

This programme is supported by University Hospitals Dorset NHS Foundation Trust and Dorset County Hospital NHS Foundation Trust


## Professional Skills in Medicine for Foundation Year 2 Doctors

### Programme handbook 2021/22



# Contents

- 05 Welcome and introduction
- 06 Programme details
  - Aims
  - Structure
  - Content
  - Postgraduate Certificate (PG Cert) Professional Practice
- 08 Programme timetable
- 09 Programme organisation
- 10 Advice and information
  - What can you bring to the programme?
  - How can you make the most of the programme?
  - Key points to remember



“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.”

Sir Ian Gilmore,  
Past President of the Royal College of Physicians,  
talking about the BU programme following a  
discussion and a perusal of the programme details  
with Dr Will McConnell, DM FRCP, and past 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 sixteenth 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 is a variety of opportunities for trainees to access postgraduate accredited study within Bournemouth University. For further details please email: [evteijlingen@bournemouth.ac.uk](mailto:evteijlingen@bournemouth.ac.uk)

## Structure

The Foundation Programme (FY2) is designed to meet the Generic Skills components of the UK Foundation Programme Curriculum 2021 (downloadable from [www.foundationprogramme.nhs.uk/curriculum](http://www.foundationprogramme.nhs.uk/curriculum)). It takes place in the Faculty of Health & Social Sciences (FHSS) at Lansdowne Campus, Bournemouth University. FY2 Doctors from across three sites (Bournemouth, Poole and Dorchester) are expected to attend or be online. The programme is delivered in partnership with clinical tutors, GP educators and FHSS 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 BU's Lansdowne Campus and/or online.



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

1. Professionalism
2. Teaching and learning
3. Doctor as advocate
4. Organisation of healthcare
5. Relationships with patients/colleagues.

The programme consists of five one-day sessions which run 9am-4pm. Online sessions will be 9am-1pm. 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 Manager). If you are having major difficulties getting to the sessions, please discuss this with your clinical tutor or Foundation Programme Director for your hospital.

**Sessions are held at either BU's Lansdowne Campus or online (Covid-19 pending (see timetable and map on page 8 of this handbook)). Any changes due to Covid-19 will be emailed to you.**

## Content

The content of the Foundation Programme (FY2) reflects the guidance produced by the Department of Health in the Curriculum for the Foundation Years programme (downloadable from [www.foundationprogramme.nhs.uk/curriculum](http://www.foundationprogramme.nhs.uk/curriculum)), 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 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 five themes which are drawn from the Department of Health Curriculum for the Foundation Years Programme (2016):

### Day 1: Professionalism

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

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: Doctor as advocate

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 4: Organisation of healthcare

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 organisations, and how they fit into the wider NHS
2. Role of local authorities and voluntary sector
3. Professional bodies, agencies and organisations in revalidation and patient safety
4. Consideration of the impact of policy and legislation on delivery of healthcare
5. Health inequalities and equality issues
6. Leadership
7. Discussion of FY3.

### Day 5: Relationships with patients/colleagues

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
6. Resilience.

## Programme timetable

Face-to-face sessions: 9.00-16.00

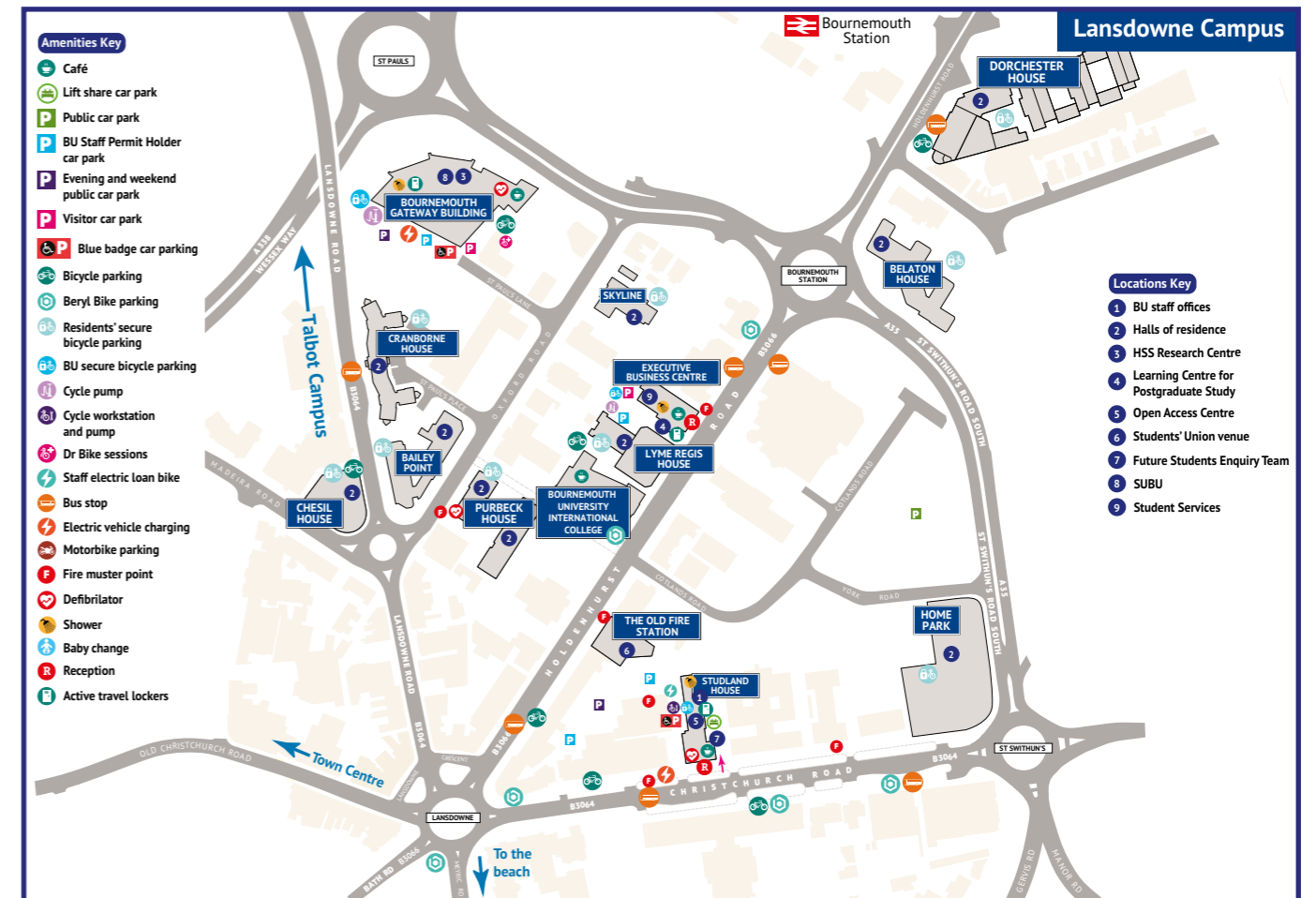
Online Sessions: 9.00-13.00\*

| Theme                                     | Groups  | Date     | Room number |
|---|---------|----------|-------------|
| 1. Professionalism                        | Group 1 | 16/09/21 | BG113       |
|   | Group 2 | 05/10/21 | BG402       |
|   | Group 3 | 21/10/21 | BG306       |
| 2. Teaching & learning                    | Group 1 | 08/11/21 | BG302       |
|   | Group 2 | 23/11/21 | BG402       |
|   | Group 3 | 06/12/21 | BG217       |
| 3. Doctor as advocate                     | Group 1 | 18/01/22 | BG217       |
|   | Group 2 | 03/02/22 | EB704/705   |
|   | Group 3 | 15/02/22 | BG402       |
| 4. Organisation of healthcare             | Group 1 | 08/03/22 | BG108       |
|   | Group 2 | 22/03/22 | BG315       |
|   | Group 3 | 26/04/22 | BG317       |
| 5. Relationships with patients/colleagues | Group 1 | 09/05/22 | BG302       |
|   | Group 2 | 24/05/22 | BG307       |
|   | Group 3 | 06/06/22 | BG306       |

\* Please report to reception upon arrival. Sessions will switch to online if Covid-19 restricted.

### Key:

BG: Bournemouth Gateway Building  
EB: Executive Business Centre



### Programme organisation

1. Sessions will take place in **Bournemouth Gateway Building (BH8 8GP) on the Lansdowne Campus or online**. 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
2. If you are unable to attend a session **you must contact** the Programme Manager 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](mailto:adixon@bournemouth.ac.uk)
3. Whilst coffee is provided, you are expected to bring your own lunch. There's the Alumni Cafe in BGB as well as numerous sandwich bars within walking distance
4. 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
5. 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
6. At the end of the course you will be provided with a certificate for inclusion within your portfolio.
7. Final thoughts: We appreciate your feedback and actively use this to improve the programme year on year. Please ensure you complete the short e-survey after each session. A link will be emailed to you.

# 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, a case study 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).

## 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 maximise 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 five 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 five sessions, which take place across the year. Past participants' experiences show 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, i.e. **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 8.
- 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.