

FY2 TEACHING IN DORSET

Professional Skills & Human Factors

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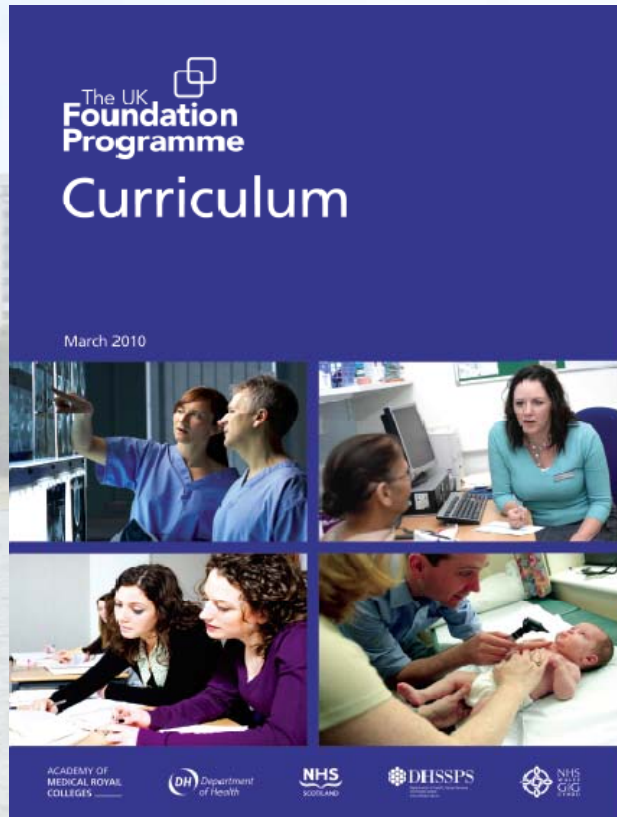
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FY2 teaching in Dorset



Medical Training – the Current Paradigm – sort of

The UK Foundation Programme Curriculum 2010



P4: Key messages of the Curriculum

- *Patient safety must be put at the centre of healthcare*
- *High-quality safe patient care depends, among other aspects of practice, on effective multi-disciplinary teams*

<http://www.foundationprogramme.nhs.uk/pages/home/key-documents#curriculum>

FY2 teaching in Dorset



FY2 teaching in Dorset



Bournemouth University FY2 Teaching Programme

- 6 themed days
 - Each topic covered 3 times – 18 days
- Held at Bournemouth University
- FY2s from Bournemouth, Poole & Dorchester
- Facilitators from University & from Trusts
- Study leave

Our model of the Professional skills needed by doctors



Bournemouth University FY2 Teaching Programme

- Has been formally evaluated
- Published in Royal College of Physicians journal

Teaching professionalism to junior doctors: experience of a multidisciplinary approach in the Foundation Programme

MG Harding, W McConnell and C Lewis

ABSTRACT – The Foundation Programme curriculum describes 'generic skills' for doctors, which include many of the attributes of medical professionalism. Educators from the Dorset acute trusts have worked with faculty members of the School of Health and Social Care at Bournemouth University to create a course in professionalism for Foundation Programme Year 2 doctors. The course, held away from the hospital setting but facilitated by consultants as well as university staff, has six themes taught at different days: professionalism and judgement, relationship with society, accountability, teamworking and leadership, relationship with patients, and excellence and continuous improvement. The emphasis is on group discussion between the participants, and feedback to the whole group, rather than didactic lecture-based teaching, with the aim of encouraging Foundation Programme doctors to become more reflective in their practice, and to discover their own answers to their queries.

KEY WORDS: education, Foundation Programme, medical professionalism, reflective practice

Introduction

When the Foundation Programme for newly qualified doctors was first proposed, one of its stated aims was to improve what were loosely described as 'generic skills'. There are many well-described schemes for teaching acute care skills (eg ALERT), but providing learning opportunities which enable trainees to develop and enhance their 'generic skills' is both new and challenging.

Clinical tutors and Foundation Programme directors in Dorset considered this problem and decided that the term 'generic skills' was another way of describing many of the attributes of medical professionalism. Subsequently, educators from the Dorset acute trusts worked with faculty members of the School of Health and Social Care at Bournemouth University to create a course in professionalism for Foundation Programme Year 2 (FY2) doctors. In this article, this course, its content and teaching style will be described.

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The Foundation Programme and medical professionalism

The Foundation Programme introduced a two-year programme for newly qualified doctors with the intention to develop and enhance core or generic clinical skills essential for all doctors eg team-working, communication, ability to produce high standards of clinical governance and patient safety, expertise in assessing, appraising and using evidence.¹ Although such skills are fundamental to medical practice,² and are described in the Foundation Programme curriculum,³ how these skills can be taught to postgraduate doctors is unclear.

In Dorset, pilot sites for FY2 courses were established prior to the compulsory implementation of the Foundation Programme, and it soon became clear that due to the numbers of different trusts involved and the complexities of modern junior doctor working patterns, innovative ways of teaching these doctors were required, rather than the traditional lunchtime meeting. Teaching days on what at that time we called 'generic skills', sharing the teaching load between clinical educators from the local acute trusts, were therefore devised and FY2 trainees from these trusts were invited.

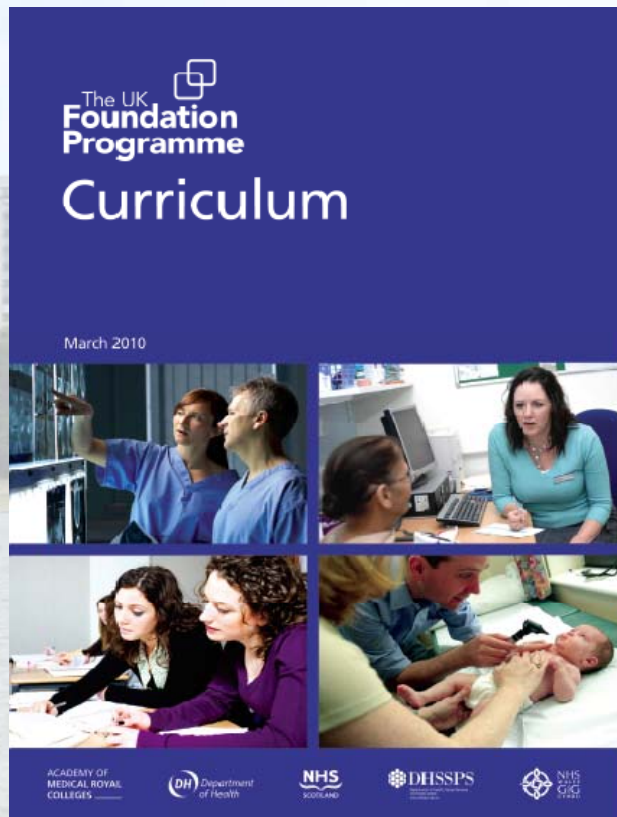
The Royal College of Physicians (RCP) has considered the topic of how medical professionalism has changed in the current iteration of the NHS, defining professionalism as a set of values, behaviours, and relationships that underpin the trust the public has in doctors.⁴ At a series of subsequent roadshows, the majority of doctors were 'unaware of the best ways to incorporate medical professionalism into the teaching of young doctors'.⁵ This definition of professionalism encompassed the aim of the 'generic skill' teaching programme (Fig 1).

The FY2 professional skills in medicine teaching programme

Doctors work with many other healthcare professionals and non-medically trained people during their careers, so interprofessional working forms part of the Foundation Programme curriculum.⁶ A group of educators from three local acute trusts and the School of Health and Social Care was therefore established, meeting regularly to discuss how the professional values of being a doctor are viewed by those inside and outside the medical profession, and to consider ways of trying to teach these. The university faculty staff come from a wide range of professional backgrounds, including nursing and social work.

The course has evolved since the inception of the Foundation Programme, but the Dorset programme remained consistent in

The UK Foundation Programme Curriculum 2010

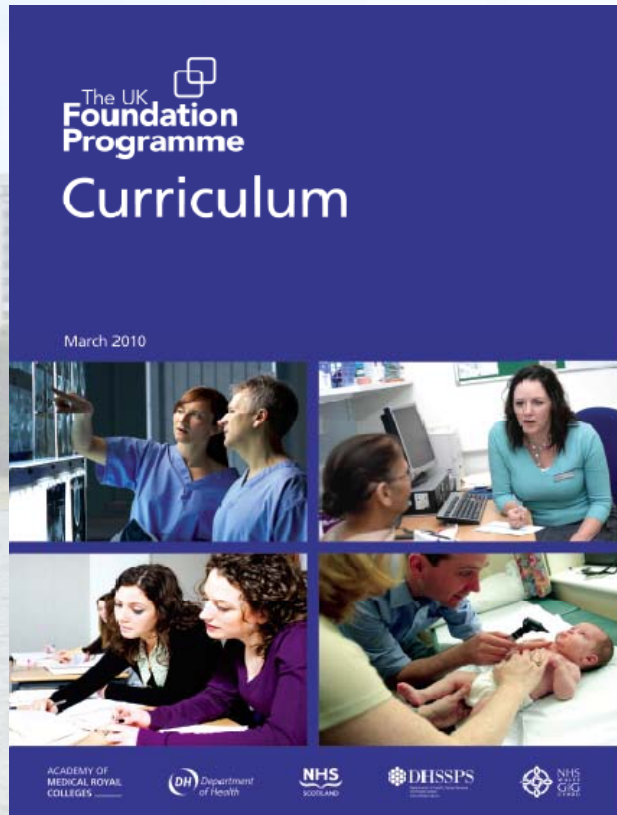


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