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monitoring, treAtment and progression**

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KH	Claus Schmitt
HIC	Damian Sanchez-Quintana
SKANE	Pyotr Platonov
OMP	Federico Lombardi
ESR Representatives	Guadalupe Garcia Isla, Giorgio Luongo

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Abbreviations and Definitions

AF	Atrial Fibrillation
ESR	Early Stage Researcher



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1 Summary

This document describes the activities of the first Winter (summer) School of the MY-ATRIA consortium. The theme of the school was: Arrhythmic substrate in the human atria - histology, structure and function, and it was hosted at LU main campus. The event was planned to offer an opportunity for interdisciplinary in-depth discussions of atrial anatomy and functionality and current clinical treatment of atrial disease, which are the cornerstones of the scientific content of the network collaboration.

The Winter School lasted for three days, with ESR presentations and discussion during the first day and scientific lectures during the remaining two days. The Winter School also included a lecture/exercise in academic writing and discussion on how to plan and optimize secondments.

An evaluation of the Winter School was performed after the school and the results will be reported in a following Deliverable D5.5.

2 Winter school objectives and agenda

The objectives of the Winter School at Lund University were:

- For ESRs to present their project and to receive feedback from other ESRs and supervisors.
- To train the ESRs in clinical aspects of atrial fibrillation (AF) during scientific lectures.
- To train the ESRs in scientific writing.
- To discuss and plan secondments.

The meeting started at 9 on January 15, 2019 and lasted until 15.30 on January 17, 2019, see agenda below.



Tuesday, 15 January 2019		
Time	Activity	Responsible/Speaker
9:00–9:15	Welcome	Luca Mainardi and local organizers
9:15–10:00	ESR project pitching (4 in each session, 5 min + 5 min discussion)	Frida Sandberg and Martin Stridh
10:00–10:15	Coffee break	
10:15–11:00	ESR project pitching (4 in each session, 5 min + 5 min discussion)	Frida Sandberg and Martin Stridh
11:15–12:00	ESR project pitching (4 in each session, 5 min + 5 min discussion)	Frida Sandberg and Martin Stridh
12:00–13:30	Lunch (Medicon Village)	
13:30–14:30	Group discussions (each group consists of 3 students and their respective supervisors)	Supervisors
16:00–18:00	Social event for ESRs <i>ONLY</i>	Mostafa Abdollahpur and Hesam Halvaei
19:00	Buffet dinner at the department	Local organizers

Wednesday, 16 January 2019		
Time	Activity	Responsible/Speaker
9:15–10:00	Anatomy and electrical function of the human atria	Pyotr Platonov
10:00–10:15	Coffee break	
10:15–11:00	Mechanisms of atrial arrhythmias	David Mörtzell
11:15–12:00	Atrial arrhythmias: clinical impact and diagnostic challenges	Mårten Rosenquist
12:00–13:30	Lunch (Medicon Village)	
13:30–14:30	Lecture on scientific writing in medicine and engineering	Pyotr Platonov and Leif Sörnmo
14:30–16:00	Workshop on scientific writing	Pyotr Platonov and Leif Sörnmo
19:00	Dinner at Mat & Destillat (downtown)	



Thursday, 17 January 2019		
Time	Activity	Responsible/Speaker
9:15–10:00	Techniques for AF screening	Martin Stridh
10:00–10:15	Coffee break	
10:15–11:00	Scientific experiments, clinical trial, and ethical issues	Marco Di Bacco
11:15–12:00	AF management and evidence-based recommendations	Marco Di Bacco
12:00–13:15	Lunch (Medicon Village)	
13:15–14:00	AF screening in the clinical context	Pyotr Platonov
14:00–14:45	Catheter ablation of AF	Fredrik Holmqvist
14:45–15:00	Conclusion of meeting	Frida Sandberg and Martin Stridh

3 ESR presentations (day 1)

The ESR presentations were performed as pitches of 5 min duration with 5 min discussions. The audience was divided into four different types of reviewers with different perspectives: the positive reviewer, the constructive reviewer, the user/patient, and the investor. Many of the ESRs had just recently started, and therefore less focus was put on results in these presentations.

4 Discussion on how to optimize secondments (day 1)

The following questions were discussed during a session on day 1:

1. How would you define a successful secondment? (e.g. scientific results, continued collaboration, etc.)
2. What do you expect from your secondment host? (e.g. supervision, facilities, workstation, access to data, etc.) What do you expect from the visiting ESR?
3. What type of preparations are needed for a successful secondment?



The Winter School participants were divided into four groups consisting of a mix of ESRs and supervisors. ESRs and supervisors from the same beneficiary were in separate groups.

The main outcome from the discussions were that:

1. Success factors may include:
 - Sharing of complementary data and software
 - Intersectorial experience
 - Both parties should benefit
 - Fulfillment of short-term goal
 - Start of future collaboration
 - Secondments should be well-synchronized with secondments of other ESRs and local supervisors in order to optimize supervision and avoid that too many or too few PhD students at the same place at the same time.

2. Expectations:
 - The ESR should learn something new and get feedback/supervision. Hosts should invite ESR into group meetings and seminars. Secondment supervisor/host should synchronize with ESR supervisor.
 - The hosts should be well-prepared regarding facilities and workstation if needed so that practical problems at arrival are avoided. Any help with accommodation is appreciated.
 - All secondments should be well-prepared by the ESRs with a plan and a clear goal for their work during the secondments.

3. Preparations:
 - Clarify expectations/works/aims in advance.



5 Scientific lectures (day 2-3)

The major part of the scientific program was focused on clinical aspects of AF including anatomy and physiology of the human atria, mechanisms of AF, diagnostic challenges, evidence-based recommendations, and catheter ablation therapy. Screening of AF was also covered from both the clinical and the technical perspectives. All lecturers were invited from Skåne University Hospital, Lund, except Prof. Mårten Rosenqvist who was invited from Karolinska University Hospital.

6 Lecture and exercise on academic writing (day 2)

The following tasks were given to the ESRs:

- “The attached manuscript for review is an early version of an article recently published in a peer-reviewed engineering journal. Thus, the manuscript is still work in progress. Your task is to make a list of inconsistencies, concerns, questions, or other issues which you come across when reading the manuscript. Since the manuscript is organized according to the [IMRAD](#) structure (used in the vast majority of scientific papers), you can organize your criticism under these headers. Although critical thinking is essential to producing high-quality manuscripts, you may want to reflect on whether the manuscript also has some virtue.”
- The second task aims at training abstract writing skills. The other attached manuscript ("IAB_manuscript..."), intended for submission to a clinical journal, needs an abstract, and you are the one to prepare it. The abstract should in a short and concise manner summarize the essence of the scientific work. The abstract must not exceed 1950 characters including spaces. Moreover, the abstract should be structured and use following five points and words: *objective, methods, results, conclusion, and significance* to highlight the problem addressed, innovations of the work, major findings and significance.

7 Networking activities



During the Winter School there were also several social activities and networking opportunities including lunches, dinners, and a special social event for the ESRs

8 Winter school evaluation

An online survey, following the guidelines described in the Deliverable D5.4 “Evaluation Questionnaires M12” was created with Google Forms and completed by each ESR. The results of the survey will be reported in the Deliverable D5.5 “Evaluation Questionnaires M18”, due in month 18th.

9 Conclusions

The objective of the Winter school in Lund was to provide a strong clinical background to their research projects. The ESRs performed a 10-minute presentation (flash presentation) with the first results of the project and their intended secondments plan, receiving feedback from other ESRs and supervisors, to improve the communication skills of the ESRs and the training plan. Scientific lectures on atrial fibrillation delivered by clinicians, provided a first contact with the clinical environment to ESRs. Additional communication skills were delivered by the scientific writing seminar sessions within the Winter School.