CTE Session 2
Technologists Committee
Sunday, October 5, 09:45 – 11:15

Session Title
Continuous Education Models for NMTs

Chairpersons
Luísa Roldão Pereira (Maidstone, United Kingdom)
Claudiu Pețean (Cluj-Napoca, Romania)

Programme

09:45 – 10:15 **Robin Mcdade** (Glasgow, United Kingdom): Entry level education in Nuclear Medicine: establishing the foundations for lifelong learning
10:15 – 10:45 **Ana Geão** (Lisbon, Portugal): Continuous professional development: a world of opportunities
10:45 – 11:15 **Tomoaki Yamamoto** (Tokyo, Japan): Instrumentation, data processing and dosimetry– a learning gap?

Educational Objectives

1. Explore various models of continuous education, including hands-on training, workshops, and online learning, to promote professional growth in nuclear medicine.
2. Promote understanding of the importance of entry-level education in Nuclear Medicine and its role in establishing foundational knowledge that supports continuous professional development and lifelong learning in the field.
3. Critically enquiry, identify and propose strategies to address Learning Gaps in Instrumentation, Data Processing, and Dosimetry.

Summary

Continuous education and training models for Nuclear Medicine Technologists (NMTs) are essential to keep pace with the rapid advancements in the field. They are particularly important as nuclear medicine technologies evolve, since NMTs must stay current with new imaging techniques, radiopharmaceuticals market, and software tools used for patient diagnostics and treatment delivery, including developing and consolidating a range of capabilities in practice related to instrumentation, data processing, and dosimetry.

While careers may differ, a well-structured continuous education program (locally defined or following national guidance) ensures that the workforce is given the learning environment and opportunities to acquire and refine their technical skills, enhance their knowledge of radiation safety, clinical outcomes, all the while upholding the highest standards of patient care. Key components of these education models include hands-on training with new equipment, a way to disseminate updates on regulatory standards, and familiarization with cutting-edge data processing techniques for more accurate diagnosis and treatment outcomes. Additionally, continuous education promotes best practices in remaining critical thinkers in relation to current practice and driving change in their departments. By incorporating both formal courses and informal learning opportunities, such as workshops,

webinars, and peer collaborations, continuous education helps NMTs build expertise in emerging areas of nuclear medicine. There will be a focus on the value of recording the learning path reflection and for traceability/ insurance/ justification of scope of practice. Ultimately, these education models not only improve clinical competency but also contribute to safer, more collaborative and effective patient care in nuclear medicine departments.

Key Words
Continuous Education; CPD; Career Development; Lifelong learning; Instrumentation; Dosimetry; Data Processing