



**WORLD ASSOCIATION FOR BRONCHOLOGY AND  
INTERVENTIONAL PULMONOLOGY**

**and**



**BRONCHOSCOPY EDUCATION  
PROJECT**

**CO-SPONSORSHIP INFORMATION PACK**

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### I. Description of the Bronchoscopy Education Project

The **Bronchoscopy Education Project (BEP)** provides educators with competency-oriented resources that can be used to teach the Fundamentals of Bronchoscopy<sup>®</sup> core curriculum. Educational materials can be incorporated in whole or in part in training programs, postgraduate seminars and workshops.

The Fundamentals of Bronchoscopy<sup>®</sup> core curriculum includes **FIVE** elements:

1. Mandatory reading assignments, including The Essential Bronchoscopist<sup>®</sup> Series of adult self-learning manuals and instructional videos to provide a uniform foundation of theoretical and practical knowledge.
2. Bronchoscopy Step-by-step exercises and checklists to enhance acquisition of technical skills.
3. Research-validated Bronchoscopy Assessment tools that can be used to objectively monitor progress technical skill levels along the learning curve from novice to competent practitioner.
4. A Collection of case-based, patient-centered practical approach exercises to reinforce cognitive, technical, affective and experiential knowledge.
5. A Collection of 10 point Checklists to help assure patient, equipment and procedural safety.

### II. Overview of WABIP Co-sponsorship

As part of the collaborative Bronchoscopy Education Project designed and developed by Bronchoscopy International faculty and endorsed by the WABIP and other bronchology organizations, The World Association for Bronchology and Interventional Pulmonology offers WABIP members with partial financial assistance, and educational resources so they may host on-site learning seminars, hands-on workshops, and faculty development programs.

The four major goals of these programs are (1) to disseminate and implement a more uniform method of bronchoscopy education, (2) to help regional bronchoscopy educators become able to independently sustain educational programs using some or all of the Bronchoscopy Education Project resources, (3) to enhance the bronchoscopist's journey to competency, and (4) to help ensure that patients no longer suffer the burden of medical procedure-related learning.

The amount of funding provided to host organizers will be determined by the WABIP BEP Review committee using a specially designed prioritization grid (see section IV). Developing world location and/or center able to reach out to regional locations will be given funding preference. In no case will funding exceed \$10,000 per host organizer. Hosts should expect a decision from the WABIP review committee within three weeks after the submission of their application. Incomplete applications will not be reviewed.

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All expenditures must be justified by receipts delivered to the WABIP headquarters after the seminar. Host organizers are encouraged to solicit additional financial and material support from other sponsors, the identity of which should be shared with WABIP on the application form.

Equipment support may be provided by equipment manufacturers. Companies that have helped support courses in the past include Olympus, Pentax, Terumo Japan, Symbionix, and many local distributors. It is the host organizer's responsibility to contact company representatives to request specific equipment needs (number of hands-on bronchoscopy training stations or additional airway training models for example).

In order to be eligible for consideration for funding, host organizers must:

- Be members of WABIP in good standing.
- Download the application form on <http://www.wabip.com/education/bronchoscopy>
- Complete the application form electronically and send to **contact@wabip.com** .
- Use a pre-established Bronchoscopy Education Project program curriculum (see examples of course schedules in section III of this information packet). Programs may occasionally be modified based on host organizer's needs or logistics.
- Use at least two Bronchoscopy Education Project certified instructors and/or Master Instructors.
- Describe a plan for subsequent and ongoing bronchoscopy education programs, including potential for Faculty Development programs in their region and/or teaching institutions.

### III. Examples of Course Schedules

#### Introduction to Flexible Bronchoscopy

(please see Bronchoscopy Education Project Training manuals for more examples)

**Participants:** Limited to 20 – 30\*.

|             |  |
|-------------|--|
| 8:15-8:30   | Welcome, introduction, learning objectives   |
| 8:30-9:00   | Prebronchoscopy evaluation   |
| 9:00-9:20   | Bronchoscopic Inspection   |
| 9:20-9:40   | Anatomic correlations  |
| 9:40-10:15  | Bronchoscopy in special populations  |
| 10:15-10:30 | Coffee Break   |
| 10:30-10:50 | Evaluation of central airway obstruction   |
| 10:50-11:15 | Prevention and management of complications   |
| 11:15-11:30 | Interactive true/false session #1  |
| 11:30-11:55 | Biopsy, brush, and lavage  |
| 11:55-12:15 | Transbronchial lung biopsy   |
| 12:15-12:45 | Practical approach to conventional TBNA  |
| 12:45-1:00  | Interactive true/false session #2  |
| 1:00-2:00   | Lunch  |
| 2:00-4:30   | Hands-on sessions** (step-by-step, bx/brush, intubation, TBNA, Practical approach exercises) |

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4:30-5:00 Post-test, interactive session, program evaluation  
5:00-5:30 Wrap-up, certificates of attendance, Group photo

\* All lectures in (English, Spanish, Other), Hands on training **requires** inanimate models, high-fidelity simulators, videobronchoscopy towers, intubation head or BronchoBoy, laptop computers and display panels.

\*\* Each Hands-on session is 30 minutes with groups rotating through each station.

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### Faculty Development Program (aka Train the Trainers)

**Participants:** Limited to 8 – 12\*.

**Day 1:** Working dinner from 5-9 pm. Includes Welcome icebreaker, description of Bronchoscopy Education Project, overview of learning objectives, distribution of course workbooks, review of completed individual precourse assignments, self-assessments, educational philosophies, team member identification, demonstration of practical approach exercises, and review of new team assignments.

**Day 2:** FDP (see course schedule below)

**Day 3:** May be devoted to an Introduction to Flexible Bronchoscopy Program in which participants serve as both attendees and instructors.

7:30-8:00 Coffee and breakfast (snacks available throughout the day)  
8:00-8:30 Team presentation of practical approach exercise  
8:30-9:30 Teaching techniques using multiple choice questions from The Essential Flexible Bronchoscopist©  
9:30-10:00 Feedback session  
10:30-11:30 Hands-on Workshop\*\*: Learning and teaching Bronchoscopy Step-by-Step  
11:30-12:00 Educational philosophies, methodologies, and positive reinforcement  
12:00-1:00 Lunch with presentation: Becoming an effective trainer  
1:00-1:30 Didactic lectures practice session: individual assignments  
1:30-2:00 Interactive true/false practice session: Individual assignments  
2:30-3:30 Hands-on Workshop: Learning to use Bronchoscopy Assessment Tools and checklists  
3:30-4:00 Training Manuals, program design, and curriculum development  
4:00-5:00 360 degree feedback, self-assessments, shared experiences, and program evaluation  
5:00 pm Wrap-up, certificates of attendance, Group photo

\* All lectures in (English, Spanish, Other), Workshops require inanimate models, high-fidelity simulators, and videobronchoscopy towers, as well as laptop computers and display panels. Each participant should bring their laptop.

\*\* Each Hands-on workshop is 60 minutes with 3-4 groups (3 people per group) rotating through each station.

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### Bronchoscopy Education Project Awareness ½ Day Program

#### PROGRAM OBJECTIVES:

1. To present a rationale for structured uniform bronchoscopy training
2. To raise awareness about the Bronchoscopy Education Project
3. To describe the elements of a faculty development program for bronchoscopy educators
4. To capture a sense of the existing theoretical knowledge and technical skill levels of trainees and clinical practitioners in the host region.
5. To provide hands-on training in using validated assessment tools and checklists pertaining to pulmonary procedures.

**Morning:** 8:00 am – 12:00 pm (noon)

**Faculty:** Requires at least one BEP certified master instructor

**Participants:** Limited to 12 program directors and/or bronchoscopy educators

|             |   |
|-------------|---|
| 8:00-8:10   | Introduction  |
| 8:10-8:30   | Bronchoscopy Education in the host country: previous trends and future requirements   |
| 8:30-9:15   | A New Paradigm in Medical Procedural Education.   |
| 9:15-10:15  | Overviews of Bronchoscopy Education Project Resources   |
| 10:15-10:30 | Coffee break  |
| 10:30-11:30 | Hands-on skills training experience: using assessment tools, learning modules and checklists <ul style="list-style-type: none"><li>▪ Station 1: Bronchoscopy step by step and BSTAT.</li><li>▪ Station 2: Bronchoscopy self-assessments using BSAT and positive reinforcement</li><li>▪ Station 4: Conducting a practical approach patient-centered exercise</li><li>▪ Station 3: Value of checklists and learning modules (informed consent)</li></ul> |
| 11:30-12:00 | Bronchoscopy leaders round-table discussion/business meeting  |
| 12:00-1:00  | LUNCH   |

Please find the APPLICATION FORM for download on <http://www.wabip.com/education/bronchoscopy>