

**ART Forum**  
**MIND THE GAPS: The Underground of Asthma Management**  
**29<sup>th</sup> August 2009**

**9:30 – 10:00 Coffee**

**10:00 – 10:15 Welcome and Introduction**  
**by Professor Paul Brand**

- Including baseline questionnaire of participants via keypads

**10:15 – 10:45 Parameters of Measurement in Paediatric Asthma**  
**by Dr Angela Zacharasiewicz**

- Monitoring in paediatric asthma
- Measurements of asthma control
  - Lung function
  - NO measurement
  - ACT and ACQ questionnaires
- Lung function is not the only measurement of disease
- No individual measurement can be viewed in isolation and measurement of severity should be a collection of parameters
- What to do if access to diagnostic tools is limited (e.g. in young children)
- Questions from audience (10 minutes)

**10:45 – 11:15 Guidelines in Paediatric Asthma**  
**by Professor Paul Brand**

- Diagnosis
  - Methods of diagnosis
  - Definitions of asthma control
- Treatment of asthma
  - Control of asthma versus treatment
  - Step-up/step-down of treatment
  - Fixed dose combinations
- Key considerations from guidelines
- One size fits all approach versus individualised treatment
- Questions from audience (10 minutes)

**11:15 – 11:45 Inhalation Therapy in Paediatric Asthma**  
**by Professor Johannes Wildhaber**

- Particle size
- Lung deposition
- Inhaler device
  - Inhalation technique
  - Instructions to patient and parents
- Use of spacer
- Co-operation with patient and parents
- Questions from audience (10 minutes)

**11:45 – 12:15 The Room To Breathe survey: What parents and patients think about asthma management?  
by Dr Will Carroll**

- Key points from survey
  - Parents
  - Children
- Key recommendations of what to do differently
- Questions from audience (10 minutes)

**12:15 – 12:30 Introducing a case of losing control (15 minutes)  
by Dr Will Carroll**

- Introduction to case study by narrator
- Patient admitted with an asthma attack
- Teenage girl with moderate asthma
- Leave as 'cliff-hanger' with audience
- Keypad questions on how case should be treated

***Keypad questions to be included throughout the session and at least 40 minutes allotted for audience questions to the presenters***

**LUNCH (60 minutes)**

**13:30 – 13:40 Summary of morning and introduction to afternoon  
by Professor Paul Brand**

**13:40 – 16:15 Crime Scene Investigations – Unlocking The Mystery**

***Keypad questions to be included throughout the session and interactivity is encouraged by asking for comments from the audience throughout (at least 45 minutes for audience comments to the faculty)***

**The case begins – interrogating the evidence (25 minutes)  
by Dr Will Carroll**

- Repeat introduction to case study by narrator
- Outline full medical history according to medical history and diagnostic tests
- Asthma attack happened on a recent school trip
  
- Video interview of first consultation with patient after admission
  - Patient seems generally happy with treatment
  - Demonstrates that patient and parent are not fully telling the truth
  
- Audience are asked to provide comments on the first consultation (5 minutes)

**The role of the asthma nurses in paediatric asthma (25 minutes)**  
**by Professor Paul Brand**

- Benefits of asthma nurses
- Discussion of issues with patient
- Parents and patients want someone to discuss concerns with that may not be the doctor
- Nurse can help to uncover what has happened and determine triggers
  
- Video clip of consultation between the nurse, the parent and the patient
  - Clip shows parent and patient opening up more to asthma nurse regarding asthma
  - Demonstrates that the role of asthma nurse can be to obtain more information than the doctor may obtain
  - Parent and patient reveal concerns about treatments and side effects, as well as a lack of understanding
  
- Audience are asked to provide comments on the nurse consultation (5 minutes)

**The case continues – more evidence (20 minutes)**  
**by Dr Will Carroll**

- Interview with teacher
  - Reveals that child is not taking asthma medication properly
  - Explains how the school policy regarding medications in school has prevented the child taking their inhaler properly
  - Explains how that the child had previously complained of having problems swimming before
  - Discussion of how the asthma attack occurred
  
- Video of previous consultation between doctor, patient and parent
  - Discussion dominated by mother
  - Child not comfortable with discussion and not included in the conversation
  
- Audience are asked to provide comments on this evidence (5 minutes)

**COFFEE (15 minutes)**

**Communicating with patients and parents – maximising consultations (30 minutes)**

**by Dr Amanda Salisbury**

- What went wrong in the last consultation?
- Principles of communicating with patients
- Principles of communicating with parents
- Including example role plays with actors
- Live replay of case study with actors and members of the audience (10 minutes)

**Ask The Experts – What the patient and parent has to say? (20 minutes)**  
**by Dr Will Carroll**

- The parent's perspective – Interview with parent
  - What impact does the asthma have on the child?
  - What limitations does the child have?
  - What restrictions does the parent impose?
  - What impact does the asthma have on the family?
  - What restrictions on the parent?
- The patient's perspective – Interview with child
  - What do they think about their asthma?
  - How does their asthma make them feel? Do they feel different?
  - What limitations has it imposed on their life?
  - What do they wish they could do?
  - Do they tell their parents everything?
- Audience are asked to provide comments on this evidence (5 minutes)

**The Verdict (25 minutes)**  
**by Dr Will Carroll**

- What has gone wrong in the previous consultations?
- What could have been done differently?
- What lessons can be learnt from this afternoon's case?
- Questions and comments from the audience (15 minutes)

**16:20 – 16:30 Mind The Gaps: Summary and evaluation questions**  
**by Professor Paul Brand**