



# Connexin

SCT Education update  
ISSUE 03 June 2019



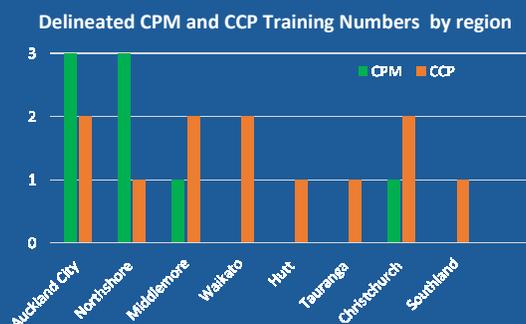
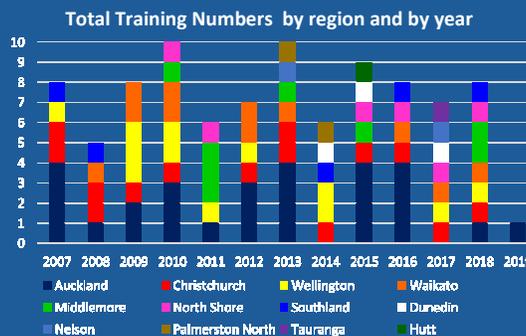
## Welcome to Connexin

The newsletter from the SCT education team. Why Connexin? Well, connexin is a protein in the heart that allows for communication and signalling between cells. You know them better as gap junctions. Like these proteins we need to communicate what's happens, when and why. The education team have a lot of changes occurring and it is important we share and discuss them with you.

The new training system is working, there have been some challenges along the way, most notably around the quizzes implemented. The e learning environment requires very specific methods of asking or processing questions. Thanks to those who have provided feedback so we can improve the system.

Historically, our training volumes have remained static, with minor fluctuations. The Auckland/northern region has traditionally trained the highest proportions of cardiac physiologists.

Currently, we have 20 students enrolled on the e learning portal. Twelve students are enrolled in the full CCP program and eight in the first year CPM program. The students are distributed throughout the country, with 60% of students from the northern region.



Graphs courtesy of Ellen Woodcock, SCT Ed Comm.

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# What has changed with E Learning?

As you can see below, CPM has had a few additions to the curriculum, such as event monitoring and ambulatory BP monitoring. Furthermore, a working in the hospital module was added. This module provides students without a background in the hospital working environment. This will allow them to become familiar with how the hospital system works and some of the processes within healthcare. This module also takes advantage of the in house, mandatory training you are likely to complete in your role within any DHB. Namely, hand hygiene, electrical safety, patient rights etc.

Summary of the changes to the CPM and CCP Training Programme		
	CPM	CCP
Theory modules	<ul style="list-style-type: none"> <li>• <b>Working in the hospital</b></li> <li>• Cardiovascular anatomy and physiology</li> <li>• ECG Interpretation</li> <li>• Cardiac abnormalities and diseases</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Working in the hospital</b></li> <li>• <b>Cardiovascular anatomy and physiology</b></li> <li>• <b>ECG Interpretation</b></li> <li>• <b>Cardiac abnormalities and diseases</b></li> </ul>
Practical modules	<ul style="list-style-type: none"> <li>• 12 Lead ECG</li> <li>• Ambulatory monitor fitting and removal                             <ul style="list-style-type: none"> <li>- Holter monitors</li> <li>- <b>event monitors</b></li> <li>- <b>blood pressure monitors</b></li> </ul> </li> <li>• Exercise tolerance testing</li> </ul>	<ul style="list-style-type: none"> <li>• 12 Lead ECG</li> <li>• Ambulatory monitor fitting and removal                             <ul style="list-style-type: none"> <li>- Holter monitors</li> <li>- event monitors</li> <li>- blood pressure monitors</li> </ul> </li> <li>• Exercise tolerance testing</li> <li>• Holter/Event analysis and reporting</li> <li>• Diagnostic cardiac catheterisation and PCIs</li> <li>• Intro to pacing                             <ul style="list-style-type: none"> <li>- <b>implantation</b></li> <li>- follow-up</li> </ul> </li> <li>• Intro to echocardiography</li> </ul>

*Table courtesy of Ellen Woodcock, SCT Ed Comm. 2019*

The next phase of the e learning environment will be implemented, namely the CCP modules. These modules will build on some of the knowledge and concepts already acquired as well as new information.

The CCP course uses the same modules, with the additional of a diagnostic cath lab module, ambulatory ECG analysis and reporting module, a basic pacemaker module, including implantation and follow up and lastly an introduction to cardiac imaging.

The layout and the materials for all the modules, follow a similar pattern, these include:

1. An introduction to the course, with objectives, learning tools and any other administrative data
2. Notes—Some of these have been created from scratch and some are taken from textbooks or other accessible sources.
3. Videos—Most often You-Tube videos are assessed and used
4. Practical assignments, that can be signed off by a supervisor and uploaded when completed
5. Work experience records— For quantifying how much experience the learner has acquired and some details about that experience. These can be uploaded when signed off by your supervisor
6. Trainer checklists—This allows for key tasks to be completed
7. Competency assessments—Used as a development and training tool



## MTEC Update

The medical technology program remains relatively unchanged.

As usual we try to take the best points of previous years and ensure these are expanded on.

Whilst at the same time, review any systems that don't seem to hit the mark. And find ways to improve them or simply change them for something else.

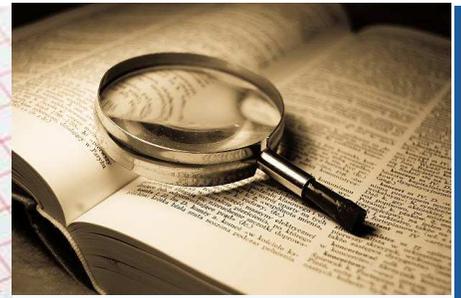
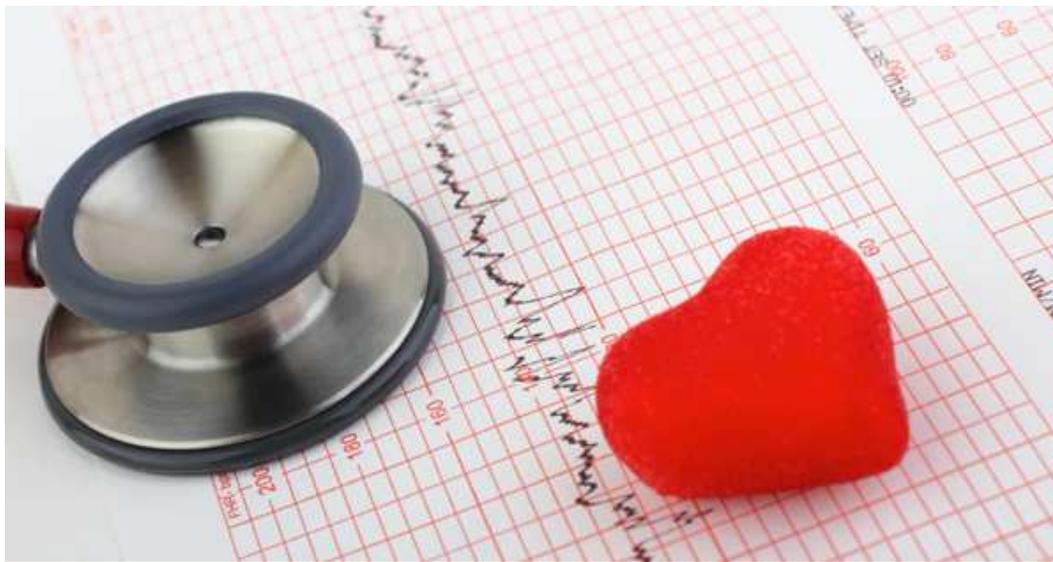
The masters program continues to develop, the scope of this program is vast. We very much have to continually reel the scope in to fit the professions needs.

At this stage it will be made up if six papers in total. Five 15 point papers and one 45 point paper.

Arrhythmia, Technology of implantable devices, clinical trials, CIED implantation, clinical assessment and CIED follow up and troubleshooting.

If you have any questions or comments, please contact Graham at

[graham.orsbourn@otago.ac.nz](mailto:graham.orsbourn@otago.ac.nz)



## Continuing Professional Development

Following on from the last Connexin issue, where we hinted at ways to promote our own learning .with a few statements, this being the first:

*We learn better when we determine what we learn and are empowered to determine the how.*

I often tell my students, that they know how they learn best and continually solicit their input into the training processes.

For years we have been exposed to information and been expected to learn and assimilate this information. How I would go about this may well be very different from how you would go about it.

You have learnt over the years how you like to be approached, how you like information delivered. Determining the “how” of your learning journey ensures you are both emotionally and intellectually invested in the process. You will be more motivated as you see more meaning applied to your learning pathway.

We all feel a greater sense of empowerment when we are able to control aspects of our lives, learning is no exception.

Furthermore, when we are empowered in this fashion, we are far more likely to promote self assessment, self management and self reflection to our practices. This leads to a more effective integration of the information.

## Who are we?

The education team are represented by trainers from around the country.

### Chairperson

Ellen Woodcock      Cardiac Sonographer      Christchurch Hospital  
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### Site Accreditation

Lauren Clarke      Cardiac Physiologist      Wellington Hospital  
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### CCP Administration

Vanessa Beukes      Cardiac Physiologist      Waikato Hospital  
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### MTEC Representative

Graham Orsbourn      Cardiac Physiologist      Auckland Hospital  
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### CCP/CPM Redesign

Karen Searby      Cardiac Physiologist      North Shore Hospital  
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CPM Representative      Dis-established

### CCP Administration

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### SCT Professional Development Representative

Kellie Timmins      Cardiac Physiologist      Waikato Hospital  
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## Important dates

### CCP and CPM Exams 2019

The CCP exam will remain as it is for the time being, and existing students will continue through the current system.

CCP exam dates — Wednesday the 13th November 2019

CPM exam dates — Catered to the student requirements

### CPM and CCP Practical Assessment Deadlines

CCP written assignments submission deadline is the 31<sup>st</sup> August 2019

CCP deadline for practical assessments is 31<sup>st</sup> October 2019

### CSANZ

Outstanding meeting this year, great content and location. Congratulations Erin Hooper, Affiliate prize winner, with her talk on the MIFI ablation catheter. Great job, thanks Erin.

<http://www.csanzasm.nz/>

### CPM Block Weekend

There will no longer be a block weekend for CPM going forward. That is not to say there will never be a block weekend. We will re-visit this idea in the future as we become more familiar with the E learning portal.

## Acknowledgements

Congratulations to those who have completed their CCP Accreditation. An outstanding effort by all - Well done

### CCP

Dale Gywnne - Southland

Ifeanyi Unamadu - NSH

Jessica Laursen - Southland

Melanie Cameron - CHCH

[CSANZ —SCT Symposium Presenters](#)

[Thank you very much to you all](#)

Brooke Collins—MMH

Celeste Chang—MMH

Ellen Woodcock—CHCH

Erin Hooper—ACH

Gillian Whalley—Otago Uni

Graham Orsbourn—ACH

Lauren Clarke—WRH

Samantha Bowmen—  
HeartWorks/Wakefield

Sue Brett—ACH

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