

INDUCTION FOR LOCALLY EMPLOYED DOCTORS

LEICESTER'S HOSPITALS



INTRODUCTION

Welcome to Leicester's Hospitals and the clinical education department. This guide aims to help you develop as a professional and introduce you to resources that can help support your learning and development.

Our web address is <https://www.uhl-clinicaleducation.org>.

There are library facilities at all three sites. To find out more about the different library services including access to update to date and BMJ best practice, please visit <http://www.uhl-library.nhs.uk>

CLINICAL EDUCATION TEAM

- Mark McCarthy - Director of Clinical Education
- Luke Ruffle - Clinical Education Centre Manager
- Dilesh Lakhani - Deputy Director of Clinical Education
- Nicki Morgan - LED Tutor

Within the department where you work, important contacts will include:

- Junior Doctor Administrator (JDA)
- Your named Consultant Supervisor
- Your CMG Clinical Education lead
- Head of Service

When you first arrive in a new hospital, there is a lot to learn. Ensure you arrange an appointment with your supervisor to discuss your role, any concerns and to review your own personal development plan within 4 weeks of starting.

The HORUS e portfolio system is available without cost to those working at foundation or early core level and wishing to obtain the foundation alternative certificate of competence. If you know which specialty you wish to follow it is preferable to access the relevant college portfolio although there will be a cost for this.

You can use the e portfolio system to help you not only prepare for appraisal and revalidation but also to develop your career and learning.

PORTFOLIO

Detailed below are all the things you can use the portfolio for:

Record Reflections

Reflection should be part of a doctor's everyday practice. Reflective practice is 'the process whereby an individual thinks analytically about anything relating to their professional practice with the intention of gaining insight and using the lessons learned to maintain good practice or make improvements where possible'.

The GMC has produced recent guidance on reflective practice please visit

<https://www.gmc-uk.org/news/news-archive/new-guidance-to-help-you-with-reflection>

There is also a practical toolkit that you can use

http://www.aomrc.org.uk/wp-content/uploads/2018/08/Reflective_Practice_Toolkit_AoMRC_CoPMED_0818.pdf

Record your Personal development plan

A personal development plan (PDP) will help you develop as a professional by:

- Helping you become more self-aware and reach your goals
- Enabling you to understand how to improve performance and develop new skills
- It is a key component of appraisals and revalidation.

GOALS

Planning goals

When it comes to choosing goals, there are many ways of identifying strengths and development areas:

You can use the GMC Good Medical Practice framework, which outlines the four domains that all doctors must demonstrate.

- Knowledge, skills and performance.
- Safety and quality.
- Communication, partnership and teamwork .
- Maintaining trust.

Also look at the curriculum for the level or specialty you are working in. You should prioritise your goals, starting with essential learning needs. It is important to strike a balance between goals that are easily achievable and high aspirations. The number of goals to set will depend on personal choice and need and the resources available.

Write goals following the SMART template.

Specific:

Measurable:

Attainable/Achievable:

Relevant and realistic:

Time frame:

GOALS

Examples of SMART goals

Example 1: To learn how to do a lumbar puncture by learning indications for and contraindications, going on a clinical procedures course and watching colleagues perform this procedure before attempting one under supervision within the next 4 months.

Example 2: To keep up to date with clinical practice by reading relevant journals once a week and reflecting on interesting articles in my e-portfolio. To continue to do this at this frequency up to the date of my job interview.

These objectives are well defined so they meet the specific criteria. They are measurable as they state how one will recognise when the goal has been achieved. They are also achievable.

A time scale should be set for completion of each goal. A review date is important so that the goal can be adapted if necessary. So, in addition to reading journals, a doctor could perform evidence-based reviews on relevant topics to keep up to date with clinical practice.

Record educational meetings and appraisals with supervisors

You should meet with your supervisor at the start of your post and at the end as a minimum. One way to arrange meetings is via your consultant's secretary as they will often have access to their diary. Try and plan meetings well in advance and bring your draft personal development plan with you. If you do not know who your nominated supervisor is or are finding it hard to meet them contact the JDA and /or service manager in your area in the first instance. CMG education lead, or clinical education team staff will also be able to help.

ASSESSMENTS

Record Supervised learning events

Below is a brief guide to educational development tools commonly in use

Two tools are used to give feedback after observation of doctor/patient encounters:

- **Mini-clinical evaluation exercise (mini-CEX)**

In this assessment, you will be observed taking a short history or examining a patient and be given feedback by your assessor. The various skills examined include history, diagnosis, examination, management plan, communication and discharge.

- **Direct observation of procedural skills (DOPS)**

This assessment involves you being observed undertaking a practical procedure with a patient. Your trainer may assess one or more of the following:

1. Understanding of indications/anatomy/technique.
2. Obtains informed consent.
3. Demonstrates appropriate preparation pre-procedure.
4. Appropriate analgesia or safe sedation.
5. Technical ability.
6. Aseptic technique.
7. Seeks help where appropriate.
8. Post procedure management.
9. Communication skills.
10. Consideration of patient/professionalism.

ASSESSMENTS

Two tools are used to give feedback on events, which take place remote from the patient:

- **Case-based discussion (CBD)**

This is a structured discussion of a clinical case managed by you. It will help you develop your skills in clinical reasoning and provide direct feedback to you. You should select cases that you have reviewed and documented in the case notes and your assessor will discuss aspects which may include your medical record keeping, clinical assessment, investigation and referral, treatment, follow-up and future planning and professionalism.

- **Developing the clinical teacher**

You should aim to undertake a teaching session during each post and have this assessed. This could be a small group seminar, bedside teaching, presentation to the department or journal club. These are the areas your supervisor will be looking at:

1. Preparation and setting (creating an appropriate environment for teaching, utilisation of resources).
2. Teaching (clarity, logical sequence).
3. Subject knowledge.
4. Ability to answer questions.
5. Interaction with group (gained their attention, facilitated group participation).

You should aim to get written feedback on what went well and what could be improved.

ASSESSMENTS

360° feedback (TAB or MSF)

You should aim to get feedback from a range of seniors, peers, nurses, AHP, ward clerks/secretaries (try and get at least 11 respondents).

You will receive feedback in the following areas:

- Attitude and/or behaviour - Maintaining trust/professional relationship with patients. Listens, polite, caring and shows respect for patients' opinions, privacy, dignity and is unprejudiced.
- Verbal communication skills - Gives understandable information and speaks good english at the appropriate level for the patient.
- Teamwork/working with colleagues - Respect others' roles and work constructively in the team. Hands over effectively and communicates well.
- Accessibility - Takes proper responsibility and only delegates appropriately. Does not shirk duty, responds when called and arranges cover for absence.

DEVELOPMENT

Potential ways of achieving goals and demonstrating your learning include:

- Attending lectures, teaching sessions and conferences.
- Completing e-learning modules.
- Attending meetings – ie multidisciplinary meetings, grand rounds.
- Shadowing others.
- Completing assessments - ie workplace-based assessments.
- Discussions with seniors and colleagues for support and advice.
- Learning from peers.
- Collaborating with colleagues - ie working on an audit or quality improvement project.
- Completing a logbook of clinical cases/interesting cases.
- Reflection certificates from courses or e-learning points from a meeting.
- Feedback from colleagues.
- Feedback from patients.
- Winning awards/prizes.
- Being able to perform a new skill/task competently.

For further information please visit <https://supporthorus.hee.nhs.uk>

Library resources

You are likely to find the Up to Date and BMJ best practice resources useful; these can be accessed via your smart phone. The libraries offer a range of services including training courses

Please visit <http://www.uhl-library.nhs.uk>

DEVELOPMENT

Well-being at Work

Working as a doctor can be stressful and looking after yourself is a key component of success in your career. If you log onto INsite, the hospital's intranet, you will be able to find out more about what's on offer most of which is free for staff.

If you would like to find out more information about classes, you can email wellbeing@uhl-tr.nhs.uk

Trust Grade WhatsApp group

We hope you will join this group which will act as an educational resource and also forum for discussion and support. To join the group, please email thomas.jelley@uhl-tr.nhs.uk with your name and phone number.

Educational opportunities

- Trust grade evening forums and courses will be advertised via whatsapp and email to you. Booking details can be found here <https://www.uhl-clinicaleducation.org/>.
- RCP Evening medical updates live streamed, cpd certificate, for Programme see <https://learning.rcpe.ac.uk/course/>.
- Monthly Friday Grand round LRI site
- Weekly Friday Grand Round Glenfield
- E learning via HELM website mandatory and optional.

RESOURCES

E-learning for healthcare

The e-learning for healthcare website has a huge range of free learning resources that you can use to show your commitment to a specialty learning/CPD (>150 topics). <https://www.e-lfh.org.uk/>

Modules relevant to those working:

towards obtaining the alternative certificate of competence.

<https://www.e-lfh.org.uk/programmes/foundation-programme/>

For would be surgeons:

<https://www.e-lfh.org.uk/programmes/surgery/>

- Offers e-learning sessions structured into modules that map to the ISCP.
- Basic science knowledge relevant to surgical practice.
- Common surgical condition.
- Basic surgical skill.
- Peri-operative care of the surgical patient.
- Assessment and management of patients with trauma.
- Organ and tissue transplantation

<https://www.e-lfh.org.uk/programmes/anaesthesia/>

- An introduction to clinical anaesthesia.
- Consolidating basic clinical practice.
- Introduction to critical care.
- Obstetric, paediatric and geriatric anaesthesia.
- Pain management and regional anaesthesia.
- Basic sciences.
- Exam preparation.

RESOURCES

What to do if you need help?

Colleagues and consultant support can be invaluable. AMICA is a counselling service you can access:

<http://insite.xuhl-tr.nhs.uk/homepage/health-and-wellbeing/staff-welfare/staff-counselling>

Doctors support help lines: <http://insite.xuhl-tr.nhs.uk/homepage/health-and-wellbeing/voluntary-support-for-doctors>

Career guidance and development

There are a number of different websites that can advise you with regards to future careers. Talking to senior trainees and consultants about their careers can also be very helpful. Showing commitment to a career is part of the essential person specification.

Useful websites:

- <http://www.healthcareers.nhs.uk> - National website with interactive area & lots of information on health careers.
- <http://www.foundationprogramme.nhs.uk> - UK Foundation Programme website.
- <https://specialtytraining.hee.nhs.uk> - UK Medical & Dental Recruitment & Selection website.
- <http://www.gmc-uk.org/doctors/revalidation/12383> - GMC information for doctors in training/FAQs for doctors not in recognised training programmes.
- <https://www.gov.uk/browse/visas-immigration> - UK Visas and immigration.

For any further information, please contact nicolette.morgan@uhl-tr.nhs.uk.