



Key:

Common competency framework competences Medical leadership framework competences Health inequality framework competences

Core Module 19: Developing Professionalism

Learning outcomes:

- To understand the skills and qualities required to become a consultant
- To develop the communication, team working and team leadership skills required
- To experience challenging situations where negotiating, influencing and diplomacy are required
- To gain a thorough knowledge of administration processes with a vested interest in contributing towards the development of the service

Knowledge criteria	GMP	Clinical competency	GMP	Professional skills and attitudes	GMP	Training support	Evidence/assessment
BECOMING A CONSULTANT							
<p>Roles and responsibilities of team members involved in delivering care</p> <p style="color: #00b0f0;">Define the concept of modern medical professionalism</p> <p style="color: #00b0f0;">Know the relevance of the relevant professional bodies; e.g. Royal Colleges, GMC, PMETB</p> <p style="color: #00b0f0;">How a team works effectively and ways of improving team working dynamics and function objective setting and planning motivation and organization respect</p> <p style="color: #00b0f0;">Be aware of team structures and the structures, roles and responsibilities of the multidisciplinary teams within the broader health context relevant to obstetrics and gynaecology</p> <p>Understand the contribution that mentoring and supervision make to professional and personal development</p> <p>Theories of motivation and demotivation</p>	1,3	<p>Be able to communicate both verbally and in writing with patients and relatives</p> <p>Show awareness of and sensitivity to the way in which cultural and religious beliefs affect approaches and decisions, and to respond respectfully</p> <p>Be able to break bad news</p> <p>Use interpreters appropriately</p> <p>Be able to communicate both verbally and in writing with colleagues</p> <p>Be able to work effectively within a specialty team</p> <p style="color: #00b0f0;">Respect the opinions of others and enable individuals, groups and agencies to implement plans and decisions</p> <p style="color: #00b0f0;">Maintain and routinely practice critical self-awareness, including the ability to discuss strengths and weaknesses with supervisor, recognising external influences and changing behaviour accordingly</p> <p style="color: #00b0f0;">Facilitate, chair and contribute to meetings</p> <p style="color: #00b0f0;">Deal with problems and difficult colleagues by re-building rapport and articulating own views</p>	1,3	<p>Demonstrate the ability to communicate effectively with:</p> <ul style="list-style-type: none"> ▪ colleagues ▪ patients and relatives <p style="color: #00b0f0;">Demonstrates the ability to break bad news appropriately and support distress of patients, the families of patients and colleagues</p> <p>Ability to work in a clinical team</p> <p style="color: #00b0f0;">Ability to manage time, prioritise and delegate safely as necessary</p> <p style="color: #00b0f0;">Recognise personal health as an important issue</p> <p style="color: #00b0f0;">Recognise good advice and continuously promote value-based non-prejudicial practice</p> <p style="color: #00b0f0;">Use authority appropriately and assertively; particularly with reference to the resolution of conflict and disagreement</p> <p style="color: #00b0f0;">Recognise the importance of active participation in multi-disciplinary meetings</p>	3,4	<p>RCOG. The Future Role of the Consultant. RCOG website.</p> <p>Lord Darzi's Next Stage Review. High Quality Care for All. Department of Health website</p> <p>GMC Good Medical Practice</p> <p>Observation of and discussion with senior medical staff</p> <p>Experiential learning in the workplace</p> <p>Leadership course</p> <p>Career guidance</p> <p>StratOG.net: The Obstetrician and Gynaecologist as a Teacher and Researcher</p>	<p>MSF (TO1 and TO2)</p> <p>Mini CEX</p> <p>CbD</p> <p>Logbook</p> <p>Reflective learning</p> <p>Log of experiences</p> <p>MRCOG Part Two</p>



Key:

Common competency framework competences Medical leadership framework competences Health inequality framework competences

Knowledge criteria	GMP	Clinical competency	GMP	Professional skills and attitudes	GMP	Training support	Evidence/assessment
<p>Leadership skills</p> <p>Factors that influence and inhibit team development including different leadership and working styles</p> <p>Conflict resolution methods</p> <p>Know how to obtain and deal with feedback professionally</p> <p>Be aware of tools and techniques for managing stress</p> <p>Be aware of the limitations of self-professional competence</p> <p>Understand the section in Good Medical Practice on Working with Colleagues, in particular:</p> <ul style="list-style-type: none"> ▪ The roles played by all members of a multidisciplinary team ▪ The features of good team dynamics ▪ The principles of effective inter-professional collaboration to optimise patient or population care <p>Understand the principles of confidentiality that provide boundaries to communicate</p> <p>Know techniques to manage anger and aggression in self and colleagues</p> <p>Know responsibility of the doctor in the management of physical and/or mental ill health in self and colleagues</p>		<p>Encourage staff to develop and exercise their own leadership skills</p> <p>Communicates accurately, clearly, promptly and comprehensively with relevant colleagues by means appropriate to the urgency of a situation (e.g. telephone, email, letter etc), especially where responsibility for a patient's care is transferred e.g. at handover</p> <p>Utilises the expertise of the whole multidisciplinary team as appropriate, ensuring when delegating responsibility that appropriate supervision is maintained</p> <p>Participates in, and co-ordinates, an effective hospital at night or hospital out of hours team where relevant; or participates in General Practice out of hours effectively</p> <p>Communicates effectively with administrative bodies and support organisations</p> <p>Employs behavioural management skills with colleagues to prevent and resolve conflict, and enhance collaboration</p> <p>Demonstrate leadership and management in the following areas:</p> <ul style="list-style-type: none"> ▪ education and training of junior colleagues and other members of the healthcare team ▪ deteriorating performance of colleagues e.g. stress, fatigue ▪ high quality care ▪ effective handover of care between shifts and teams <p>Encourage an open environment to foster and explore concerns and issues about the functioning and safety of team- working</p>		<p>Shows awareness of the importance of, and takes part in, multidisciplinary teamwork, including adopting a leadership role when appropriate but also recognising where others are better equipped to lead</p> <p>Fosters a supportive and respectful environment where there is open and transparent communication between all team members</p> <p>Ensures appropriate confidentiality is maintained during communication with any member of the team</p> <p>Recognises the need for a healthy work/life balance for the whole team. only takes any leave after giving appropriate notice to ensure that cover is in place</p> <p>Accepts additional duties in situations of unavoidable and unpredictable absence of colleagues ensuring that the best interests of the patient are paramount</p>		<p>StratOG.net: The Obstetrician and Gynaecologist as a Professional e-tutorials</p> <p>e-Learning for Healthcare (e-LfH) Medical Leadership e-tutorials. e-LfH website.</p> <p>GMC guidance. Working in Teams. GMC website.</p> <p>GMC document: Management for doctors. GMC website,</p>	



Key:

Common competency framework competences Medical leadership framework competences Health inequality framework competences

Knowledge criteria	GMP	Clinical competency	GMP	Professional skills and attitudes	GMP	Training support	Evidence/assessment
NEGOTIATING AND INFLUENCING SKILLS							
Principles of effective negotiation Characteristics and phase of negotiation Tips and tactics for influencing others and arriving at win-win situation Techniques in assertion and persuasion Understanding yourself, how conflict arises and the principles for resolution <i>Self-awareness. Know how individual behaviours impact others; personality types, group dynamics, learning styles, leadership styles</i> Becoming a consultant	1,3	Identify and improve skills to prepare effectively for negotiations and discussions that require ability to influence colleagues Understand different styles and make the most of difficulties Choose the right job Application interview process Professional role of a consultant <i>Takes on different and complimentary roles within different communities within work</i> <i>Support the bringing together of different professionals, disciplines and other agencies, to provide high quality healthcare</i>	1,3	Has the ability to be able to assess competence of StRs in formal negotiations and informal situations that require assertive responses <i>Had skills to ensure effective interaction with professionals in other disciplines and agencies</i> Has developed the skills to access and give appropriate career guidance Understands job planning and negotiating a contract <i>Respects the skills and contributions of colleagues</i>	3,4	Management course StratOG.net: The Obstetrician and Gynaecologist as a Teacher and Researcher and The Obstetrician and Gynaecologist as a Professional e-tutorials	MSF (TO1 and TO2) CbD Roleplay Reflective learning Log of experiences
MANAGING SELF AND OTHERS							
Continuing professional development Doctor-patient relationship Personal health <i>Understand the role and responsibility of occupation health and other support networks</i> Understand relevance of: <ul style="list-style-type: none"> ▪ RCOG ▪ GMC, Defence Unions, BMA ▪ specialist societies ▪ STC & postgraduate dean ▪ Defence unions ▪ Ethical principles ▪ respect for autonomy ▪ beneficence & non maleficence ▪ justice 	1,2,3 4	Be able to recognise and use learning opportunities Be able to deal appropriately with challenging behaviour <i>Be able to recognise manifestations of stress on self and know where and when to look for support networks</i> Recognise own limitations <i>Balance personal and professional roles and responsibilities. Prioritise tasks, have realistic expectations of what can be completed by self and others</i> <i>Recognise when personal health takes priority over work pressure</i> Be able to gain informed consent	1 3,4 2 1,3	Ability to learn from: <ul style="list-style-type: none"> ▪ colleagues ▪ experience Demonstrate the ability to work towards independent practice, but seek advice appropriately Show competence in gaining informed consent for: <ul style="list-style-type: none"> ▪ patient care and procedures ▪ research <i>Be committed to continuing professional development. Seek training and self-development opportunities, learn from colleagues and accept constructive criticism</i>	1,2,3,4	Observation of and discussion with senior medical staff Management course NHS appraisal StratOG.net: The Obstetrician and Gynaecologist as a Teacher and Researcher and The Obstetrician and Gynaecologist as a Professional e-tutorials	MSF (TO1 and TO2) Logbook Mini CEX CbD Reflective Diary Management course certificate Log of experiences Reflective diary



Key:

Common competency framework competences Medical leadership framework competences Health inequality framework competences

Knowledge criteria	GMP	Clinical competency	GMP	Professional skills and attitudes	GMP	Training support	Evidence/assessment
<p>Informed consent</p> <p>Confidentiality</p> <p>Legal issues</p> <ul style="list-style-type: none"> death certification mental illness advance directives, living wills <p>Organization of NHS services, financing, operation and constituent organisations:</p> <ul style="list-style-type: none"> Directorate, Trust PCT, SHA Commission for Health Improvement Educational inspection visits <p>Role of Medical Director, Clinical Director, Chief Executive</p> <p>Management</p> <ul style="list-style-type: none"> strategy development business planning project management <p>Health and safety</p> <p>Resource management</p> <ul style="list-style-type: none"> Efficient use of clinical resources in order to provide care Commissioning, funding and contracting arrangements relevant to the specialty Contribution to the management of financial pressures experienced by the specialty, department and organisation <p>Be familiar with relevant legislation (e.g. Equality and Diversity, Employment Law) and local Human Resources policies</p>	1,2,3	<p>Understand ethical issues relevant to obstetrics and gynaecology</p> <p>Understand legal responsibilities</p> <p>Develop and implement organizational change</p> <ul style="list-style-type: none"> development of strategy formulate a business plan manage a project <p>Be able to participate in recruitment</p> <ul style="list-style-type: none"> job specification interview and selection <p>Practises with professionalism including:</p> <ul style="list-style-type: none"> integrity compassion altruism continuous improvement aspiration to excellence respect of cultural and ethnic diversity regard to the principles of equity <p>Works in partnership with patients and members of the wider healthcare team</p> <p>Liaises with colleagues to plan and implement work rotas</p> <p>Promotes awareness of the doctor's role in utilising healthcare resources optimally and within defined resource constraints</p> <p>Recognises and responds appropriately to unprofessional behaviour in other</p> <p>Provides specialist support to hospital and community based services if appropriate and permitted</p> <p>Handles enquiries from the press and other media effectively</p>	1,3,4	<p>Ability to develop and implement organizational change, being aware of the effects on systems and people</p> <p>Ability to collaborate with:</p> <ul style="list-style-type: none"> other professions other agencies <p>Know the human resources structure:</p> <ul style="list-style-type: none"> team building appointments procedures disciplinary procedures <p>Respect the ethical and equality aspects relating to management and leadership, e.g. approaches to use of resources/rationing; approaches to involving the public and patients in decision-making</p> <p>Be committed to the proper use of public money. Takes action when resources are not used efficiently or effectively</p> <p>Be aware that in addition to patient-specific clinical records, clinical staff also have a responsibility for other records (e.g. research)</p> <p>Recognises personal beliefs and biases and understands their impact on the delivery of healthcare services</p> <p>Appropriately refers patients where own personal beliefs and biases could impact upon professional practice</p> <p>Uses all healthcare resources prudently and appropriately</p> <p>Improves clinical leadership and management skills</p>	1, 3, 3,4, 3, 1, 4, 4	<p>Observation of and discussion with senior medical and management staff</p> <p>Confidentiality and Disclosure of Health Information: RCOG Ethics Committee comments on BMA document. RCOG website.</p> <p>Data Protection Act 1998.</p> <p>GMC. Confidentiality guidance handbook. GMC website.</p> <p>StratOG.net: The Obstetrician and Gynaecologist as a professional. Ethical and legal issues e-tutorial.</p> <p>Attendance at Directorate management meetings</p> <p>Management course</p> <p>Equal opportunity course</p> <p>Health and Safety course</p> <p>Resource management course</p>	



Key:

Common competency framework competences Medical leadership framework competences Health inequality framework competences

Knowledge criteria	GMP	Clinical competency	GMP	Professional skills and attitudes	GMP	Training support	Evidence/assessment
<p>Know the duties, rights and responsibilities of an employer and co-worker (e.g. looking after occupational safety of fellow staff). Understand how occupation health and safety is organised in the UK.</p>		<p>Develop interviewing techniques and those required for performance review</p> <p>Awareness of how to prepare rotas, delegate and organise a team and run a unit relevant to the specialty</p> <p>Write a simple business case</p> <p>Contribute towards staff development and training, including mentoring, supervision and appraisal</p> <p>Use clinical audit to highlight resources required</p> <p>Manage time and resources effectively to ensure service delivery</p>		<p>Recognises situations where it is appropriate to involve professional and regulatory bodies</p> <p>Deals with inappropriate patient and family behaviour</p> <p>Respects the rights of children, elderly, people with physical, mental, learning or communication difficulties</p> <p>Adopts an approach to eliminate discrimination against patients from diverse backgrounds including age, gender, race, culture, disability, spirituality and sexuality</p> <p>Places needs of patients above own convenience</p> <p>Behaves with honesty and probity Acts with honesty and sensitivity in a non-confrontational manner</p> <p>Accepts mentoring as a positive contribution to promote personal professional development</p> <p>Participates in professional regulation and professional development</p> <p>Takes part in 360 degree feedback as part of appraisal</p> <p>Promotes the right for equity of access to healthcare</p> <p>Demonstrates reliability and accessibility throughout the healthcare team</p>			



Key:

Common competency framework competences Medical leadership framework competences Health inequality framework competences

Knowledge criteria	GMP	Clinical competency	GMP	Professional skills and attitudes	GMP	Training support	Evidence/assessment
<p>Be aware of tools and techniques for managing stress</p> <p>Be aware of the limitations of self-professional competence</p> <p>Understand the section in Good Medical Practice on Working with Colleagues, in particular:</p> <ul style="list-style-type: none"> The roles played by all members of a multidisciplinary team The features of good team dynamics The principles of effective inter-professional collaboration to optimise patient or population care <p>Understand the principles of confidentiality that provide boundaries to communicate</p> <p>Know techniques to manage anger and aggression in self and colleagues</p> <p>Know responsibility of the doctor in the management of physical and/or mental ill health in self and colleagues</p>		<p>Utilise the expertise of the whole multidisciplinary team as appropriate, ensuring when delegating responsibility that appropriate supervision is maintained</p> <p>Participate in, and co-ordinates, an effective hospital at night or hospital out of hours team where relevant; or participates in General Practice out of hours effectively</p> <p>Communicate effectively with administrative bodies and support organisations</p> <p>Employ behavioural management skills with colleagues to prevent and resolve conflict, and enhance collaboration</p>	3	<p>Fosters a supportive and respectful environment where there is open and transparent communication between all team members</p> <p>Ensure appropriate confidentiality is maintained during communication with any member of the team</p> <p>Recognises the need for a healthy work/life balance for the whole team.</p> <p>only takes any leave after giving appropriate notice to ensure that cover is in place</p> <p>Accept additional duties in situations of unavoidable and unpredictable absence of colleagues ensuring that the best interests of the patient are paramount</p>	4		
ADMINISTRATION AND MANAGEMENT OF THE SERVICE							
<p>Demonstrate knowledge of the responsibilities of the various Executive Board members and Clinical Directors or leaders</p> <p>Demonstrate knowledge of the function and responsibilities of national bodies such as DH, HCC, NICE, NPSA, NCAS; Royal Colleges, Faculties, specialty specific bodies, representative bodies; regulatory bodies; educational and training bodies</p>	1,2	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> Discuss the local, national and UK health priorities and how they impact on the delivery of health care relevant to obstetrics and gynaecology <p>Develop and implement organizational change:</p> <ul style="list-style-type: none"> development of strategy formulate a business plan manage a project 	1,2	<p>Ability to develop and implement organizational change, being aware of the effects on systems and people</p> <p>Demonstrate compliance with national guidelines that influence healthcare provision</p> <p>Demonstrate a willingness to articulate strategic ideas and use effective influencing skills</p>	1,2,3 3	<p>Observation of and discussion with senior medical and management staff</p> <p>Attendance at Directorate management meetings</p> <p>Management course</p>	<p>Management course</p> <p>MSF (TO1 and TO2)</p> <p>Mini CEX</p> <p>Case-based discussion</p> <p>Logbook</p> <p>Reflective Diary</p>



Key:

Common competency framework competences Medical leadership framework competences Health inequality framework competences

Knowledge criteria	GMP	Clinical competency	GMP	Professional skills and attitudes	GMP	Training support	Evidence/assessment
<p>Understand the guidance given on management and doctors by the GMC</p> <p>Understand the local structure of NHS systems in own locality recognising the potential differences between the four countries of the UK</p> <p>Know the principles of service development</p> <p>Understand the structure and function of healthcare systems as they apply to obstetrics and gynaecology and within the country that they work</p> <p>Understand the consistent debates and changes that occur in the NHS, including the political, social, technical, economic, organisational and professional aspects that can impact on provision of service</p> <p>Understand the importance of local demographic, socio-economic and health data and its use to improve system performance</p> <p>Understand the principles of:</p> <ul style="list-style-type: none"> ▪ Clinical coding ▪ European Working Time Regulation including rest provisions ▪ National Service Frameworks ▪ Health regulatory agencies e.g. NICE, Scottish Government ▪ NHS Structure and relationships ▪ NHS finance and budgeting ▪ Consultant contract and the contracting process ▪ Resource allocation ▪ The role of the Independent sector as providers of healthcare ▪ Patient and public involvement processes and role 		<p>Demonstrate ability to:</p> <ul style="list-style-type: none"> ▪ Question existing practice in order to improve services ▪ Apply creative thinking approaches (or methodologies or techniques) in order to propose solution to service issues ▪ Identify trends, future options and strategy relevant to obstetrics and gynaecology ,and delivering patient services <p>Ensure professionalism by:</p> <ul style="list-style-type: none"> ▪ preparing for meetings- reading agendas, understanding minutes, action points and background research on agenda items ▪ Work collegiately and collaboratively with a wide range of people outside the immediate clinical setting ▪ Evaluate outcomes and re-assess the solutions through research, audit and quality assurance activities ▪ Understand the wider impact of implementing change in healthcare provision and the potential for opportunity costs 		<p>Ability to collaborate with:</p> <ul style="list-style-type: none"> ▪ other professions ▪ other agencies <p>Appreciate the importance of involving the public and communities in developing health services</p> <p>Be willing to participate in decision making processes beyond the immediate clinical care setting</p> <p>Be open minded to new ideas</p> <p>Support colleagues to voice new ideas</p> <p>Take a proactive approach to new technologies and treatments- strive for continuing improvement in delivering patient care services and be prepared to change practice to achieve this</p> <p>Participates in managerial meetings</p> <p>Works with stakeholders to create and sustain a patient-centred service</p> <p>Employs new technologies appropriately, including information technology</p> <p>Conducts assessments of the community needs for specific health improvement measures</p> <p>Demonstrate commitment to implementing proven improvements in clinical practice and services</p> <p>Obtain an effective evidence base before declaring effectiveness of changes</p>	3	<p>Equal opportunities course</p> <p>European Working Time Directive. Department of Health website.</p>	



Key:

Common competency framework competences Medical leadership framework competences Health inequality framework competences

Knowledge criteria	GMP	Clinical competency	GMP	Professional skills and attitudes	GMP	Training support	Evidence/assessment
<p>Understand the principles of recruitment and appointment procedures</p> <p>Have an awareness of patient outcomes reporting systems in obstetrics and gynaecology and within the Trust and establish how these relate to national programmes</p> <p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> how decisions are made by individuals, teams and the organisation Effective communication strategies within an organisation <p>Understand management at the following levels:</p> <ul style="list-style-type: none"> strategy development creative solution and innovation business planning principles project management <p>Understand:</p> <ul style="list-style-type: none"> the impact of service change Barriers to change Qualitative methods to gather the experience of patients and carers 				<p>Maintain an attitude and behaviour that assists with the dissemination of good practice</p> <p>Recognise the importance of equitable allocation of healthcare resources and of commissioning</p> <p>Recognise the role of doctors as active participants in healthcare systems</p> <p>Respond appropriately to health service objectives and targets and takes part in the development of services</p> <p>Recognise the role of patients and carers (where relevant) as active participants in healthcare systems and service planning</p> <p>Take an active role in promoting the best use of healthcare resources</p> <p>Shows willing to improve leadership and managerial skills (e.g. management courses) and engages in leadership and management of the service</p>			
RESPECTING EQUALITY AND DIVERSITY							
<p>Nationality and culture</p> <p>Respect diversity and recognise the benefits it may bring, as well as associated stigma</p>	1,3,4	<p>Respect diversity and recognise the benefits it may bring, as well as associated stigma</p> <p>Be aware of the possible influence of and sensitively include questions about socio-economic status, household poverty, employment status and social capital in taking a medical history</p>	1,3,4	<p>Recognise issues of health that are related to social class</p> <p>Respect diversity of status and values in patients and colleagues</p> <p>Be confident and positive in one's own professional values</p>	1,3,4	Equality and diversity course	<p>TO1 and TO2</p> <p>Mini CEX</p> <p>CbD</p> <p>Reflecting practice</p>



Key:

Common competency framework competences Medical leadership framework competences Health inequality framework competences

Knowledge criteria	GMP	Clinical competency	GMP	Professional skills and attitudes	GMP	Training support	Evidence/assessment
<p>Be aware of the possible influence of and sensitively include questions about socio-economic status, household poverty, employment status and social capital in taking a medical history</p> <p>Assess the patient's ability to access various services in the health and social system and offer appropriate assistance</p> <p>Help to empower patients and negotiate complex systems to improve health and welfare including, where appropriate, the right to work</p> <p>Where values and perceptions of health and health promotion conflict, facilitate balanced and mutually respectful decision-making</p> <p>Identify and communicate effectively with influential decision-makers/ facilitators of change.</p> <p>Inequality and discrimination/ stigmatising</p> <p>Understand the implications of disability discrimination legislation for healthcare</p> <p>Recognise how health systems can discriminate against patients from diverse backgrounds, and how to work to minimise this discrimination. For example in respect of age, gender, race, culture, disability, spirituality, religion, and sexuality</p>	<p>4</p> <p>4</p> <p>3</p>	<p>Assess the patient's ability to access various services in the health and social system and offer appropriate assistance</p> <p>Help to empower patients and negotiate complex systems to improve health and welfare including, where appropriate, the right to work</p> <p>Where values and perceptions of health and health promotion conflict, facilitate balanced and mutually respectful decision-making</p> <p>Identify and communicate effectively with influential decision-makers/ facilitators of change.</p> <p>Advanced communication skills</p> <p>Communicate effectively with patients from diverse backgrounds and those with special communication needs, such as the need for interpreters etc</p> <p>Communicate effectively and respectfully with parents, carers etc.</p> <p>Accessing information and services</p> <p>Be able to access and make use of appropriate population, demographic, socio-economic and health data</p> <p>Conduct an assessment of community health needs, and where appropriate apply these in practice.</p>	<p>3</p> <p>1</p>	<p>Respond to people in an ethical, honest, and non-judgmental manner</p> <p>Use appropriate methods of ethical reasoning to come to a balanced decision where complex and conflicting issues are involved</p> <p>Accept uncertainty</p> <p>Be aware of one's own behaviour and how it might impact on patients' health issues</p> <p>Adopt assessments and interventions that are inclusive, respectful of diversity and patient-centred.</p>	<p>GMC. Valuing diversity guide. GMC website.</p>		



Key:

Common competency framework competences Medical leadership framework competences Health inequality framework competences

Knowledge criteria	GMP	Clinical competency	GMP	Professional skills and attitudes	GMP	Training support	Evidence/assessment
<p>Health promotion and disease prevention</p> <p>Recognise the stigmatising effects of some illnesses and work to help in overcoming stigma</p> <p>Recognise that people can be denied employment opportunities unnecessarily through myths, stigma, dogma and insufficient advocacy and support; be aware of the role of doctors and other services in combating this inequality</p> <p>Recognise the effects of exclusion and discrimination on physical and mental health</p> <p>Advocacy and management</p> <p>Be aware of the role that individuals (including patients and carers as well as healthcare professionals) and services can play in combating inequality and discrimination and contribute appropriately to this work.</p> <p>Personal beliefs and biases</p> <p>Recognise that personal beliefs and biases exist and understand their impact (positive and negative) on the delivery of health services. Be aware of similarities and distinctions between the beliefs and values of the doctor, the patient and the policy-makers.</p> <p>Policy, research and change</p> <p>Be aware of issues that might affect health inequalities that are currently under debate regarding changes in the NHS, including the public policy process</p>	<p>1,3</p> <p>1</p> <p>1</p>	<p>Seek out and utilise opportunities for health promotion and disease prevention</p> <p>Based on an understanding of risk, be able to apply epidemiological principles and public health approaches so as to reduce and prevent disease and improve the health of populations</p> <p>Recognise important issues in preventative healthcare, for example in sexual health, substance abuse etc, and take opportunities to raise these issues in health promotion. For example, explain to parents who smoke the health risk that this poses to their children, including those exposed to the effects of smoking <i>in utero</i>.</p> <p>Recognise in routine practice the doctor's role as advocate and manager</p> <p>Advocate and facilitate appropriate self-care</p> <p>Recognise and be able to address the social, biological and environmental determinants of health (the bio-psycho-social model or the bio-socio- psycho-existentialist model), and collaborate with other professionals and agencies to improve health and wellbeing.</p>		<p>Respond to questions honestly and seek advice if unable to answer</p> <p>Recognise the duty of the healthcare professional to act as a patient advocate</p> <p>Encourage recognition of the benefits of health and wellbeing, and the negative effects of no work and inappropriate working</p> <p>Recognise that individuals do not need to be 100% to return to work</p> <p>Willingness to facilitate patient choice</p> <p>Willingness to discuss intelligibly with a patient the notion and difficulties of prediction of future events, and the benefit/risk balance of therapeutic intervention</p> <p>Willingness to adapt and adjust approaches according to the beliefs and preferences of the patient and/or carers (where relevant)</p> <p>Construct an appropriate management plan in conjunction with the patient, carers (where relevant) and other members of the clinical team and communicates this effectively to the patient and carers (where relevant)</p>		<p>Research articles relating to psychology of disease and illness.</p> <p>RCOG Patient information. RCOG website.</p> <p>RCOG Recovering Well Series. RCOG website.</p>	



Key:

Common competency framework competences Medical leadership framework competences Health inequality framework competences

Knowledge criteria	GMP	Clinical competency	GMP	Professional skills and attitudes	GMP	Training support	Evidence/assessment
<p>Support and care</p> <p>Know where to ask for advice</p> <p>Be aware of local patient services and how they can be accessed</p> <p>Work with an appropriate knowledge of guidance documents on supporting people with long term conditions to self-care</p> <p>Be familiar with the range of agencies that can provide care and support in and out of hospital, and how they can be accessed</p> <p>Be familiar with the range of agencies that can support the disabled worker and the disabled job-seeker.</p>				<p>Recognise that return to work is one of the key indicators of a successful clinical outcome</p> <p>Demonstrate ability to identify one's own biases and inconsistencies in clinical reasoning</p> <p>Show willingness to facilitate access to the appropriate training and skills in order to develop the patient's confidence and competence to self care and adapt appropriately as those needs change over time</p> <p>Encourage recognition of the benefits of health and wellbeing, and the negative effects of no work and inappropriate working</p> <p>Recognise that individuals do not need to be 100% to return to work</p>			
INFECTIOUS CONTROL							
<p>Understand the principles of infection control as defined by the GMC</p> <p>Understand the principles of preventing infection in high risk groups including understanding the local antibiotic prescribing policy</p> <p>Understand the role of the Health Protection Agency and Consultants in health protection (previously Consultants in Communicable Disease Control – CCDC)</p>	1,2	<p>Recognise the potential for infection within patients being cared for</p> <p>Counsel patients on matters of infection risk, transmission and control</p> <p>Patient Survey</p> <p>Recognise potential for cross-infection in clinical settings</p> <p>Practices aseptic technique whenever relevant</p>	1,3	<p>Actively engage in local infection control procedures</p> <p>Actively engage in local infection control monitoring and reporting processes</p> <p>Prescribe antibiotics according to local antibiotic guidelines.</p> <p>Encourage all staff, patients and relatives to observe infection control principles</p>	1,2,3	<p>National Institute for Clinical Excellence (NICE). Infection. Infection control guideline. NICE website.</p> <p>RCOG Study Group. Infection and Pregnancy. RCOG website.</p>	<p>CbD</p> <p>Reflective learning</p>



Key:

Common competency framework competences Medical leadership framework competences Health inequality framework competences

Knowledge criteria	GMP	Clinical competency	GMP	Professional skills and attitudes	GMP	Training support	Evidence/assessment
HEALTH PROMOTION AND HEALTH IMPROVEMENT							
<p>Understand the factors which influence the incidence and prevalence of common conditions</p> <p>Understand the factors which influence health and illness – psychological, biological, social, political, cultural and economic (especially poverty)</p> <p>Understand the influence of lifestyle on health and the factors that influence an individual patient to change their lifestyle</p> <p>Understand the influence of culture and beliefs on patients perceptions of health</p> <p>Understand the possible positive and negative implications of health promotion activities e.g. immunisation</p> <p>Understand the relationship between the health of an individual and that of a community, and vice versa</p> <p>Know the key local concerns about health of communities</p> <p>Have an awareness of the role of other agencies and factors including the impact of globalisation (including climate change) in increasing disease, and in protecting and promoting health.</p> <p>Have an awareness of the determinants of health worldwide and strategies to influence policy relating to health issues including the impact of more economically developed countries' strategies on less economically developed countries</p>	1,2	<p>Identify opportunities to prevent ill health and disease in patients and other actions which will positively improve health and/or disease outcomes</p> <p>Identify the interaction between mental, physical and social wellbeing in relation to health</p> <p>Counsel patients appropriately on the benefits and risks of screening and health promotion activities</p> <p>Identify patients' ideas, concerns and health beliefs regarding screening and health promotion programmes and is capable of appropriately responding to these</p> <p>Work collaboratively with other agencies to improve the health of communities</p> <p>Recognise and be able to balance autonomy with social justice</p> <p>Follow practices of health promotion specialists</p>	1,2,3	<p>Engage effective team-working around the improvement of health</p> <p>Encourage and support (where relevant) screening to facilitate early intervention</p> <p>Remain non- judgemental, and respect patient's ideas, concerns and health beliefs</p> <p>Awareness of the psychological component of disease and illness</p>	2,3	<p>RCOG webcast: Climate Change and its Impact on Women's and Children's Health. RCOG website</p> <p>UK Faculty of Public Health website</p> <p>World Health Organisation (WHO) climate change. WHO website.</p> <p>World Health Organisation (WHO) Health Promotion. WHO website.</p> <p>Global Health Council website</p> <p>RCOG International Development. RCOG website</p>	<p>CbD</p> <p>Reflective learning</p>



Key:

Common competency framework competences Medical leadership framework competences Health inequality framework competences

Knowledge criteria	GMP	Clinical competency	GMP	Professional skills and attitudes	GMP	Training support	Evidence/assessment
ENVIRONMENTAL PROTECTION AND EMERGENCY PLANNING							
<p>Understand and outline the mechanisms by which environmental chemicals have an impact on human health</p> <p>Understand and outline the mechanisms by which adverse chemical exposure can be mitigated e.g. decontamination, specific antidotes. Understand how to seek a second opinion and appropriate expert advice</p> <p>Know the potential sources of information and guidance to manage a case of chemical etc exposure, including local, regional and national sources</p>	1,2	<p>Recognises the potential for chemical or other hazardous environmental exposure in relation to an individual patient and manages patients in an appropriate manner according to guidance</p> <p>Recognises the importance of evidence-based practice in relation to clinical effectiveness</p>	1,2	<p>Actively engages in emergency planning arrangements including exercises in accordance with Trust plans</p> <p>Openly considers the possibility of chemical or environmental exposure in clinical work</p>	1,2,3		<p>CbD,</p> <p>Reflective learning</p> <p>Log of experiences</p>



Key:

Common competency framework competences Medical leadership framework competences Health inequality framework competences

Core Module 19 Logbook	Competence level		Basic level		Intermediate level		Advanced level		Not required	
	Level 1		Level 2		Level 3					
	Date	Signature	Date	Signature	Date	Signature				
Demonstrate effective team working										
Show evidence of team leadership										
Verbal communication with patients										
Verbal communication with colleagues										
Written communication										
Signing perinatal death certificates OM										

Training Courses or sessions		
Title	Signature of educational supervisor	Date



Key:

Common competency framework competences Medical leadership framework competences Health inequality framework competences

Authorisation of signatures (to be completed by the clinical trainers)	
Name of clinical trainer (please print)	Signature of clinical trainer

COMPLETION OF MODULE 19		
I confirm that all components of the module have been successfully completed:		
Date	Name of educational supervisor	Signature of educational supervisor