presentation; programme; sustaining a healthy future boklet; personal notes;  
**Quantify:** For further work

## Portfolio Section 5 : REFLECTIVE NOTES

### Personal CPD – Reflection

Use this sheet to help reflection on each CPD activity. Whenever undertaking an educational activity time should be spent reflecting on your learning. Complete this sheet whenever possible and keep in your CPD folder. There is no need to submit it to the Faculty unless you are included in the annual audit.

**Title of educational activity:**

**Chemical Hazards Training Day**

*(Linked to c) 5 credits*

**Date: 9<sup>th</sup> April 2009**

**Why was I there?** (What did I hope to gain from this activity? How does it fit into my learning needs/PDP?)

As part of my PDP I identified that I needed more training in dealing with the public health consequences of a chemical incident. I had attended a level 1 course in chemical incident management but this level 2 course meant I would be able to have a better understanding of how to proceed in hours and out of hours.

**What was useful for me?** (Key learning points?)

That it doesn't matter what the incident is and you don't have to be an "expert" in toxicology, it is about understanding the steps to take and who to contact to get expert advice. The important things are

What is the source?

Who is at risk?

How to control the incident

Who to involve

And to gather as much information as possible from the outset to inform decisions

**What were the most important things I learnt?**

The most important things I learnt were: Source, Pathway, Receptor when dealing with a chemical incident and Ingestion, Inhalation or absorption. When faced with a chemical incident the same public health actions are key: where to find initial information on health effects and where to go for expert toxicological advice.

**What is the most important thing for me to do as a result of this conference/activity?**  
(Include future learning needs and how to address them)

To take the above initial steps when dealing with any chemical incident

To take a look at the CHaPD website which has a huge range of factsheets on various chemicals and to ensure I keep up to date with them

**How will my learning influence/change practice?**

I will be able to take on call incidents in and out of hours and gather the right information at the initial stages; give immediate advice and build up my confidence in dealing with a subject that is outside of my field of expertise.

I reflected that when training I kept an on call reflective log of important incidents. My plan is to keep an on call log each time I am involved in a chemical incident.

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## CPD activity - Details

<b>Description of activity</b>	<b>Start date:</b>	28 Nov 2009
Background reading on predictive modelling	<b>End date:</b>	29 Nov 2009
	<b>CPD Year:</b>	2009
	<b>Credits:</b>	5

## Reflective notes

### Why was I there?

WCC outcomes indicate that use of predictive modelling techniques to show how we could improve health outcomes are required to understand the impact of interventions on the population. I wanted to spend soem time with the public health analysts early in 2010 to look at predictive modelling techniques, how we could incorporate into our workplan for 2010 and what our skill gaps maybe in this area.

### What were the most important things I learnt?

That there are many models out there. We have the skills locally to develop models but need the capacity to do this, test it out and try

### How will my learning influence/change practice?

To ensure that national models are being used locally and so we do not reinvent the wheel

### What was useful for me?

I first of all wanted to ensure that all the team were knowledgeable about the models that have already been developed by the Public Health Observatories so I updated myself on these models so I could present these to the team. I also read up on the local public health network (Champs) event earlier in the year about predictive modelling and worked through the breast screening model which had been developed by Liverpool PCT. I look up other models and worked through these such as the one on the Cancer network website

### What is the most important thing for me to do as a result of this conference/activity (include future learning needs and how to address them)?

An away session for my staff to work through some of these models themselves.

## Linked PDP Entries

### Areas of Public Health Practice

- |   |   |
|---|---|
| <input type="checkbox"/> Assessing evidence of effectiveness                        | <input type="checkbox"/> Health surveillance and assessment |
| <input type="checkbox"/> Strategic leadership and collaborative working             | <input type="checkbox"/> Policy and strategy                |
| <input type="checkbox"/> Health protection  | <input type="checkbox"/> Health improvement                 |
| <input checked="" type="checkbox"/> Public health intelligence                      | <input type="checkbox"/> Health and social service quality  |
| <input checked="" type="checkbox"/> Ethical management of self / others / resources | <input type="checkbox"/> Academic public health             |

## More Details

<b>Venue</b>	<b>Planned:</b>	Planned
Home reading	<b>Type of activity:</b>	Self directed learning
<b>Related Meeting</b>	<b>Activity rating:</b>	Average
	<b>Who involved:</b>	Individual

## Outcomes

**Outcome**

**Edit | Delete**

To develop a training session for my staff

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**Quantify:** Work continues

## Portfolio Section 5 : REFLECTIVE NOTES (*KEEP FOR YOUR OWN RECORD*)

<b>Personal CPD – Reflection</b>
Use this sheet to help reflection on each CPD activity. Whenever undertaking an educational activity time should be spent reflecting on your learning. Complete this sheet whenever possible and keep in your CPD folder. There is no need to submit it to the Faculty unless you are included in the annual audit.
<b>Title of educational activity:</b> Effectively Reducing Health Inequalities from Cradle to Grave
<b>Date:</b> 09/02/2009 (7 hours)
<p><b>Why was I there?</b> (What did I hope to gain from this activity? How does it fit into my learning needs/PDP?)</p> <ul style="list-style-type: none"> <li>• To have better understanding of DH policy and national best practice on Inequalities reduction. (PDP objective 3).</li> <li>• To work with Director of Commissioning to agree together how we commission for inequality reduction (we attended together).</li> </ul>
<p><b>What was useful for me?</b> (Key learning points?)</p> <ul style="list-style-type: none"> <li>• Learning about work on inequality reduction in London, NHS North West, Derwentside District Council.</li> <li>• Also examples from disadvantaged groups – Mencap and Black Health Agency – very inspiring.</li> <li>• Discussing the findings and their usefulness with Director of Commissioning.</li> </ul>
<p><b>What were the most important things I learnt?</b></p> <ul style="list-style-type: none"> <li>• DH policy direction.</li> <li>• Good practice examples in alternative sectors – <ul style="list-style-type: none"> <li>◦ Fire Service – Merseyside.</li> <li>◦ London work.</li> </ul> </li> <li>• Social enterprise approaches to inequalities.</li> </ul>
<p><b>What is the most important thing for me to do as a result of this conference/activity?</b> (Include future learning needs and how to address them)</p> <ul style="list-style-type: none"> <li>• Share the examples of good practice with my public health team for them to follow up and executive colleagues in the PCT.</li> <li>• Develop a commissioning plan for tackling health inequalities jointly with the Director of Commissioning.</li> </ul>
<p><b>How will my learning influence/change practice?</b></p> <ul style="list-style-type: none"> <li>• Inequalities work will be informed by best practice learning from this event.</li> <li>• 'Investing In Life' programme to be developed jointly with Director of Commissioning.</li> </ul>

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### CPD activity - Details

<b>Description of activity</b>	<b>Start date:</b>	02 Nov 2009
Hearing services in early childhood - patient pathways from screening to care	<b>End date:</b>	02 Nov 2009
	<b>CPD Year:</b>	2009
	<b>Credits:</b>	3

### Reflective notes

<b>Why was I there?</b>	<b>What was useful for me?</b>
As a member of the London Screening Improvement Board	An overview of hearing screening and services in London. Powerful presentation from a parent on her child's journey when she did not have a hearing screen.
<b>What were the most important things I learnt?</b>	<b>What is the most important thing for me to do as a result of this conference/activity (include future learning needs and how to address them)?</b>
This work needs much more public health input - data on patient flows not included.	Ensure more public health input into screening improvement sub group on hearing screening.
<b>How will my learning influence/change practice?</b>	
Will stress need for services to be integrated and on a larger scale than current small paediatric audiology services.	

### Linked PDP Entries

#### Areas of Public Health Practice

<input type="checkbox"/> Assessing evidence of effectiveness	<input type="checkbox"/> Health surveillance and assessment
<input checked="" type="checkbox"/> Strategic leadership and collaborative working	<input checked="" type="checkbox"/> Policy and strategy
<input type="checkbox"/> Health protection	<input checked="" type="checkbox"/> Health improvement
<input type="checkbox"/> Public health intelligence	<input type="checkbox"/> Health and social service quality
<input type="checkbox"/> Ethical management of self / others / resources	<input type="checkbox"/> Academic public health

### More Details

<b>Venue</b>	<b>Planned:</b>	Planned
Institute of Education	<b>Type of activity:</b>	Educational meetings/lectures
<b>Related Meeting</b>	<b>Activity rating:</b>	Average
	<b>Who Involved:</b>	Team

### Outcomes

Outcome	Edit   Delete
Quantify: Work continues	

## Portfolio Section 5 : REFLECTIVE NOTES (*KEEP FOR YOUR OWN RECORD*)

<b>Personal CPD – Reflection</b>
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<b>Title of educational activity:</b> Coaching Session with NHS Leadership 360° Feedback as Part of Inspiring Leaders for the NHS
<b>Date:</b> 26/09/2009 Val Irvin (2 hours)
<p><b>Why was I there?</b> (What did I hope to gain from this activity? How does it fit into my learning needs/PDP?)</p> <ul style="list-style-type: none"> <li>To work with leadership coach to better understand my leadership strengths and development needs using self assessment, and from my managers, peers and direct reports. (PDP objective 2).</li> </ul>
<p><b>What was useful for me?</b> (Key learning points?)</p> <ul style="list-style-type: none"> <li>To understand how others see me from different levels in my working practice.</li> <li>The freetext comments were especially helpful.</li> <li>Val's assessment/guidance on interpretation was helpful.</li> </ul>
<p><b>What were the most important things I learnt?</b></p> <ul style="list-style-type: none"> <li>I had especially good feedback from my managers and peers.</li> <li>I need to do more to enable my team to work better together.</li> </ul>
<p><b>What is the most important thing for me to do as a result of this conference/activity?</b> (Include future learning needs and how to address them)</p> <ul style="list-style-type: none"> <li>Have regular team awaydays and provide more frequent 1:1 support to team members.</li> </ul>
<p><b>How will my learning influence/change practice?</b></p> <ul style="list-style-type: none"> <li>Continue to deliver work programmes for managers.</li> <li>Provide more support to my team.</li> </ul>

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### CPD activity - Details

<b>Description of activity</b>	<b>Start date:</b>	20 May 2009
Public Health Training day on commissioning	<b>End date:</b>	20 May 2009
	<b>CPD Year:</b>	2009
	<b>Credits:</b>	3

### Reflective notes

<p><b>Why was I there?</b></p> <p>I attend meetings as a Training Programme Director but it is also a chance to update myself on public health topics that might otherwise pass me by.</p> <p><b>What were the most important things I learnt?</b></p> <p>Chance to check my own knowledge against content of talks - revision and some new views on commissioning</p> <p><b>How will my learning influence/change practice?</b></p> <p>I will use a more systematic approach to commissioning</p>	<p><b>What was useful for me?</b></p> <p>Good session by Julie Wood on practise based commissioning that gave us all a chance to reflect on where this works and where it doesn't Workshop on expensive treatments helpful - and a great chance to work with trainees as a group</p> <p><b>What is the most important thing for me to do as a result of this conference/activity (include future learning needs and how to address them)?</b></p> <p>Apply what I know already</p>
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### Linked PDP Entries

#### Areas of Public Health Practice

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Assessing evidence of effectiveness             | <input type="checkbox"/> Health surveillance and assessment           |
| <input type="checkbox"/> Strategic leadership and collaborative working             | <input checked="" type="checkbox"/> Policy and strategy               |
| <input type="checkbox"/> Health protection  | <input type="checkbox"/> Health Improvement                           |
| <input type="checkbox"/> Public health Intelligence                                 | <input checked="" type="checkbox"/> Health and social service quality |
| <input checked="" type="checkbox"/> Ethical management of self / others / resources | <input type="checkbox"/> Academic public health                       |

### More Details

<b>Venue</b>	<b>Planned:</b>	Unplanned
Mary Ward House	<b>Type of activity:</b>	Educational meetings/lectures
<b>Related Meeting</b>	<b>Activity rating:</b>	Excellent
	<b>Who involved:</b>	Organisation

### Outcomes

<b>Outcome</b>	<b>Edit   Delete</b>
Quantify: Finished	

**Portfolio Section 5 : REFLECTIVE NOTES (KEEP FOR YOUR OWN RECORD)**

<b>Personal CPD – Reflection</b>
Use this sheet to help reflection on each CPD activity. Whenever undertaking an educational activity time should be spent reflecting on your learning. Complete this sheet whenever possible and keep in your CPD folder. There is no need to submit it to the Faculty unless you are included in the annual audit.
<b>Title of educational activity:</b> The Fundamentals of Local Government
<b>Date:</b> 17/06/2009 (5 hours)
<p><b>Why was I there?</b> (What did I hope to gain from this activity? How does it fit into my learning needs/PDP?)</p> <ul style="list-style-type: none"> <li>• To gain a better understanding of how local government works. (PDP objective 3).</li> </ul>
<p><b>What was useful for me?</b> (Key learning points?)</p> <ul style="list-style-type: none"> <li>• Good introduction to principles of operating of local government including finances and performance assessment.</li> <li>• Most of the delegates from local government and found the discussions with them helpful to clarify my understanding.</li> </ul>
<p><b>What were the most important things I learnt?</b></p> <ul style="list-style-type: none"> <li>• How the finances operative and the performance management processes.</li> <li>• Partnerships from a local authority perspective.</li> <li>• Better understanding of the importance of the Cabinet.</li> </ul>
<p><b>What is the most important thing for me to do as a result of this conference/activity?</b> (Include future learning needs and how to address them)</p> <ul style="list-style-type: none"> <li>• Share the materials from the conference with my team.</li> <li>• Enable the team to align our work better to contribute to local government timescales.</li> </ul>
<p><b>How will my learning influence/change practice?</b></p> <ul style="list-style-type: none"> <li>• Enable me to work more effectively as a member of the County Council's senior management team (COMT).</li> <li>• I need to present future DPH reports at Cabinet as well as COMT.</li> </ul>

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## CPD activity - Details

<b>Description of activity</b>	<b>Start date:</b>	21 Oct 2009
Writing a methods paper in response to a query from a successful HTA bid.	<b>End date:</b>	13 Nov 2009
	<b>CPD Year:</b>	2009
	<b>Credits:</b>	3

## Reflective notes

### Why was I there?

I am a co-applicant on an HTA bid assessing the effectiveness of PETCT in recurrent cervical cancer. I offered to take the lead for the component of the project which will attempt to elicit and incorporate clinician's prior beliefs about the effectiveness of interventions into an economic model.

### What were the most important things I learnt?

Methods to elicit prior beliefs. Methods of incorporating prior beliefs with research evidence. The potential uses of prior beliefs in evidence synthesis and when planning dissemination strategies.

### How will my learning influence/change practice?

The research may represent a novel application of an existing methodology which if successful could be applied in other situations, particularly where the evidence base is poor or when attempting to assess the likely impact of research findings in practice.

### What was useful for me?

To learn about a research methodology previously unfamiliar. To adapt the research methodology for application in a novel area. To draw on my own experience of research in the area of communication of evidence to develop a tool for eliciting subjective beliefs from clinicians.

### What is the most important thing for me to do as a result of this conference/activity (Include future learning needs and how to address them)?

Read further about this area of research so that the HTA project will benefit fully from previous experience of working in this area. Over the next 12 months set up workshop to carry out the proposed research. Write up the research for publication in a peer reviewed journal.

## Linked PDP Entries

Research activity

[ Details ]

### Areas of Public Health Practice

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Assessing evidence of effectiveness  | <input type="checkbox"/> Health surveillance and assessment |
| <input type="checkbox"/> Strategic leadership and collaborative working  | <input type="checkbox"/> Policy and strategy                |
| <input type="checkbox"/> Health protection                               | <input type="checkbox"/> Health improvement                 |
| <input type="checkbox"/> Public health intelligence                      | <input type="checkbox"/> Health and social service quality  |
| <input type="checkbox"/> Ethical management of self / others / resources | <input checked="" type="checkbox"/> Academic public health  |

## More Details

<b>Venue</b>	<b>Planned:</b>	Unplanned
workplace	<b>Type of activity:</b>	On the job learning
<b>Related Meeting</b>	<b>Activity rating:</b>	Excellent

**Who involved:** Individual

## Outcomes

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Outcome	Edit   Delete
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Methods paper	
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<b>Quantify:</b> Work continues	
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## Portfolio Section 5 : REFLECTIVE NOTES

### Personal CPD – Reflection

Use this sheet to help reflection on each CPD activity. Whenever undertaking an educational activity time should be spent reflecting on your learning. Complete this sheet whenever possible and keep in your CPD folder. There is no need to submit it to the Faculty unless you are included in the annual audit.

**Title of educational activity:**

Health Protection Conference, Warwickshire

*(linked to c) 15 credits*

**Date: September 14<sup>th</sup> to 16<sup>th</sup> 2009**

**Why was I there?** (What did I hope to gain from this activity? How does it fit into my learning needs/PDP?)

As a Consultant in Health Protection it is important to identify conferences that are health protection focused so that I can up to date with knowledge of infectious disease and non infectious environmental hazards.

The Health Protection Conference is held over three days and I had submitted an abstract which was accepted as a presentation on the London Flu pandemic response. I attended the full three days and attended various lectures directly relevant to my role.

**What was useful for me?** (Key learning points?)

Being accepted for a presentation at the conference meant I had to analyse the confirmed cases of influenza in London during the H1N1 flu pandemic. This added to my learning of the overall spread of influenza during the containment period.

I attended lectures on infectious disease control; radiation; chemical incidents and emergency planning. I enhanced my learning around pandemics and increased my knowledge in the other key health protection areas.

**What were the most important things I learnt?**

1. How to respond to health emergencies: how to prepare for emergencies internationally and in the UK
2. How to prepare for major events
3. New innovative methods in infection control
4. Findings from epidemiology at the front line including swine flu, anthrax, measles, food poisoning outbreaks to inform future practice
5. Vaccine implementation including promoting MMR and measles outbreaks
6. Different experiences of swine flu from New Zealand, Europe and the UK. More knowledge on adverse drug effects from oseltamivir; H1N1 on board an aircraft and an outbreak in a large boarding school
7. New information on PVL MRSA
8. The important public health consequences of flooding
9. More knowledge of dealing with chemical contamination and radiation incidents

**What is the most important thing for me to do as a result of this conference/activity?**

(Include future learning needs and how to address them)

To keep all the conference notes and handouts for future reference

To Integrate new findings from research into my current practice

To have up to date knowledge for dealing with cases, incidents and outbreaks when on call

**How will my learning influence/change practice?**

By having the most up to date scientific knowledge and subsequent public health actions, this will ensure that I will be able to give the appropriate advice when dealing with cases and incidents when I am on call. As a Consultant I lead the daytime on call team, including public health trainees and will be able to use this knowledge as part of my training of the on call team. In addition, as joint lead for emergency planning the session on planning for major events was particularly useful as I will be involved in the 2012 Olympics.

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### CPD activity - Details

<b>Description of activity</b>	<b>Start date:</b>	23 Feb 2009
Media training	<b>End date:</b>	23 Feb 2009
	<b>CPD Year:</b>	2009
	<b>Credits:</b>	3

### Reflective notes

<b>Why was I there?</b>	<b>What was useful for me?</b>
In preparation for the SHA Board decision in fluoridating the water in Southampton.	It is always useful to be recorded and receive feedback on media skills. So often you do media interviews but do not get any formal feedback from it.
<b>What were the most important things I learnt?</b>	<b>What is the most important thing for me to do as a result of this conference/activity (include future learning needs and how to address them)?</b>
The most important thing I practiced was the ability to bridge back to the key messages I wanted to give. It was useful to try this out in the context of the Board deciding to fluoridate the water and deciding not to.	Keep practicing bridging
<b>How will my learning influence/change practice?</b>	

### Linked PDP Entries

#### Areas of Public Health Practice

<input checked="" type="checkbox"/> Assessing evidence of effectiveness	<input type="checkbox"/> Health surveillance and assessment
<input checked="" type="checkbox"/> Strategic leadership and collaborative working	<input checked="" type="checkbox"/> Policy and strategy
<input checked="" type="checkbox"/> Health protection	<input checked="" type="checkbox"/> Health improvement
<input checked="" type="checkbox"/> Public health intelligence	<input type="checkbox"/> Health and social service quality
<input checked="" type="checkbox"/> Ethical management of self / others / resources	<input type="checkbox"/> Academic public health

### More Details

<b>Venue</b>	<b>Planned:</b>	Planned
Media First, Newbury	<b>Type of activity:</b>	Other
<b>Related Meeting</b>	<b>Activity rating:</b>	Excellent
	<b>Who involved:</b>	Team

### Outcomes

<b>Outcome</b>	<a href="#">Edit</a>   <a href="#">Delete</a>
Improved skill in dealing with the media	
<b>Quantify:</b> Finished	

## Portfolio Section 5 : REFLECTIVE NOTES

### Personal CPD – R e f l e c t i o n

Use this sheet to help reflection on each CPD activity. Whenever undertaking an educational activity time should be spent reflecting on your learning. Complete this sheet whenever possible and keep in your CPD folder. There is no need to submit it to the Faculty unless you are included in the annual audit.

**Title of educational activity:**

**Peer review paper for the British Journal of Infection Control "Following Semmelweis" steps: severe invasive puerperal infections with streptococcus pyogenes**

*(linked to h) 3 credits*

**Date: August 2009**

**Why was I there?** (What did I hope to gain from this activity? How does it fit into my learning needs/PDP?)

I was asked to peer review the above paper by the Editor of the British Journal of Infection Control as my expertise is in health protection.

**What was useful for me?** (Key learning points?)

To keep up to date with my knowledge around infections  
To keep up to date with my research skills and be able to critically appraise a paper  
The effectiveness of using CASP tools when reviewing research papers

**What were the most important things I learnt?**

As above but mainly how useful the CASP tools are when looking at published papers (or papers about to be published).  
Learning about streptococcal toxic shock syndrome and the importance of early recognition

**What is the most important thing for me to do as a result of this conference/activity?**  
(Include future learning needs and how to address them)

Making recommendations to the Editor that some amendments are needed especially around the literature review, the evidence base and the assumptions underpinning the paper.

I reflected on the importance of peer reviewing papers to enhance my research skills and keep my knowledge up to date. I will ask if I can review further papers that are health protection related.

**How will my learning influence/change practice?**

By being a peer reviewer for the BJIC, I will be able to keep up to date with emerging research on infections and continue to develop my critical appraisal and peer review skills.

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### CPD activity - Details

<b>Description of activity</b>	<b>Start date:</b>	23 Nov 2009
Training the trainer session for Screening master classes	<b>End date:</b>	23 Nov 2009
	<b>CPD Year:</b>	2009
	<b>Credits:</b>	5

### Reflective notes

<p><b>Why was I there?</b></p> <p>It was suggested that I might like to start to lead master classes on screening for public health</p> <p><b>What were the most important things I learnt?</b></p> <p>Group exercise was important in developing helpful phrases, ideas etc to explain screening. Explanation of two by two table was very helpful for future MSc training</p> <p><b>How will my learning influence/change practice?</b></p> <p>Improve training on screening for all levels of practitioners</p>	<p><b>What was useful for me?</b></p> <p>A chance to catch up on adult education tips, share training experiences and to practice training on screening. Work shop format was very helpful.</p> <p><b>What is the most important thing for me to do as a result of this conference/activity (include future learning needs and how to address them)?</b></p> <p>Volunteer to lead master classes</p>
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### Linked PDP Entries

#### Areas of Public Health Practice

- |  |   |
|--|---|
| <input type="checkbox"/> Assessing evidence of effectiveness             | <input type="checkbox"/> Health surveillance and assessment           |
| <input type="checkbox"/> Strategic leadership and collaborative working  | <input type="checkbox"/> Policy and strategy                          |
| <input type="checkbox"/> Health protection                               | <input checked="" type="checkbox"/> Health Improvement                |
| <input type="checkbox"/> Public health Intelligence                      | <input checked="" type="checkbox"/> Health and social service quality |
| <input type="checkbox"/> Ethical management of self / others / resources | <input type="checkbox"/> Academic public health                       |

### More Details

<b>Venue</b>	<b>Planned:</b>	Unplanned
Friend's House	<b>Type of activity:</b>	Training others
<b>Related Meeting</b>	<b>Activity rating:</b>	Excellent
	<b>Who involved:</b>	Individual

### Outcomes

Outcome	Edit   Delete
Quantify: Work continues	

## Portfolio Section 5 : REFLECTIVE NOTES

### Personal CPD – Reflection

Use this sheet to help reflection on each CPD activity. Whenever undertaking an educational activity time should be spent reflecting on your learning. Complete this sheet whenever possible and keep in your CPD folder. There is no need to submit it to the Faculty unless you are included in the annual audit.

**Title of educational activity:**

**Pandemic (H1N1) 2009: Setting up a multi-agency regional response centre in London – a toolkit for other public health emergencies.**

*(linked to c) 5 credits*

**Date: December 2009**

**Why was I there?** (What did I hope to gain from this activity? How does it fit into my learning needs/PDP?)

As the HPA London Regional flu pandemic lead, I had set up a multi-agency Flu Response Centre in April 2009 to July 2009. There were many issues and challenges during this time especially responding to an evolving incident and no "template" to help me set up a Flu response centre. I decided to, therefore, review the literature and write a paper in the shape of a toolkit that could help in other public health emergencies.

**What was useful for me?** (Key learning points?)

1. Undertaking a literature review and finding only one other similar paper from CDC, USA on the response to SARS. This, however, was a whole agency response (the whole of CDC responding) and not a multi-agency response (as in the London Flu centre).
2. Reviewing the incident report from the Flu response centre and learning the best way to write a toolkit was to reflect on my experience and use the information from the hot de-briefs, structured de-briefs and multi-agency de-briefs. I reflected that the points raised could be used as a toolkit for setting up a multi-agency response.
3. Reflecting on the main points raised above and deciding which publication to submit my paper. I realised I wanted it to be for other emergency planners. I contacted the editor of such a peer reviewed publication and learnt there was a lot of enthusiasm for my toolkit.

**What were the most important things I learnt?**

The whole process of researching and writing an academic paper. I learnt that contacting the editor initially can actually save time if they are interested in the paper. Project managing the whole process as I wanted to submit the paper by December 2009 in the hope it would be peer reviewed and published in the April/May 2010 quarterly publication. Having to pass everything through GOLD and communications for approval before submission also meant I learnt to carefully manage my time.

**What is the most important thing for me to do as a result of this conference/activity?** (Include future learning needs and how to address them)

To get the paper published so that other emergency planners/public health professionals have a template for setting up a response centre in the future, should a similar situation occur.

**How will my learning influence/change practice?**

The learning from the whole flu pandemic experience has completely changed my practice. On reflection, I have learnt the importance of responding to an incident but having the time to de-brief and use those lessons into future plans or incidents. Moreover I have reflected how there are often de-briefs and lessons learnt that are never learnt or published. Meaning that the same mistakes then happen again. I hope by incorporating the lessons into a toolkit for others will influence their practice but has certainly influenced mine, to ensure that I do reflect and write up incidents as they occur.

**THE FACULTY MAY SAMPLE YOUR RECORDS IN THE ANNUAL AUDIT, but you don't need to send this form in unless you have been included in the audit. You may photocopy this form.**



# Faculty of Public Health

①

Of the Royal Colleges of Physicians of the United Kingdom

Working to improve the public's health

## NEW CPD ACTIVITY

### Description of activity

FPH Conference Scarborough

Start date 16 June

End date 18 June

CPD year 2009

Credits 15

### Type of activity

- Educational meetings/\_lectures
- Supervised learning
- On the job learning
- Quality improvement
- Audit
- Self directed learning
- Teaching
- Reflective practice
- Formal peer review
- Examining
- Research
- Higher education
- Training others
- Personal skills
- Other

### Related meeting

—

### Venue

Scarborough

- Planned       Unplanned

### Activity rating

- Excellent
- Good
- Average
- Poor
- Very poor

### Who was involved?

- Team
- Individual
- Organisation

Is this activity linked to the current Personal Development Plan (PDP)?  Yes  No

If yes, which development need is it linked to?

Maintain generalist public health skills + network

## Outcome

Ongoing objective

## Quantifiable

- Finished
- Work continues
- Not quantifiable
- No output
- No further work

## Areas of Public Health Practice

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Assessing evidence of effectiveness            | <input type="checkbox"/> Health surveillance and assessment           |
| <input checked="" type="checkbox"/> Strategic leadership and collaborative working | <input checked="" type="checkbox"/> Policy and strategy               |
| <input checked="" type="checkbox"/> Health protection                              | <input checked="" type="checkbox"/> Health improvement                |
| <input checked="" type="checkbox"/> Public health intelligence                     | <input checked="" type="checkbox"/> Health and social service quality |
| <input type="checkbox"/> Ethical management of self / others / resources           | <input checked="" type="checkbox"/> Academic public health            |

## Reflective notes

1. Why was I there? To keep up to date with current public health activity and learn from colleagues through informal networking

2. What was useful for me? Plenary sessions, parallel sessions, particularly on eye condition epidemiology & services & revalidation progress session. Meeting & exchanging news with others.

3. What were the most important things I learnt? Neglected nature of eye condition & service improvement & opportunities to improve services.

4. What is the most important thing for me to do as a result of this conference/activity? (include future learning needs and how to address them)

Use insights in practice and keep making time to go to such events.

5. How will my learning influence/change practice?

Intend to reflect on issues in eye services as related to diabetic retinopathy & service commissioning.