How to organize a meeting (and teaching for impact)

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Who pays?

- University
 - NON-voluntary, public (taxes)
- Charity/Foundation (e.g. ECNP)
 Voluntary public
- Industry
 - NON-voluntary, public (profits)

Why would industry pay?

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- Doctors are the consumers for prescription drugs
- Marketing

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- Doctors are the consumers for prescription drugs
- Marketing
 - Awareness
 - Education about new drugs
 - Key Opinion Leaders (KOLs)
 - Increase drug sales
- Is this a good thing?



The anti-industry position?

- 'Psychiatric' drugs are wrong
- Drug company profits are excessive
 - Drug company profits have been very high
 - 30% of spending on 'advertising'
 - Educational events are biased
- Doctors prescribe new drugs to please companies
- KOLs support companies to earn money

Where do drugs come from?

- New drugs come from private sector R&D: publish it and you devalue it.
- A new drug costs 900M dollars to develop: regulation pushes this figure up
- Patent protection may often be less than 10 years – in which to get a return on investment
- Society gets value from a drug over its lifespan



What is your responsibility as a 'KOL'?

- Advise companies on research/conduct research
- Participate in clinical trials regulated by GCP
- Participate in trial oversight or pharmacovigilance (data monitoring)
- Advise companies on marketing?
- Participate in industry sponsored satellites at medical meetings regulated by CME standards
- You are only valuable because you are independent

Conflicts of interest to March 2016

Grants

- Servier
- Honoraria AstraZeneca, Eli Lilly, GSK, Lundbeck, Otsuka, Pfizer, Servier
- Shares
 P1vital
- Paid positions University of Oxford
- Advisory boards

Cephalon/Teva, Lundbeck, Merck, Otsuka, Takeda, Servier, Sunovion

Expert witness Eli Lilly

Objectives of ECNP school

- Bring the best young psychiatrists together from all over Europe
- Share discussion of cutting edge approaches to treatment in psychiatry with international experts
- Decide what the school really needs to be
- Inspire national iniatives to improve research and training in psychopharmacology

Teaching: the fundamentals

- Be on time
- Dress appropriately
- Think about how you speak to a room
- Think about and prepare your presentation
- Keep to time: 1 slide per minute maximum

Good manners

- How to calm the room
- Introductions and conclusions
- Speak clearly and slowly

The shape of your talk

- Start from the basics, so everyone can understand
- Move to your more complicated points, don't start with them
- Try to involve the audience
 - Ask their opinion
 - Avoid humiliation

Jokes

- Be very careful
- Great if they work
- Terrible if nobody laughs
- Much easier in native language, obviously

Slidesmanship

- You are much more important than the slides
- Keep them simple
 Rule of 3s
- Use them, to structure your talk and speak to them
 - Do not just put them up and expect people to read them

Objectives

- What is it in bipolar disorder that counts?
 - Conventionally seen as an episodic disease
 - Traditional focus on managing episodes
- New approaches to monitoring
 Enhance and improve patient care
 - Enhance and improve patient care
- Chronicity and anxiety
 - Imagery as a novel emotional amplifier
 - Increase potential to innovate new treatments

Choice of colours and font

- Is mental imagery an emotional amplifier in bipolar disorder
- Emily Holmes, John Geddes, Francesc Colom, Guy M. Goodwin, Behaviour Research and Therapy 46 (2008) 1251–1258

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- Expression of Cognition/emotion
 - Thoughts, words, ideas
 - Images



Evaluation and embedding

- Consider putting questions in and repeating at the end
- Or put in one or two questions at the beginning of a section and repeat at the end

Aripiprazole

- What is the half life of aripiprazole
- How much weight gain do we see with Aripiprazole
- Does aripiprazole elevate prolactin

Teaching or learning?

- Passive teaching
 - Lecturer, large hall, many students
 - Information, occalsionally inspiration
 - Not a lot of learning
- Active learning
 - Smaller groups, student led, prepare the work in advance
 - Tutorial model

Conclusions

- Take teaching seriously
- Make it fun it's serious comedy
- Encourage interaction to embed the learning
- Have no fear!