

Professional Skills in Medicine for Foundation Year 2 doctors

Programme handbook 2013/14



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“I’m enormously impressed by the course for Medical Professionalism that you have developed for your Foundation doctors. The themes seem to be absolutely right.”

(Comment from Professor Ian Gilmore, President of the Royal College of Physicians, about the BU programme, following a discussion and a perusal of the programme details with Dr Will McConnell, DM FRCP, and Foundation Programme Director for Dorset County Hospital.)

Welcome and introduction

Welcome to Bournemouth University and to the Professional Skills in Medicine for Foundation Year 2 (FY2) doctors programme which was highly commended in *The Wessex Deanery Notable Practice Educational Quality Awards (2010)*. Now in its eighth year, the programme brings FY2 doctors from across Dorset together to explore and debate issues that reflect increasing competence and craftsmanship in professional practice. It takes account of the changing climate of medical careers and medical education, and provides a forum to reflect on your clinical practice.

The handbook explains:

- The programme’s aims
- The programme’s structure
- The programme’s content
- Some organisational advice to assist you
- What attributes you bring to the programme
- How you can make the most of the programme.

If you have any questions please contact:

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Programme details

Aims

The aim of the programme is to gain further knowledge and experience of the skills required to enhance the development of trust both between the individual doctor and patient, and between the medical profession and society in general. It does so in line with the curriculum requirements for the Foundation programme for doctors and is compulsory for all FY2 doctors.

There are a variety of opportunities for trainees to access postgraduate accredited study within Bournemouth University, for further details please email: hsc-pgrqadmin1@bournemouth.ac.uk

Structure

The Foundation Programme (FY2) is designed to meet the Generic Skills components of the 2010 Foundation Programme Curriculum (downloadable from www.foundationprogramme.nhs.uk/download.asp?file=Foundation_Curriculum_2010_WEB_Final.PDF). It takes place in the School of Health & Social Care (HSC) at **Lansdowne Campus**, Bournemouth University. FY2 Doctors from across three sites (Bournemouth, Poole and Dorchester Trusts) are expected to attend. The programme is delivered in partnership with clinical tutors, GP educators and HSC academics from a range of inter-professional backgrounds. The programme has a number of principles underpinning the planning and delivery, including:

1. The importance of the group as a medium for learning from others
2. Learning and teaching methods are embedded within a 'reflecting in' and 'on' practice model (Schon 1983) (sharing experiences in order to improve/develop practice and skills) and use action learning principles (facilitated rather than didactic learning)



3. Study days to be delivered at **Lansdowne Campus**.

Six core themes have evolved since the programme's inception, which provide the basis for discussion and reflection within the following six sessions:

1. Introduction/Professionalism and Judgment in Medicine
2. Teaching and Learning (Clinical Excellence and Continuous Improvement)
3. Team working and Leadership
4. Accountability in Medicine
5. Relationship between Medicine and Society
6. Relationships with Patients.

The programme consists of **six one-day sessions which run 9am-4pm**. You will be allocated to a group and expected to attend the sessions within your allocated group. However, there are exceptional circumstances in which individuals can change the days of their session following negotiation with Audrey Dixon (Programme Co-ordinator).

If you are having major difficulties getting to the sessions, please discuss this with your clinical tutor or Foundation Programme Director for your hospital.

All sessions are held at BU's Lansdowne Campus (see timetable for room venue and map on page 8 of this handbook).

Content

The content of the Foundation Programme reflects the guidance produced by the Department of Health in the Curriculum for the Foundation Years programme, with a specific remit to provide an educational forum in which to help attain many of the competencies required for completion of the Foundation Programme.

The Department of Health's curriculum for the foundation years in postgraduate education and training (2010) (downloadable from www.foundationprogramme.nhs.uk/download.asp?file=Foundation_Curriculum_2010_WEB_Final.PDF).

The aims for each day can be viewed as potential learning outcomes and are therefore indicative and exemplary, rather than compulsory, as we hope to leave the days flexible and responsive to your needs. By the end of the programme you should be able to articulate in your portfolio increased knowledge in the following six themes which are drawn from the Department of Health Curriculum for the Foundation Years Programme (2010):

Day 1: Introduction/Professionalism and Judgement in Medicine

The aim of this day is to focus upon developing and refining professional judgment and decision-making skills in clinical medicine. Themes to be explored during the day will include:

1. Professionalism and the GMC document Good Medical Practice
2. Decision making in Medicine
3. Confidentiality
4. Contemporary clinical issues (e.g. patient autonomy, consent, Mental Capacity and treatment decisions)
5. Legislation and policy that impacts upon medical decision making in vulnerable groups (e.g. Mental Health, Children, Learning Disabilities, Elderly and adults who lack mental capacity).

Day 2: Teaching & Learning (Clinical Excellence and Continuous Improvement)

The aim of the day is to explore and increase knowledge and skills in developing clinical excellence and continuous improvement in medicine. Themes to be explored during the day will include:

1. Adult learning theories including learning styles and experiential learning
2. Development and maintenance of competence
3. Reflective practice
4. Appraisal and assessment
5. Teaching and learning in clinical practice.

Day 3: Team working and Leadership

The aim of the day is to explore and develop skills in leadership in medicine and interprofessional team working. Themes to be explored during the day will include:

1. Inter-professional working
2. Effective team working
3. Interface between different healthcare, social care and voluntary sector agencies
4. Leadership skills
5. Situations and scenarios which require clinical leadership and team working such as handover and prioritization of medical treatments.

Day 4: Accountability in Medicine

The aim of the day is to explore and increase knowledge and skills in developing accountability in medicine. Themes to be explored during the day include:

1. Clinical Governance and internal Quality Assurance frameworks / approaches
2. Adverse incident reporting and service improvement
3. Risk assessment
4. Role of external agencies such as National Patient Safety Agency, Care Quality Commission, National Clinical Assessment Service.

Day 5: Relationship between Medicine and Society

The aim of the day is to explore knowledge and skills that enhance an understanding of the relationship of medicine with society. Themes to be explored during the day include:

1. Structures of NHS organizations, and how they fit into the wider NHS
2. Role of local authorities and voluntary sector
3. Professional bodies, agencies and organizations in revalidation and patient safety

4. Consideration of the impact of policy and legislation on delivery of healthcare
5. Health inequalities and equality issues.

Day 6: Relationships with Patients

The aim of the day is to explore and increase knowledge and skills in developing relationships with patients and relatives. Themes to be explored during the day include:

1. Understanding self and others
2. Effective communication skills to aid patient concordance and decision making
3. Preventing and dealing with complaints
4. Managing difficult or aggressive patients and relatives
5. Communication in difficult situations such as breaking bad news, organ donation and grief / bereavement scenarios.

Programme timetable

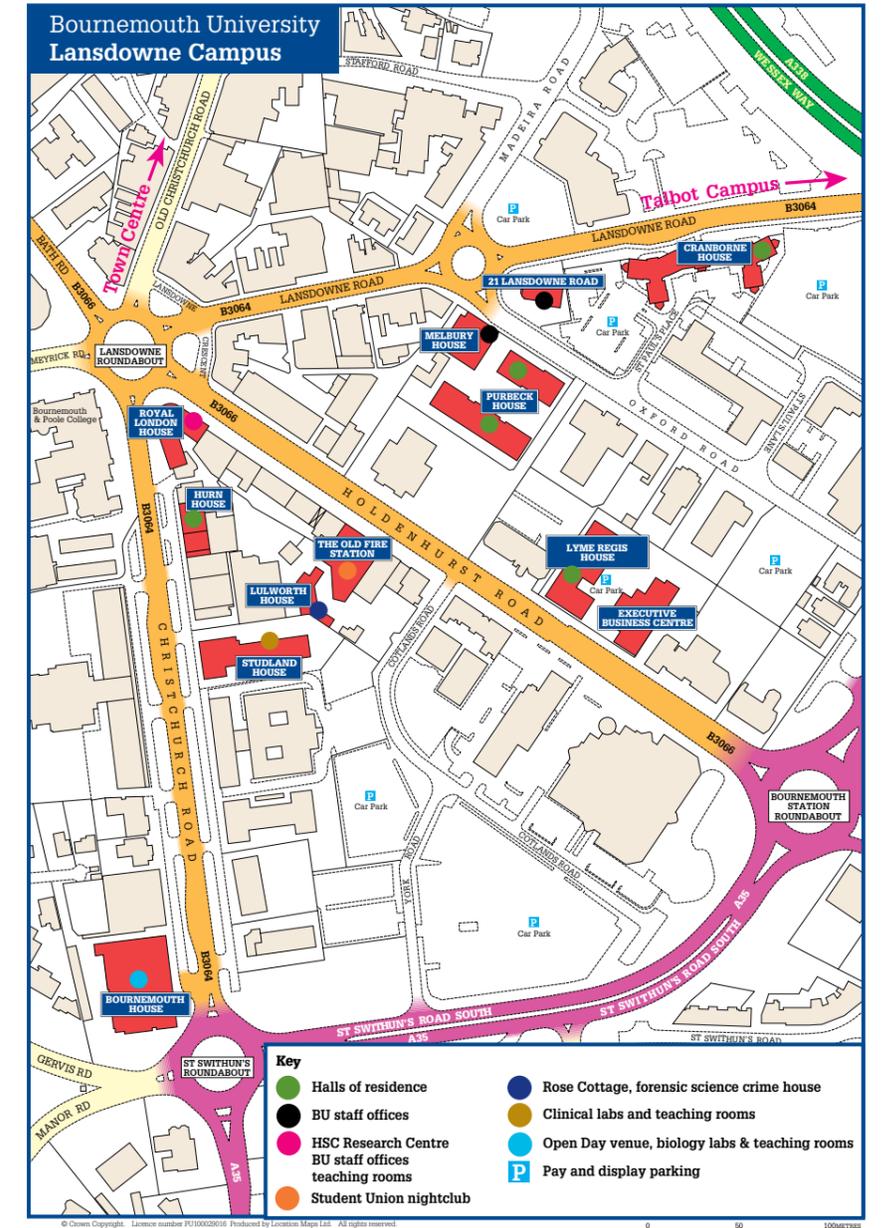
Theme	Groups	Date	Room number
1. Introduction/ Professionalism and Judgement in Medicine	Group 1	05/09/13	BG11
	Group 2	04/09/13	BG11
	Group 3	17/09/13	B225
2. Teaching & Learning (Clinical Excellence & Continuous Improvement)	Group 1	08/10/13	S217
	Group 2	15/10/13	S217
	Group 3	22/10/13	S217
3. Team working and Leadership	Group 1	28/11/13	S218
	Group 2	02/12/13	S202
	Group 3	10/12/13	S217
4. Accountability in Medicine	Group 1	30/01/14	R301
	Group 2	04/02/14	R207
	Group 3	11/02/14	R207
5. Relationship between Medicine and Society	Group 1	27/03/14	BG11
	Group 2	24/03/14	B225
	Group 3	08/04/14	B225
6. Relationships with Patients	Group 1	08/05/14	B225
	Group 2	13/05/14	B225
	Group 3	20/05/14	B225

Key:

B: Bournemouth House
BG: Bournemouth House Ground Floor
S: Studland House
R: Royal London House

Programme organisation

- Sessions will take place in Bournemouth House, Studland House and Royal London House on the University Lansdowne Campus. Please refer to the programme timetable on page 8 for room numbers and the map opposite for details of car parks, bus stops and rail links
- If you are unable to attend a session **you must contact** the Programme Co-ordinator so we can check if it is possible for you to attend on another day. Please telephone Audrey Dixon on +44 (0)1202 962782 or email adixon@bournemouth.ac.uk
- Whilst coffee is provided, you are expected to bring your own lunch. There are numerous sandwich bars within walking distance
- You will get more from the sessions if you can make time to think about the themes for the day before you arrive. You may also be expected to prepare an item of work in advance
- Take advantage of the opportunities to meet with colleagues and expert staff members to enhance your learning and to share your experiences and knowledge with them
- At the end of the first session you will be provided with a certificate of attendance for inclusion within your portfolio. You must bring this with you to every session and get this signed by the tutors at the end of each session. This certificate will not be reissued if misplaced or lost.
- Final thoughts: We appreciate your feedback and actively use this to improve the programme year on year.



Advice and information

What can you bring to the programme?

The sessions may be different in style and form of delivery compared to other teaching sessions you have experienced, particularly in your F1 year.

These study days are designed to draw on your collective experiences, in an interactive and participative forum. A discussion of issues related to professional practice may include reflections on personal decision and judgments made by others. Areas of best practice, inter-personal and inter-professional conflict may also arise from discussion, and we ask that content in the sessions remains confidential to that group.

The ability to reflect on practice is a key skill that underpins being a professional. We hope that by the end of the programme you will appreciate that developing an ethos of humanising care is increasingly important in contemporary medicine.

You will be asked to do some preparation for sessions, such as background reading or a presentation. The success and enjoyment of the days are dependent on your participation, and some preparation may be part of this (Pre-session preparation requests will be sent to you via email - please ensure that the Programme Co-ordinator, Audrey Dixon (adixon@bournemouth.ac.uk) has an email address for you that you use on a regular basis).

How can you make the most of the programme?

1. First of all, we will welcome you to each session with coffee!
2. The programme team are enthusiastic, knowledgeable and have both compassion and a sense of humour – please bring yours with you!

3. Be prepared to think reflectively about your own experiences and learning needs.
4. Some sessions will require some pre reading or participation in a pre session activity; these have been designed to enable you to maximize the learning from the sessions. As such, we expect that you will be prepared for the day having undertaken this work.
5. Be prepared to think critically about your professional practice and be willing to share your successes (and mistakes!) with others so that you learn from and with each other.

Key points to remember

- You will be allocated to a group for all of the six sessions and you must attend your allocated days unless you have negotiated attending another day with Audrey Dixon.
- You will be expected to attend all six sessions, which take place on average monthly, across the year. Past participants' experience shows that the more you put into this the more you will get out of it for your professional practice.
- The groups will be asked to prepare and plan for future/next sessions, so don't be surprised to find you have tasks to complete in between sessions, in groups or individually.
- Confidentiality of issues discussed within the group is important to adhere to at all times. You are encouraged to explore, share and reflect on your experiences in the knowledge and safety that they will not be discussed elsewhere. The exception to this rule will be when clinical tutors and/or members of academic staff are concerned about your personal safety or your ability to practice safely. In these circumstances, you will be informed of the concerns and the actions to be taken
- Please be punctual and arrive at the time stated, ie. **9am for a**

9.30am start. Coffee and tea will be waiting for you and the first half hour gives you a chance to catch up with colleagues and talk to the tutors informally. The day normally finishes around 4pm.

- We hope you will treat the teaching team, and each other, with respect and dignity, and allow them to do likewise.
- You will find the timetable of sessions on page 08.
- And finally, feedback from past group members has indicated that the programme can be rewarding and challenging, and a small minority have requested information about counselling or a similar resource where personal issues could be discussed away from the clinical environment. If you feel that you could benefit from any such services you can contact the Foundation Director for your Trust, as most Trusts have counselling or similar services in place for medical staff. Clinical Tutors on the programme will also be aware of services available to you. In addition, both Clinical Tutors and members of University staff (including the Programme Leader) will be happy to discuss issues pertaining to the programme and to provide a confidential 'listening ear' to help you decide what your next step should be. As with the content of the sessions, these discussions will remain confidential unless we feel that there is a risk to yourself or your practice, in which case any actions taken will be fully discussed with you.