

LEICESTER MEDICAL SCHOOL

Portfolio
for the Assessment of
Professional Competence

2011/12

MB ChB

Personal Details

Student's Name/ ID Number: _____

Age at entry into pre-registration training: _____

Gender:
PLEASE TICK ✓

MALE

FEMALE

Professional group: _____
e.g. medicine

Entry intake date: _____

Mentor/Personal Tutor Name: _____

If this material is found please return to:

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Glossary of Terms

HEI's	Higher Education Institutions
IP	Interprofessional
IPE	Interprofessional Education
IPL	Interprofessional Learning
IPW	Interprofessional working
CAIPE	UK Centre for the Advancement of Interprofessional Education www.caipe.org.uk
GMC	General Medical Council www.gmc-uk.org
HPC	Health Professions Council www.hpc-uk.org

What is this portfolio for?

This Portfolio has two purposes:

- i) **For Learning:** This Portfolio will act as a tool for recording your learning of professional and interprofessional practice.
- ii) **For Assessment:** This Portfolio is designed to contain your reflective writing on significant learning events which demonstrate your developing competence (knowledge, skills, attitudes and behaviours) towards your future professional practice. This writing will form a major part of your assessment on professionalism.

A portfolio has been defined as:

“A purposeful collection of student work that exhibits the student’s efforts, progress and achievements in one or more areas.” (Paulson, Paulson, Meyer; 1991¹)

Professionalism and interprofessional working are two themes which run through your curriculum. There is general agreement that medical students are not ready to commence a professional career unless they have understandings related to values, beliefs, attitudes and behaviours, concerning;

- a) **professionalism** relating to personal attributes and qualities and
- b) **interprofessionalism**, understandings of team working and collaborative practice.

Teaching and learning related to professionalism and interprofessionalism are the foundations for your personal development towards becoming a competent doctor. These qualities are strongly related to you becoming a **safe practitioner**. Until the last decade it was assumed that these competencies were acquired when shadowing doctors and other practitioners during clinical rotations. However, evidence suggests that medical schools should provide explicit learning experiences and assessments on professional competencies, as attitudes acquired as an undergraduate, can persist in the longer term.

Does this learning count towards my qualification?

Yes. You must complete the required reflections throughout your training and be ready to hand in your work when requested. Your Portfolio must be completed to a satisfactory level by the end of your training. Keep this document in a safe place and take it to all relevant teaching sessions so that tutors can sign to confirm attendance. This is because you will need evidence, often tutors signatures, that you attended the events and participated. In addition we advise you to keep all your reflective writing, electronically. We confirm that this Portfolio will be assessed during your training and **you must pass this element** of medical training before being progressed as successful following the final professional examination.

¹ Paulson, F. L., Paulson, P. R., & Meyer, C. (1991). What makes a portfolio a portfolio? *Educational Leadership*, 48(5), 60-63.

What is Reflective Learning?

Reflection is a metacognitive process which brings a greater understanding of yourself in everyday situations in order to inform future actions (Sandars, 2010). For doctors developing your skills in reflection is extremely important as medical professionals deal with the most profound issues of life, death and illness.

In its simplest form we will expect you to look back at significant learning situations and consider what you have learnt from the experience. The learning events maybe organised e.g. classroom sessions or workshops or they may take place in clinical units. Clinical learning is often opportunistic when you find yourself involved in an aspect of care which relates to professionalism. For example, you may find yourself observing a patient-centred team meeting, or helping in emergency situations. In looking back you will be expected to analyse what happened to make sense of your experiences. These insights should help you develop new meanings and understandings so that in future situations you will use these understandings to behave differently. Reflection is not just an 'add-on-extra' to academic learning, but it is an essential component of good quality learning and the representation of that learning (Moon, 1999²). In order to become a reflective practitioner Schön states doctors should be able to, "*Think what you are doing while you are doing it*"³

Guidance on Reflective Writing

Stage One – What? (Description)

The first step is to describe what you know. Ask yourself the following questions about the learning context:

- What is going on? When did it occur? Who was involved?
- What is my perspective on this learning?
- What did I do? What did others do?
- What, if anything, is unusual about what has been observed?

Stage Two – Why? (Analysis and Interpretation)

Now analyse the learning:

- Why do I think things happened in this way?
- Why did I choose to act the way I did? What can I summarise about why the other person(s) acted as she/he/they did? What was going on for each of us?
- What was I thinking and feeling? How might this have affected my choice of behaviour?
- How might the context have influenced the experience? Was there something about the activities or something about the timing or location of events?
- Are there other potential contributing factors? Something about what was said or done by others that triggered my response? Are there past experiences that may have contributed to the response?

² Moon, J. (1999) Reflection in Learning and Professional Development, Kogan Page, London.

³ Schön DA, (1987) Educating the Reflective Practitioner, Jossey-Bass Publishers, San Francisco.

Stage Three – So What? (Meaning and Application)

Being able to describe something and figure out why it happened is not enough; a reflective practitioner needs to see the overall meaning of events. Consider the following questions:

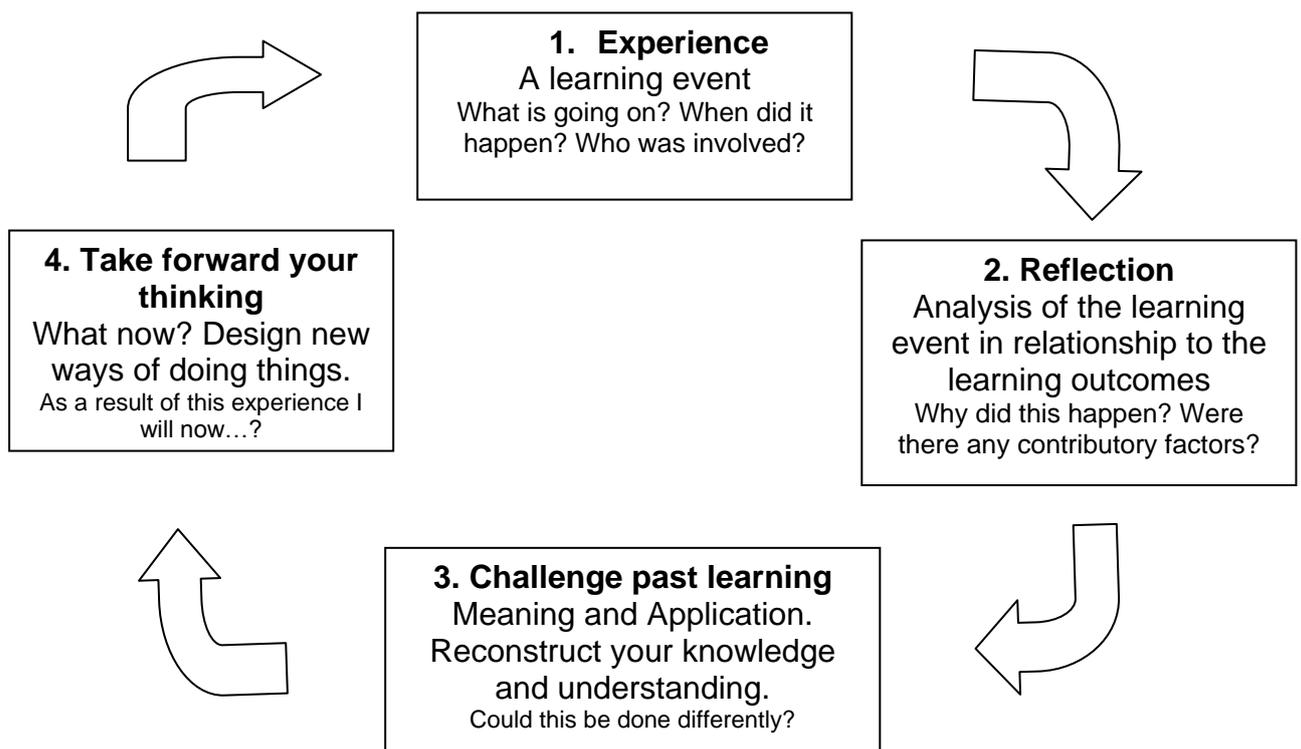
- Why did this seem like a significant event to reflect on?
- What have I learned from this? How could I improve?
- How might this change my future thinking, behaving, interactions?
- What questions remain?

Stage Four – Now What? (Implications for Action)

It is in this stage that reflection moves into action planning. What are the implications of what you have discovered from the preceding steps? Consider the following questions:

- What will I do differently?

Cycle of Reflective Learning



Please go to blackboard to see some examples of poor and excellent reflections.

What is Competence?

In this Portfolio you are expected to reflect on your developing competence towards professional and interprofessional practice. So what do we mean by competence?

A competent professional has an ability to handle a complex situation by combining:

- Knowledge or cognitive domain ~ *the learning of specific facts*
- Skills or psychomotor domain ~ *the practice of knowledge*
- Attitudes or affective domain ~ *the development of feelings or emotions or appropriate values demonstrated through professional behaviour* (Miller GE, 1990⁴).

Competency is perceived as a dynamic concept. It is not merely the understanding of new knowledge, or the acquisition of a clinical skill, but an ability to use these components together and ensure a component professional performance (Verma, Paterson and Medves⁵). This implies that it is more than a set of specific knowledge, skills and attitudes; it is a coordination of a persons cognitive and affective abilities.

Throughout your learning journey in the medical school you are taught on the knowledge components of your curriculum. These relate to the doctor as a;

- i) ***scholar and scientist*** e.g. anatomy
- ii) ***practitioner*** e.g. how to take a history
- iii) ***professional*** e.g. ethical principles and team working theory.

Once you have the knowledge you then begin to practice the skill of doing e.g. the skill of effective communication, or taking a blood pressure. In addition you will be asked to complete these skills using a set of positive attitudes and values. As you begin to work in clinical environments you will consider how to apply science, conduct clinical skills and act professionally ensuring to relate your work to other relevant colleagues. These separate components will be combined in your clinical learning environments when working alongside practitioners and engaging with patients in the community or in hospital. In this way the separate aspects of your competence come together. This Portfolio is concerned with how you apply your knowledge, skills and attitudes to be professional and interprofessional. We have separated out the individual aspects of the components of being professional and interprofessional and expect you to start to combine these components together as you progress towards qualification. However, this journey will span your career. Today's doctors must work professionally in the following contexts:

- **With patients**
- **Within clinical healthcare teams**
- **Across care pathways**
- **Within healthcare organisations**

⁴ Miller GE. (1990). The assessment of clinical skills/competence/performance. *Academic Medicine*, 65 (9): S63-S67

⁵ Verma, S, Paterson, M & Medves, J (2006). Core competencies for health care professionals: What medicine, nursing, occupational therapy, and physiotherapy share. *Journal of Allied Health*, 35, 109 - 115.

A) Professionalism in Medicine

Although there are different interpretations of what ‘being a professional doctor’ means there is strong agreement that it relates to the quality of the doctor which is a combination of relevant; knowledge, skills, and attitudes or values based on sound judgements and integrity. In today’s modern practice arena’s doctors are required to work in partnership with the patient and their family/carers to negotiate and then agree, how to manage their care.

We expect that during your training the following aspects of being professional e.g. knowledge; skills and attitudes/values and related behaviours will be acquired to practice safely and competently during Foundation Training and beyond:

Professionalism
Teaching to ensure a set of values, behaviours and relationships that ensure public trust in doctors
<p>Knowledge</p> <ul style="list-style-type: none"> • Theoretical understanding of what constitutes a profession including regulation • Morality and spirituality • Ethical practice • Social responsibility and advocacy • Humanities • Law and accountability • Confidentiality and consent • Dealing with unprofessional behaviour
<p>Skills</p> <ul style="list-style-type: none"> • Integrity • Altruism • Communication • Compassion and empathy • Respect of cultural and ethnic diversity • Interactions with patients to demonstrate, confidentiality, consent, capacity • Leadership • Coping with stress and uncertainty • Self awareness and insight • Continuous improvement and commitment to lifelong learning
<p>Values/attitudes</p> <p>Appreciation of the values and attitudes required for positive professional practice</p> <p>Recognise need for on-going personal development</p>
<p>Behaviours</p> <p>Put into practice above learning when working with patients and other colleagues</p> <p>Appropriate personal and interpersonal behaviours</p> <p>Non-judgmental practice</p> <p>Personal conduct and behaviour throughout medical school training including attendance</p>

What should you record?

Learning events should meet the following criteria:

- Align to the GMC recommendations of professional practice and show a motivation to strive to achieve these
- Demonstrate a commitment to wanting to seek to improve and to be able to critically appraise performance
- Learning moments are related to experiences or situations either undertaken in the medical school and or other training setting or in clinical practice.

Phase I

You may choose to write on a reflection relating to your personal development relating to any of the following learning:

- Graduates: Aspects of professional practice from the block Patient Centred Clinical Practice (PCCP)
- Reflection following a lecture on professionalism
- Experiences during the clinical skills consultation skills foundation course
- Semester 4 related to Health and Disease in Society (HaDSoc)
- Reflections on the GMC documents relating to professionalism in medicine
- Reflections on any articles you read on professionalism in medicine.

Phase II

You must choose two situations for reflection from your clinical blocks. We suggest one from your junior rotation and one from your senior rotation.

These must include:

- a) Reflections on something **you have done** which shows positive professional practice, or, something you have done where you could improve on your professional practice.
- b) Reflections of your observations **of a doctor** who has behaved professionally.

Aims of your Professional Learning

Your learning at medical school relating to your future professional practice, aims to ensure that on graduation you will behave according to ethical and legal principles of your regulatory body the General Medical Council.

Phase I: You will be expected to:

- Explore what is meant by professionalism as outlined by the General Medical Council and apply relevant theory and policy
- Understand and apply professional behaviour e.g. being polite, considerate, trustworthy and honest
- Prepare for patient-centred clinical care which shows respect for the individual and their circumstances
- Appraise the importance of maintaining confidentiality
- Show respect for those you learn with, and from, during your training including academics, practitioners and students from other professions.

Phase II: You will be expected, under supervision, to:

- Appreciate and apply good standards of clinical care ensuring evidence based practice
- Practice personal professional behaviours to ensure patient-centred clinical care
- Analyse the pivotal position of medicine to enable good working relationships with colleagues and in teaching others
- Analyse what it means to consider moral and ethical issues in clinical care
- Reflect on your developing professional competence while in practice.

B) Interprofessionalism

Today's doctors do not practice single handedly and quality of patient care is mainly a collective endeavour, crossing many professional boundaries, statutory and non-statutory organisations. Working in teams poses new challenges for collective decision making and requires leaders who will take on accountability. These leaders are not necessarily doctors. Being interprofessional will require you to know your weaknesses within a team setting and ensure they are matched by others strengths.

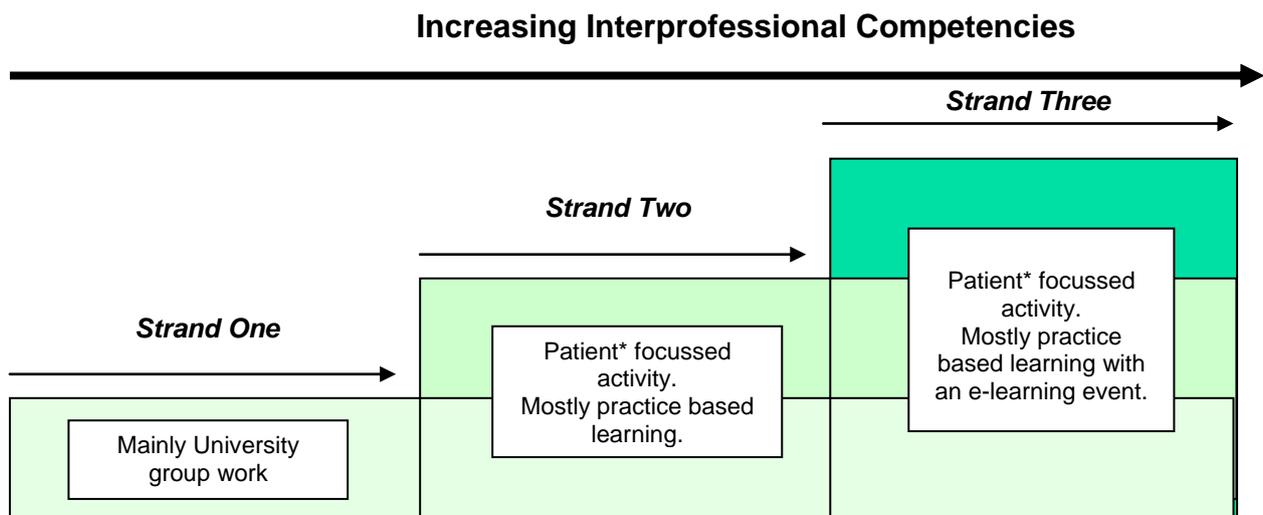
Interprofessionalism	
Teaching that prepares doctors to be practice-ready to work within a team and collaboratively to improve health outcomes.	
Knowledge	<ul style="list-style-type: none">• Theoretical understanding of team working dynamics• Psychological and sociological principles of team working• Understanding of the roles and responsibilities of other professions, voluntary sector and private sector• Team based communication• Leadership/management• Ethical principles, stereotyping• Constituents of safe team-based practice
Skills	<ul style="list-style-type: none">• Negotiation• Interprofessional communication• Leadership• Partnership working• Exchange of skills and teaching• Patient-centred care• Emotional intelligence (in a team context)• Recognise limits (in a team context)
Values/attitudes	Appreciation of the values and attitudes required for positive inter-professional practice Recognise need for on-going personal development
Behaviours	Put into practice above learning when working with patients and other colleagues Recognise the scope of other disciplines practice Treat other colleagues with respect and dignity etc

What interprofessional events can I record?

Learning events must meet these criteria:

- There must be at least two different professions present at the learning moment (these maybe students or qualified practitioners)
- The learning event must be interactive. There must be an opportunity to learn about each other's roles and responsibilities and to learn through the exchange of knowledge and ideas.

Learning Strand One	Early classroom based learning relating to the theory of team working
Learning Strand Two	Health in the Community - team working and collaborative practice
Learning Strand Three	Patient Safety Workshops and simulation events, Listening Workshops with service users, learning in teams about elderly care, those with mental illness, children, cancer, diabetic etc and e-learning possibilities.



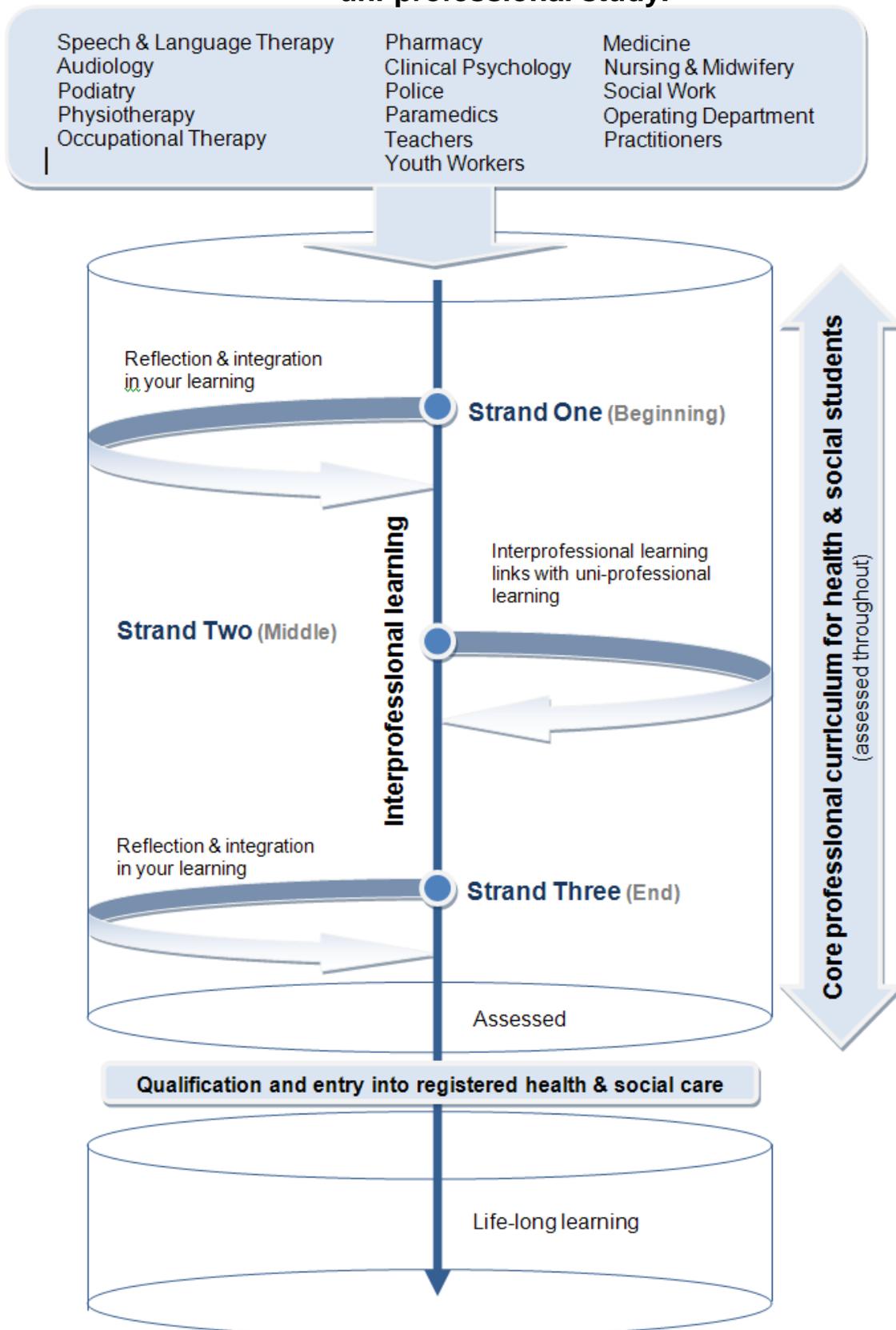
*Patient/service user/client

Interprofessional Education

In 1988 the World Health Organisation endorsed interprofessional learning, “*Learn together to work together*”. Effective team working benefits patients/service users/clients and has been found to improve professional working lives (Borrill et al; 2000⁶; WHO 2010). These learning events will help you think and learn in different ways throughout your training.

⁶ Borrill C, West M, Shapiro D, Rees A. (2000) Team working and effectiveness in health care. *British Journal of Health Care Management*. 6(8): 364-371.
World Health Education. (2010). Framework for action on interprofessional education & collaborative practice, Geneva: WHO.

Interprofessional Education is not separate but an integral part of your uni-professional study.



Aims of your Interprofessional Education (IPE)

STRAND ONE

Aims

- To explore what is meant by team working in health and social care
- To begin to apply a theoretical understanding to team work
- To become familiar with your chosen profession and others
- To consider the outcomes of team working for promoting person-centred collaborative care.

STRAND TWO

Aims

- To apply the theoretical basis of team working
- To gain a richer appreciation of roles and responsibilities of practitioners
- To analyse effective collaborative team practice
- To consider your future contribution to person-centred team working.

STRAND THREE

Aims

- To provide context(s) for applying and developing working competence to practice
- Analyse and reflect on challenging real situations to consider solutions to improve team based care
- To develop an understanding of how individual professional competencies complement those of other professions
- To develop an understanding of team working in modern health and social care and education.

Guidance on How to Complete a Satisfactory Portfolio

In order to pass you must submit a completed portfolio containing:

- The required minimum number of reflections showing aspects of professionalism
- A signed record of attendance for organised IPE to show that you have attended a minimum of three events e.g. strand one, two and three.
- Completed writing which shows reflection on competence e.g. developing knowledge, skills, attitudes and behaviour
- Professional writing within the word limit
- A completed final reflection prior to finals

The marking criteria will be placed on blackboard

What Support Can I Expect?

Your personal tutor would be able to help with any problems and there will be IPE tutors at all organised interprofessional learning events.

Reading List

General Medical Council. (2006) *Good Medical Practice: GMC*, London.

General Medical Council. (2007). *Medical students: professional behaviour and fitness to practise*. Guidance from the General Medical Council and the Medical Schools Council, London, GMC.

Gibbs, G.(1988). *Creating a Teaching Portfolio*. Technical and Educational Services Ltd, Bristol.

Hammick, M., Freeth, D., Copperman, J. & Goodson, D. (2009). *Being Interprofessional*. Polity Press, Cambridge.

Hilton, S. & Southgate, L. (2007). Professionalism in Medical Education. *Teaching and Teacher Education*, 23, 265–279.

Hutchings. S., Hall, J., & Lovelady, B. (2003). *Teamwork. A guide to successful Collaboration in Health and social Care*. Speechmark, Publishing LTD, Oxon.

Levenson, R., Dewar, S. & Shepherd, S. (2008). *Understanding Doctors- Harnessing Professionalism*. London: Kings Fund : Royal College of Physicians.

Levenson, R., Atkinson, S. & Shepherd, S. (2010). *The Twenty First Century Doctor. Understanding the Doctors of Tomorrow*. Kings Fund: Royal College of Physicians: Kings Fund, London.

McNair, R. (2005). The case for educating medical students in professionalism as the core content of interprofessional education. *Medical Education*, 39, 456-464.

Miller, C., Freeman, M., Ross, N. (2001). *Interprofessional Practice in Health and Social Care. Challenging the shared learning agenda*. Arnold. London.

Moon, J. (1999). *Reflection in Learning and Professional Development*, Kogan Page, London.

Royal College of Physicians. (2005). *Doctors in society: medical professionalism in a changing world*. Report of a Working Party of the Royal College of Physicians: London, RCP.

Schön, DA. (1987) *Educating the Reflective Practitioner*, Jossey-Bass Publishers, San Francisco.

Thistlethwaite, J & Spencer, J (2008). *Professionalism in Medicine*. Radcliffe-Publishing Ltd. Oxen.

REFLECTIONS

Section A) Professionalism

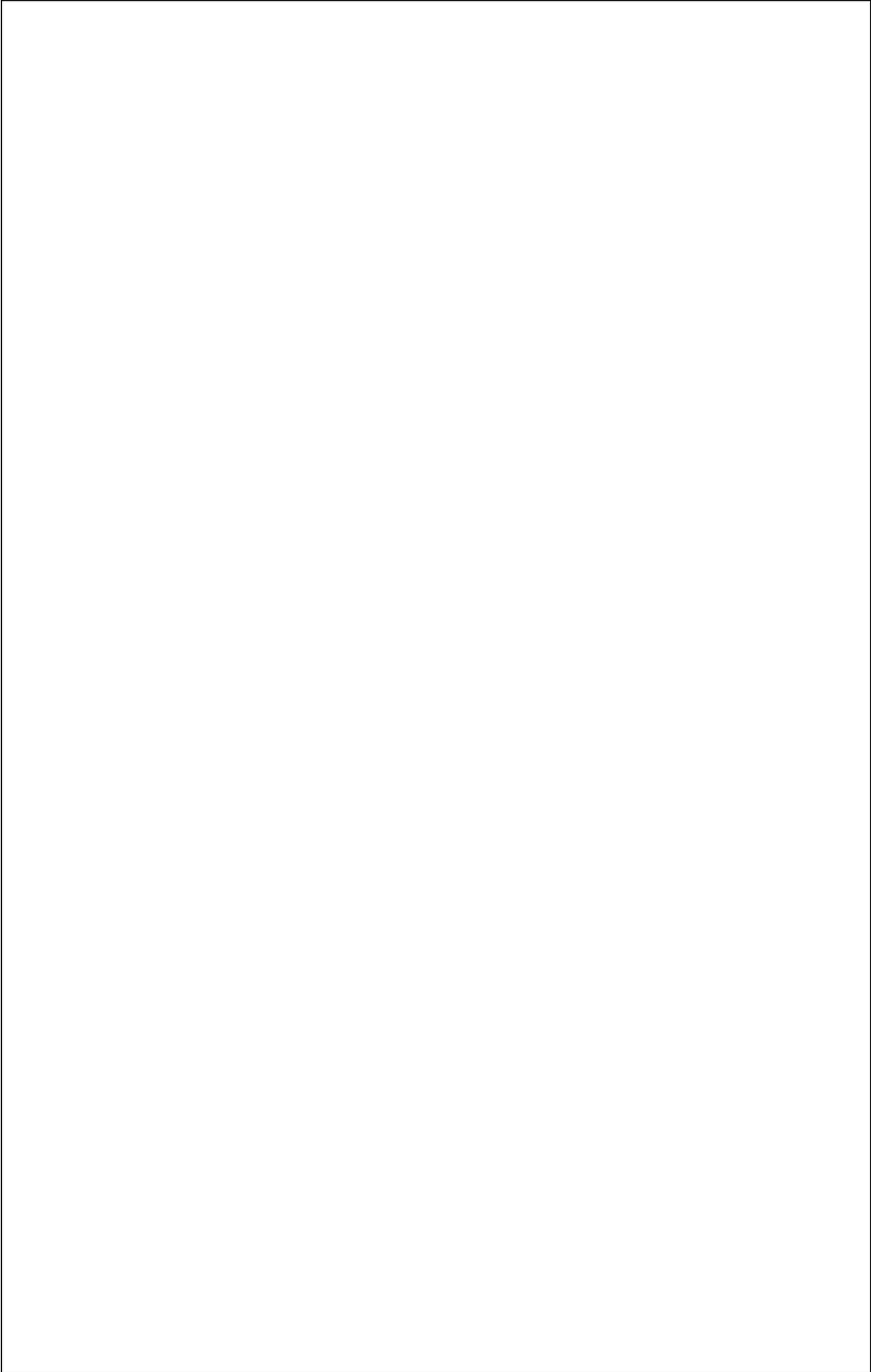
Section B) Interprofessionalism

SECTION A

Phase I

Professional Learning: Personal Development

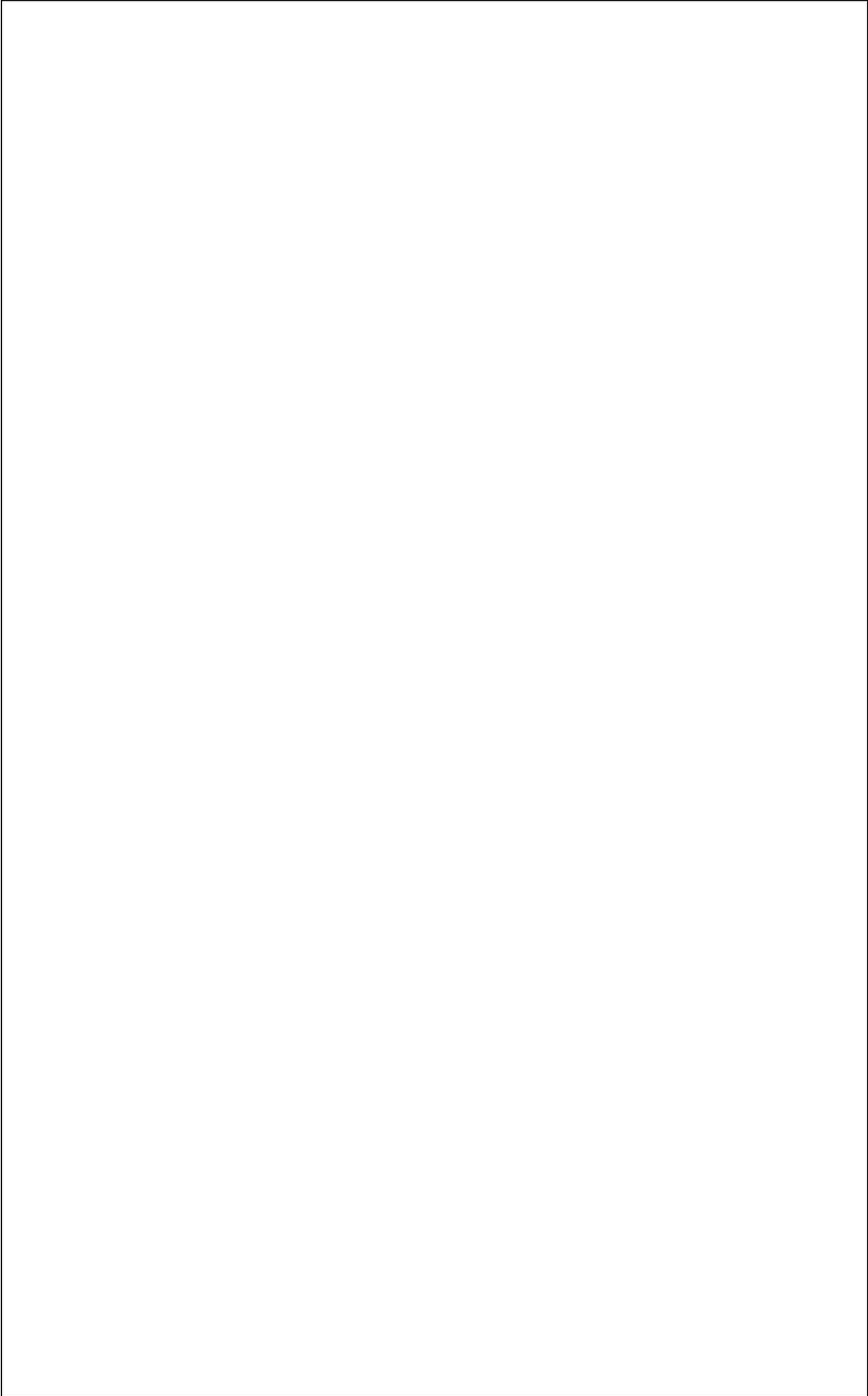
Reflections (1,000 words)
What? And so what?
When and with whom? <i>(Enter the date)</i>
Where? <i>(State the locality/NHS site)</i>
REFLECTION



Phase II

Professional Learning: Reflections on something you have done which shows learning towards developing good professional practice

Reflections (1,000 words)
What? And so what?
When and with whom? <i>(Enter the date)</i>
Where? <i>(State the locality/NHS site)</i>
REFLECTION



Phase II

Professional Learning: Observation of a doctor's Professional Practice

Reflections (1,000 words)
What? And so what?
When and with whom? <i>(Enter the date)</i>
Where? <i>(State the locality/NHS site)</i>
REFLECTION

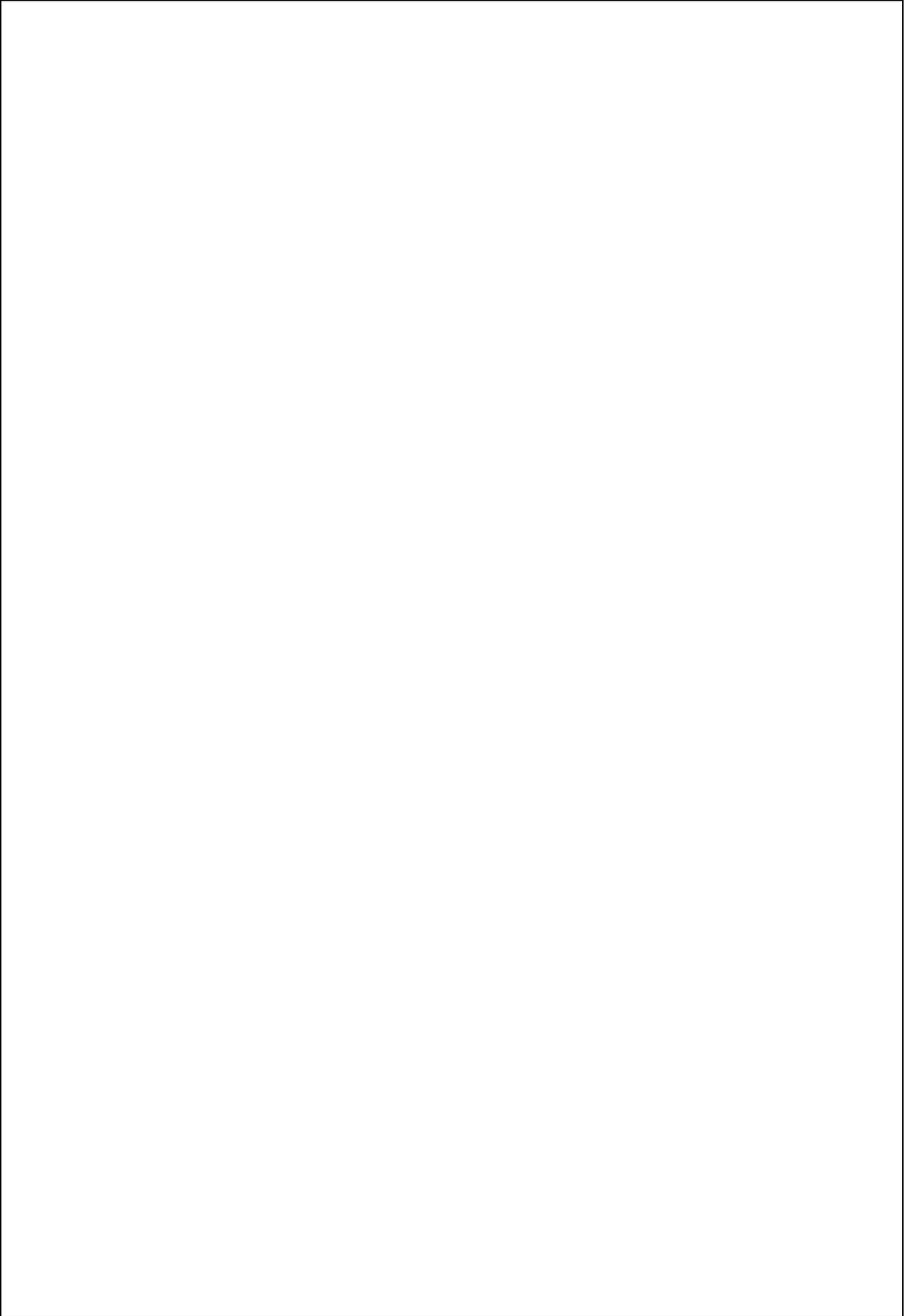
Section B

Interprofessional Working

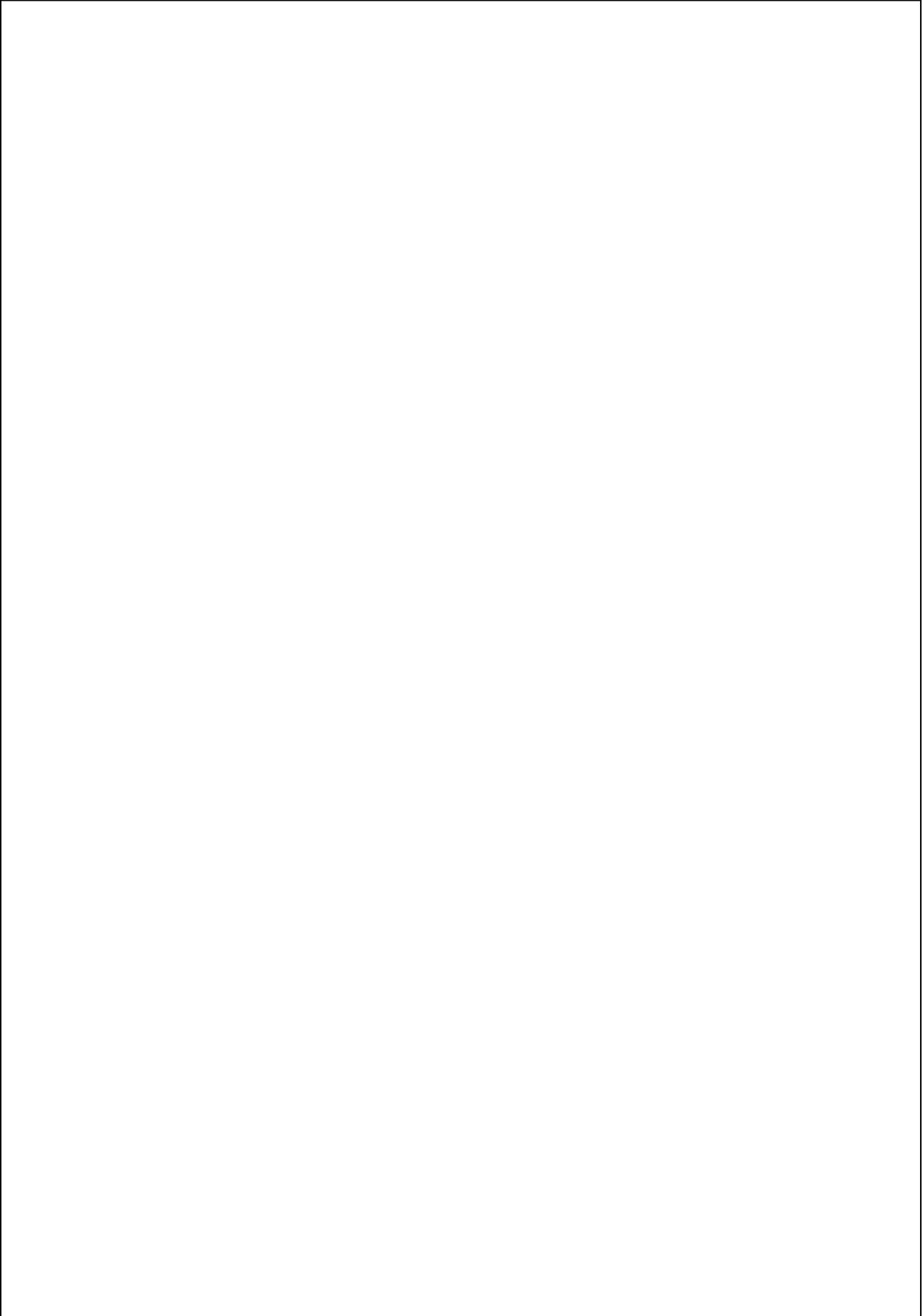
Reflections from induction week

When and with whom? <i>(Enter the date and which profession students were working towards)</i>	Medical School 27th September 2011
Where? <i>(State the locality/NHS site)</i>	Class-room learning in medical school
Reflections: on interprofessional working (500 words) Consider the discussions in your group. What was important for you and why?	

How did this learning advance your developing interprofessional competence? (So what?) *An analytical personal reflection of approximately 1,000 words*



How did this learning advance your developing interprofessional competence? (So what?) *An analytical personal reflection of approximately 1,000 words*



How did this learning advance your developing interprofessional competence? (So what?) *An analytical personal reflection of approximately 1,000 words*

EVIDENCE section

Date	What Learning experience does it relate to	Description of what evidence	What knowledge skills and attitudes does it demonstrate

Please insert your evidence after this page in date order and or store in a safe place

SECTION FIVE

Final Reflections

Professionalism

Final – reflections for your future practice	As a result of your journey what knowledge skills and attitudes have you developed towards becoming an <i>Professional Doctor</i> and how will you use and develop this learning in your future practice

Interprofessionalism

Final – reflections for your future practice	As a result of your journey what knowledge skills and attitudes have you developed towards becoming an interprofessional team member and able to engage with collaborative working. How will you use and develop this learning in your future practice

OUTCOMES OF MARKING IN Phase I

Pleaser record here the reflections of any marked work from academics and or from peer or self assessment outcomes completed in Phase I

FINAL: Tutors Marking Sheet

Tutor comments and reflections:

Mark:

Tutor signature:

Student comments:

Student signature:

Record of Attendance

STRAND ONE

What	Date	Student Signature	Authorising Signature
Launch Video Course explanation	27/9/11		
Session 1 Introduction to IPE			
Session 2 Introduction to IPE			
Session 3 Graduates only			
Other			
Tutor/Facilitator Comment Box			

Strand Two

What	Date	Student Signature	Authorising Signature

Tutor/Facilitator Comment Box

Strand Three

What	Date	Student Signature	Authorising Signature

Tutor/Facilitator Comment Box