



The Iraqi Board for Respiratory Medicine

Five year Run Through Programme in GIM & Respiratory Medicine

VERSION 2022

Introduction

- ▶ Purpose of this document is to guide training of trainees attaining dual accreditation in Respiratory and Internal Medicine
- ▶ The training will provide them with the skills and knowledge in managing a broad range of acute and chronic medical & respiratory problems
- ▶ The curriculum provides
 - ▶ Purpose
 - ▶ Content of Learning
 - ▶ Process of training
 - ▶ Assessment methods



Purpose

On a global scale and in Iraq in particular...

- ▶ Respiratory ailment makes up at least 30-40% of unselected unscheduled acute medicine care
- ▶ Respiratory pathophysiology and disease is central to communicable diseases, including mycobacterial disease and the COVID-19 pandemic
- ▶ Respiratory disease is often the manifestation of systemic diseases and primary respiratory disease commonly carries systemic sequelae
- ▶ Cardiorespiratory physiology is central to the understanding and practice of critical care medicine
- ▶ Environmental factors including air pollution are crucial in the burden of respiratory diseases including airways disease, malignancy & occupational lung diseases

Professional needs

- ▶ An independent respiratory physician
 - ▶ Should be able to look after patients presenting with major clinical problems including breathlessness, cough, haemoptysis, pleuritic chest pain and abnormal chest radiology
 - ▶ Should understand the importance of multidisciplinary input in the diagnosis and management of their patients. Important specialties that come to mind include thoracic surgery, oncology, rheumatology, pharmacy, cardiology, radiology, physiotherapy, speech & language therapy, psychologists and specialist nursing
- ▶ Should be primary providers in diagnostic & therapeutic pathways including
 - ▶ White Light Bronchoscopy
 - ▶ Endoscopic Bronchial Ultrasound (desirable)
 - ▶ Pleural disease including thoracentesis and Pleuroscopy
 - ▶ Intercostal drainage
 - ▶ Sleep related breathing disorders
 - ▶ Pre-operative assessment in patients with respiratory co-morbidity
 - ▶ Bedside thoracic Ultrasound (desirable)
 - ▶ Pulmonary Functions Tests

Main objectives of this curriculum

- ▶ To set out the generic knowledge & skills required to practice Respiratory and internal medicine
- ▶ To set expected standards of knowledge and performance
- ▶ To set indicative training times required to attain the necessary competencies
- ▶ To describe the assessment tools required to test for attaining those competencies
- ▶ To deliver health care that is safe and central to the patient's need(s)



Main Learning Outcomes

Generic

- ▶ Able to successfully function within Iraq's health care system
- ▶ Able to deal with common legal and ethical issues
- ▶ Focus on patient safety & delivery of quality improvement in patient care
- ▶ Carrying out research and managing data
- ▶ Acting as an educator in the field of respiratory medicine

Internal Medicine



- ▶ Managing acute unselected medicine including the delivery of effective resuscitation when necessary and mastering the assessment of the 'deteriorating patient'
- ▶ Managing outpatient medicine including ambulatory care
- ▶ Managing end of life including palliative care skills

Respiratory Medicine

- ▶ Managing complex and unusual respiratory pathology
- ▶ Aiding in integrating patients across primary-secondary-tertiary interphase
- ▶ Managing patients with respiratory failure
- ▶ Developing an interest in tertiary subspeciality (desirable)
- ▶ Managing therapeutic modalities in the practice of respiratory medicine with a particular focus on
 - ▶ Inhaled therapy & biologics in airways disease
 - ▶ Delivery of Non-Invasive ventilation
 - ▶ Antimicrobials particularly in Mycobacterial, fungal and suppurative infection
 - ▶ Immunosuppression
 - ▶ Pleural Intervention



Training Structure

Five Year Training Structure

Years 1&2 GIM

- ▶ PURE GIM year one
- ▶ Generic GIM experience and skill including on-call for GIM
- ▶ Year 2
- ▶ Generic Respiratory experience & skill, with a focus on:
 - ▶ Thoracic Malignancy
 - ▶ Integrated Respiratory Medicine including long term disease
 - ▶ Respiratory failure & Intensive Care
 - ▶ GIM experience OPC related to Respiratory medicine

Years 3&4 RESP

- ▶ Integrated internal medicine capabilities including exposure to out-patient specialist clinics
- ▶ Integrated Respiratory experience & skill with a focus on
 - ▶ Managing complex and unusual infections
 - ▶ Drug & Therapeutic Modalities

Years 5 RESP

- ▶ 'Pure' Respiratory Year
- ▶ Consolidating Years 1-4
- ▶ Experience in a selected tertiary subspeciality & Thesis
- ▶ Exit Exam

Transferrable Capabilities

- ▶ During the first four years, trainees should have specific exposure and clinical collaboration with the following specialities:
 - ▶ Emergency Medicine
 - ▶ Primary Care
 - ▶ Intensive Care Medicine
 - ▶ Radiology
 - ▶ Palliative Care & Oncology
 - ▶ Thoracic Surgery
 - ▶ Microbiology
 - ▶ Pathology
 - ▶ Immunology
 - ▶ Paediatrics (transferring care to adults)
 - ▶ Cystic Fibrosis
 - ▶ Asthma

Generic Professional Capabilities

- ▶ Throughout the five years of training, trainees are expected to maintain and fulfil nine domains of 'Good Medical Practice'
 - ▶ Professional Knowledge
 - ▶ Professional Skills
 - ▶ Professional Values & Behaviour
 - ▶ Research & Scholarship
 - ▶ Education & Training
 - ▶ Safeguarding the vulnerable
 - ▶ Patient safety & quality improvement
 - ▶ Leadership and team work ethos
 - ▶ Health promotion & illness prevention



Generic Capabilities in Practice

(CIPS)

Assessment Tools

- ▶ ACAT = Acute Care Assessment Tool
- ▶ CbD = Case Based Discussion
- ▶ TO = Teaching Observation
- ▶ DOPS = Direct Observation of Procedural Skills
 - ▶ A = Observed
 - ▶ B = With supervision/assistance
 - ▶ C = Independent
 - ▶ D = Able to teach
- ▶ General Assessment Anchor Statements
 - ▶ Below Expectations for the Year of Training
 - ▶ Meets Expectation for Stage of Training
 - ▶ Above Expectation for stage of Training

Presentations & Conditions

Knowledge of ...

- ▶ Pathophysiology
- ▶ Aetiology
- ▶ Epidemiology
- ▶ Clinical Features
- ▶ Investigations
- ▶ Management
 - ▶ including reference to updated guidelines
- ▶ Prognosis

Presentations

- ▶ Cough
- ▶ Sputum
- ▶ Haemoptysis
- ▶ Dyspnoea
- ▶ Wheeze
- ▶ Stridor
- ▶ Chest Pain
- ▶ Fever & Night Sweats
- ▶ Somnolence
- ▶ Occupational Related Symptoms
- ▶ Allergy
- ▶ Respiratory Failure

Conditions/Issues

- ▶ Asthma
- ▶ COPD/Emphysema
- ▶ Thoracic Malignancy
 - ▶ NSCLC
 - ▶ SCLC
 - ▶ Mesothelioma
- ▶ Pulmonary Infections
 - ▶ Pneumonia
 - ▶ Tuberculosis
 - ▶ Non-Tuberculous Mycobacteria
 - ▶ Opportunistic Infection
 - ▶ Suppurative Infection including Empyema & Abscess
 - ▶ Hydatid Cyst
- ▶ Bronchiectasis
- ▶ Cystic Fibrosis
- ▶ Interstitial Lung Disease
- ▶ Sleep Related Breathing Disorder
- ▶ Pulmonary Vascular Diseases
- ▶ Allergic Lung Disorders
- ▶ Disorders of Pleura and Mediastinum, including
 - ▶ Pleural Effusion
 - ▶ Pneumothorax
- ▶ Pulmonary Manifestations of systemic Disease
- ▶ Respiratory diseases in Pregnancy
- ▶ Occupational & Environmental Lung Diseases
- ▶ Lung Transplantation (desirable)
- ▶ Breathing Pattern Disorders
 - ▶ Inducible Laryngeal Obstruction
 - ▶ Dysfunctional Breathing



Practical Procedures

Use DOPS to assess competence

Practical Procedures

Procedure	Competent to perform <u>unsupervised</u> & <u>Maintain</u> by Year...
Safe Sedation	3
Lung Function Testing & Interpretation	2
Sleep Studies	3
NIV including CPAP	2
Bronchoscopy (White Light)	4
Pleural Ultrasound	3
Pleural Aspiration (Diagnostic & Therapeutic)	2
Intercostal Tube Placement	2

Desirable skills to learn, awareness of indication & Observation of at least one is Mandatory

Indwelling Pleural Catheter
Thoracoscopy
Tuberculin Skin Testing
Fine Needle Aspiration of Lymph Node
CT/USS guided Lung Biopsy
Cardiopulmonary Exercise Testing
Endobronchial Ultrasound FNA

Learning & Teaching

- ▶ In-Patient duty
- ▶ Out-Patient duty
- ▶ Seminars & workshops
- ▶ Grand Rounds, journal club & Case Presentations
- ▶ Review with Supervisors and completion of assessment tools
- ▶ Learning with Peers
- ▶ Self-directed Learning
 - ▶ Reading Texts & Guidelines
 - ▶ Web-based
 - ▶ Maintaining personal portfolio
 - ▶ Audit and Quality Improvement Project
 - ▶ Learning Goals 'beyond' the essential
- ▶ Research in Year 5