Personal and Professional Development (IMED4421/2, 5521/2, 6621/2)

PPD Student Guidebook and Portfolio 2011
Educating the mind without educating the heart is no education at all - Aristotle

The greatest mistake in the treatment of diseases is that there are physicians for the body and physicians for the soul, although the two cannot be separated - Plato

The practice of medicine is an art, not a trade; a calling, not a business; a calling in which your heart will be exercised equally with your head.
Osler W. Aequanimitas: With other addresses to medical students. 2nd ed. (Philadelphia: Blakiston's Son, 1920) p.386

The following sources were used as reference for this guidebook.
a) The University of Newcastle, Australia Mentoring Guidelines
b) Flinders University Website
c) www.cygnusmentoring.co.uk
Introduction

Doctors work in a very privileged position, with diverse opportunities that allow us to work with and help people and communities. With these opportunities come responsibilities and challenges. Personal and Professional Development (PPD) is one of the four themes in the UWA Medical curriculum. It provides you with an opportunity to learn about and reflect on issues related to your professional life. The graduate outcomes related to this theme are:

- Apply ethical behaviour to professional practice
- Know one’s own professional and legal responsibilities
- Apply the principles of life-long learning and continuing education
- Apply principles of self care
- Engage career development pathways

All universities and medical education bodies around the world view PPD as an essential component of training (AMC Goals of Medical Education, page 6).

The PPD units (IMED4421/2, IMED5521/2, and IMED6621/2) have been designed to encourage you to develop skills in reflection on practice and experiences, for self-management, and to obtain critical knowledge related to your professional responsibilities in a demanding but rewarding profession.

PPD is a lifelong process; as your career develops and you have different life experiences, it is important to reflect on how these affect your practice of medicine. The portfolio section aims to give you an opportunity to record the experiences you are undergoing as a student. This is a great resource to review your opinions in later years - have you changed, if so, how and why?

Six Areas of PPD Focus

- **Ethics**: To demonstrate an understanding of, and commitment to, ethical principles, as they apply in professional practice.
- **Diversity**: to demonstrate an awareness of, and a respect for, the patient’s unique experience, and accordingly of what the patient brings to the doctor-patient relationship.
- **Self Awareness**: to demonstrate mature and reflective objective self-awareness and an understanding of its relevance to the doctor-patient relationship.
- **Professionalism & Teamwork**: to demonstrate an understanding of the requirements of professionalism and in particular the importance of respectful working in teams.
- **Self Care**: To understand the importance of work life balance, and how to manage it.
- **Quality & Safety**: To understand your role in delivering safe and quality care to patients.

Issues of lifelong learning, continuing education and exploring your career development pathways are embedded in all aspects of your course with seminars, clinical exposure and with mentoring.

The other areas are covered much more formally in the programme. Although PPD themes arise everyday in every aspect of your learning, they are often not explicitly covered (the
hidden curriculum). The structured programme and seminars ensure you have considered and been exposed to the basic ideas in PPD.

**The PPD programme across the course consists of**

- Mentoring from Levels 3 to 6
- Seminars in Levels 4 and 6
- A reflective portfolio in Level 5.
- A case-based Ethics Essay in Level 6

This guidebook outlines the programme, you and your mentor’s roles and responsibilities, and the assessment related to the area. Just as it is essential you graduate knowing how to diagnose or treat an illness, you need to graduate with the professional skills which are required as an intern and beyond. The assessment will help ensure you have addressed and reflected on many of these areas in PPD.

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**Why is PPD so important?**

Although PPD will be an ongoing part of your career, at this stage, most students are focussed on whatever it takes to become an intern/junior doctor.

In your final year, when you are applying for an intern position in a WA hospital, the Intern Application Form has many PPD-related questions (Appendix Five, page 27). This reflects how important the Health Department and the community at large rate the qualities and characteristics included in PPD.

Selection criteria on the 2012 application form includes:

- Ability to work effectively in a healthcare environment. In your answer, provide examples of good interpersonal skill, an ability to work in a multidisciplinary environment, and good organisation and time management skills
- Commitment to working in WA to promote, protect, maintain, and restore the health of the people of WA. Indicate how these commitments have influenced your decision to choose your hospital of first preference
- Commitment to continued learning and academic excellence
Please note that these questions are subject to review. For more information on the Intern Application Process you should see the Postgraduate Medical Council of Western Australia’s website, and in particular read the Western Australian Intern Application guide which is available on these sites:

What do we mean by “Professionalism” in medicine?

Professionalism in medicine means different things to different people. In “Redefining Medical Professionalism” it has been proposed that the concept has four basic characteristics, these are:

- A calling or vocation linked to public service and altruistic behaviour
- The observance of explicit standards and ethical codes
- The ability to apply a body of specialist knowledge and skills
- A high degree of self-regulation over professional membership and the content and organization of work. (Rosen and Dewar, King's Fund, 2004)

The Medical Professionalism Project defines professionalism “as the basis of Medicine’s contract with society”. It demands placing the interests of patients above those of the physician, setting and maintaining standards of competence and integrity, and providing expert advice to society on matters of health (Lancet 2002; 359: 520-22).

The Australian Medical Council states that medical students should demonstrate the following professional attitudes which are fundamental to medical practice:

- Recognition that the doctor’s primary professional responsibilities are the health interests of the patient and the community,
- Recognition that the doctor should have the necessary professional support, including a primary care physician, to ensure his or her own wellbeing,
- Respect for every human being, including respect of sexual boundaries,
- Respect for community values, including an appreciation of the diversity of human backgrounds and cultural values,
- A commitment to ease pain and suffering,
- A realisation that it is not always in the interests of patients or their families to do everything that is technically possible to make a precise diagnosis or to attempt to modify the course of an illness,
- An appreciation of the complexity of ethical issues related to human life and death, including the allocation of scarce resources,
- A realisation that doctors encounter clinical problems that exceed their knowledge and skills, and that in such situations they need to consult and/or refer the patient for help, including help in cultural, social or language-related matters,
- An appreciation of the responsibility to maintain standards of medical practice at the highest possible level throughout ones professional career,
- An appreciation of the responsibility to contribute towards the generation of knowledge and the professional education of junior colleagues,
- An appreciation of the system’s approach to health care safety, and the need to adopt and practise health care that maximises patient safety, including cultural safety,
- A commitment to communicating with patients and their families and to involving them fully in planning management,
• A desire to achieve the optimal patient care for the least cost, with an awareness of the need for cost-effectiveness to allow maximum benefit from the available resources,
• A preparedness to work effectively in a team with other health care professionals, and
• A realisation that one's personal, spiritual, cultural or religious beliefs should not prevent the provision of adequate and appropriate information to the patient and/or the patient's family, or the provision of appropriate management, including referral to another practitioner.


What is a PPD Portfolio?

The Portfolio will be used as a tool to record your progress and achievements in PPD, and encourage you to reflect and build upon your personal and professional development through the under-graduate medical course.

The Portfolio can be also used:
  ▪ as an assessment tool
  ▪ as a record of achievement held by students for their own use
  ▪ as evidence for continuous professional development

Aims:
The purpose of the Personal and Professional Development theme is to equip you with the skills and values to allow you to complete your degree successfully and become a medical practitioner who is able to demonstrate the AMC goals for professional attitudes.

PPD is based much more in the gradual development of skills and appropriate attitudes than in acquiring factual knowledge, part of this is to encourage you to develop a progressive, reflective approach. The use of a PPD portfolio aims to bring these components together for assessment and provide a consistent approach to the recording and acquisition of skills.
Reflective practice

To be an effective doctor, you will need to be a reflective practitioner. This means that you will need the knowledge and skills to do complex things, but also be able to observe and evaluate your own behaviour and actions, being appropriately critical, recognising your own shortcomings and using your observations as the basis for your continuing education and development.

A reflective account consists of 3 steps:

1. Description of the situation: This provides the background detail of what has prompted the reflection. Ideally it includes both details about the event and details about the writer’s feelings and thoughts at the time of the event.

2. Analysis: this stage of reflection involves uncovering our assumptions or beliefs. We tend to live our daily life without questioning why we might hold certain views or recognising that there could be other perspectives. When we are able to identify ‘why’ we do or say what we do, we are then able to make choices that have been informed by our own self-understanding rather than doing something in a particular way because that’s ‘how I’ve always done it’ or because it’s ‘how everyone else does it’.

3. Conclusion and Action Plan: Seeking new information or different perspectives about the same event will assist us in gaining fresh insights that may in turn result in developing a different perspective and arriving at different conclusions – about ourselves and about others. These new insights may motivate us to take action and plan steps that can be taken to ‘do it differently’ next time.

One of the purposes of the portfolio is to encourage you to reflect on the work you have done in PPD. You should reflect on what you think you may have learnt about yourself, what remains for you to learn, or what skills you wish to develop further.
Mentoring

Introduction
Mentorship plays a key role in the delivering of the PPD programme across the Levels. Mentoring occurs when one individual with knowledge and experience, assists with the learning and development of another. Mentorship is a key component of the PPD programme. For it to work well, both you and your mentor need to understand the purpose and how you can make it work.

Mentoring can happen spontaneously when people meet and share information and knowledge, discuss ideas, listen to problems or provide support. Upon reflection, most people can recall a time when someone offered them this kind of assistance. Many people can point to a mentoring relationship that has had a significant positive impact on their lives. As students seeking to maximise your learning and knowledge, mentoring is a recognised strategy that helps with this.

Students who are mentored:
- Receive encouragement and support in studies and work
- Reflect on their learning and learning styles
- Discuss their career aspirations and options
- Develop new skills and knowledge
- Reflect on their personal and professional behaviours and attitudes

For those who provide mentoring, it may be a way to:
- Enhance skills in coaching and counselling
- Gain satisfaction from helping a student develop professional behaviours and attitudes
- Contribute to their own professional development
- Increase awareness of different areas of medicine and medical education

The Mentors Role
This involves:
- Acting as a counsellor and coach – to help the student assess where they are and where they want to be; discuss relevant medical issues e.g. ethics
- Acting as a role model for the student
- Assisting their mentee resolve “difficult” aspects of professional practice
- Ensuring that the student is developing appropriate professional behaviours and attitudes. If mentors have concerns about the student in these areas, they should, inform the PPD co-ordinator (one of the reasons for the PPD portfolio is to encourage the medical students to reflect on difficult areas of medical practice so that any concerns in their personal or professional development can be highlighted)

Mentors have a great opportunity to witness your transition from being a layperson to becoming a doctor. The mentor’s job is very variable depending on how the relationship develops. They have a role in providing constructive feedback, helping you consider various options, referring you to available resources and facilitating and assessing your portfolio submissions and professional development. The mentors can provide guidance and are collaborators in the problem solving process but they will not solve your problems or issues for you. *Ideally you should choose your own mentor as many students find this leads to a more rewarding relationship.* If you cannot find a mentor, you may nominate a
Discipline (e.g. General Practice or Psychiatry) in which you think you are interested, and we will do our best to match you to a mentor in that area.

The vast majority of students have no problems in achieving the AMC Professionalism Goals (refer to pages 6 and 7). However, a small number of students can struggle with these and benefit from assistance by the Faculty. If you feel that you need any support or assistance in these areas please contact the PPD co-ordinator.

Doctors (including your mentors) have a duty to ensure that the next generation of doctors develop appropriate professional behaviours and attitudes (www.ama.com.au/codeofethics). In circumstances where unethical or unprofessional conduct or behaviour is suspected, or mentors feel that the student would benefit from more assistance in these areas, mentors are asked to contact the PPD co-ordinator (Assoc. Prof. Paul McGurgan, Paul.McGurgan@uwa.edu.au)

It is vital that the mentor signs off on the required parts in your PPD student portfolios. The portfolios are primarily an instrument to record your progress and achievements, and encourage you to reflect and build upon your personal and professional development through the medical course, but they also function as an assessment tool and as evidence for continuous professional development (this is particularly relevant if there are concerns in these areas).

**What is the Students Role?**
The student can approach their mentor to discuss issues and ideas and complete assigned tasks. The student may ask for feedback or advice to clarify situations. The mentors questions or comments may help you see another perspective, consider other options and review your plans or actions. Whatever the matter discussed, it is the student who must make any decisions or take actions required, within professional, University and Hospital guidelines.

The PPD mentorship is invaluable in facilitating your development as a reflective practitioner. The minimum requirements and recommendations for meeting with your mentor are detailed below.

**PPD Admin Tip:** It is your responsibility as a student to ensure that your mentor submits the Interview Record to the Faculty. It is advisable to take along a copy of the form to your meeting, and you may find it easier to have your mentor sign your form, and give it back to you. This way you can keep a copy, and ensure it is submitted by the due date.

When students are in **Level 3**
- meet with your mentor at least once and discuss PPD (you may meet more than once)
- ensure that YOUR Interview Record form is submitted to the Faculty

When students are in **Level 4**
- attend scheduled Seminars - Please note that attendance is mandatory
- meet with your mentor at least once and discuss PPD and any seminars attended (you may meet more than once)
- ensure that YOUR Interview Record form is submitted to the Faculty
When students are in Level 5

- write and submit 2 draft and 4 final portfolio entries
- attend at least two meetings with your mentor to discuss and reflect on the portfolio and learning
- ensure that YOUR Interview Record form is submitted to the Faculty

When students are in Level 6

- attend scheduled Seminars- Please note that attendance is mandatory
- meet with your mentor at least once and discuss your essay and any further PPD issues (you are encouraged to meet more than once)
- submit Case Based Ethics Essay to your mentor (see guidelines)
- ensure that YOUR Interview Record form is submitted to the Faculty

Meetings with your mentor should be “face-to-face” unless arranged otherwise with the unit coordinator.

What if the Mentoring Relationship is not working?
If mentoring partners are unable to build a satisfactory relationship you may ask the PPD Coordinator for assistance. You may choose to attempt to resolve the issue or dissolve the relationship and find a new mentor. As we need to work with a wide range of people in our professional life it is useful to consider why your mentor relationship is not working.

Privacy & Confidentiality

Any meetings with your PPD Mentor are confidential and all information remains with you and the mentor unless mutually arranged otherwise. Mentors will ensure reasonable standardisation of the interviews and special emphasis will be placed on the importance of the principle of confidentiality during training. However, one of the roles of the mentor is to ensure that the mentee is developing appropriate professional behaviours and attitudes. In circumstances were unethical or unprofessional conduct or behaviour is suspected, doctors will report this to the appropriate body (the PPD co-ordinator).
Administrative Details

Level 3

Mentor Allocations
There will be an Introduction Seminar to PPD during the term, where you will be given a brief overview of PPD and be asked to think of a suitable mentor. Ideally you should choose your own mentor, as many students have found this leads to a more rewarding relationship. It ensures you have a mentor in your preferred area.

Personal mentors cannot be a direct family member and should be a person who has been a practicing medically qualified clinician for at least three years (see Appendix).

PPD Mentor Criteria
To be eligible to become a mentor to a UWA medical student a person must:

- Be a medically qualified clinician, qualified for a minimum of 3 years
- Have adequate time and be able to meet with the students officially for Personal & Professional Development during their levels 3-6, and be able to follow the timetable set out in the PPD Guidebook.

If this is not feasible, and you cannot find your own mentor, a mentor can be allocated to you by the faculty. You will need to submit your preferences to the PPD Administrative Assistant. You will receive an email about this during the year. If the faculty is to assign you to a mentor, you will be notified via your student email as to who it is.

All correspondence from the Faculty will be to your student email address, please check this regularly.

You must meet your mentor at least once to complete this unit. The first meeting is for you to introduce yourselves and explore how you see the mentoring may work. You will also be able to discuss with your mentor any other issues related to your progress to the clinical levels and development as a medical student.
It is YOUR responsibility to ensure that the Interview Record Sheet (see Appendix) is completed and returned to the PPD Administrative Assistant by the due date. You are encouraged to meet more than once.

Level 3 students who are interested in the rural area may elect to have a rurally based mentor and must meet with them once in level 3 and 4. Students who choose to join the RCS in Level 5 will be allocated a mentor within the RCS and will need to follow the RCS PPD program.
Level 4

In Level 4 PPD material is covered in a series of seminars (see below), communication tutorials, PBLs and through discussions with mentors. These issues include personal self care and stress, breaking bad news, informed consent, confidentiality, ethical legal issues, reflective practice and critical incident debriefing. You will also meet with your PPD mentor at least once. They will continue to mentor you throughout Levels 5 and 6. You are encouraged to meet more often (if your mentor agrees), perhaps after each clinical attachment to monitor your progress.

In the meetings with mentors, it is useful to reflect on the PPD aims in respect to your experiences and your own strengths and weaknesses. You should take the opportunity to observe, think about the issues and talk them over with your mentor. In addition these topics should be explored with your consultants and tutors.

Students whose mentors do not return the Interview Record Sheet will fail IMED4421/4422 PPD, it is YOUR responsibility to ensure that the record sheet is completed and returned to the Education Centre by the due date.

There will be a range of seminars on core topics including elements of those covered by the Level 5 portfolio. Topics may include:

- End of Life
- Confidentiality and Privacy
- Informed Consent
- Error, Safety, and Communication
- Career pathways

Format of Seminars

In 2011 we are planning to incorporate the PPD seminars into the Year 4 campus weeks. The seminar format will vary. There will be mini lectures, large and small group discussion of cases and scenarios, and guest speakers. There will be many opportunities for discussion and we welcome your contribution and involvement.

Attendance is mandatory. The PPD theme is a core theme in your medical curriculum and as such there is an expectation that you will cover the content of the theme in these seminars as well as in your clinical terms. Furthermore, elements of PPD may be assessed in summative exams at the end of Level 4.
Level 5

The importance of your own development as a doctor, in regard to skills of lifelong learning, in terms of your ability to evaluate yourself, your knowledge and your practice, and in terms of your ability to care for yourself in a rewarding but challenging career, has been recognised as an essential graduate outcome. The Portfolio and Interviews, which you complete in Level 5, will help you to reflect on these aims in respect to your experiences and your own strengths and weaknesses.

Level 5 PPD Portfolio

During Level 5 in the PPD unit, students are asked to create a portfolio that contains personal reflections on their own clinical experiences as a medical student, and to use these reflections in conjunction with academic knowledge to recognise a structure for their ethical, educational and personal development. These reflections must address the “ETHICS” objective and any other three of the remaining five areas of the unit: Diversity, Self Awareness, Professionalism & Teamwork, Self Care, Quality & Safety (details on Page 4).

Reflection is a key focus of the portfolio which is a highly individual document that you are encouraged to present in your own style (details on page 4). An ideal portfolio would present a picture of someone actively engaged in learning, reflecting on their own and observed practice, and developing a framework to provide insights into observations.

Amongst other key skills, the portfolio will indicate that you:

- accept responsibility to maximise the development of appropriate knowledge, skills and attitudes through participation in the course
- aspire to become a lifelong, reflective learner and practitioner
- are deriving useful information from feedback available in teaching and learning activities
- are committed to the ideals of compassionate and ethical professional behaviour
- recognise the importance of collaborative work in teams.

Choose something that is important to you, that has stimulated your interest. It is a waste of time choosing a topic just because you have to. If you look around, often you see something every day that challenges you, impresses you, horrifies you, leaves you uncertain or leaves you pleased.

You may include some articles which have triggered your reflection, for example:

- a short description of an incident during a clinical attachment
- a newspaper article
- a short transcript of a conversation with a colleague, friend or family member;
- an extract from a PBL session or tutorial.

Your portfolio need not follow the formal written style of an essay, but can be more conversational and individual. It is useful to take your reflections and see if you can gain more insights from reading around the topic or discussing it with your mentor. Your final portfolio should be between 8 and 10 pages in length, typed and double-spaced.

Students may submit portfolios to their mentors by email, or by mailing or delivering an hard copy (as agreed with your mentor) prior to your face to face meeting.
The PPD Portfolio and Interview Process

You will need to meet **at least twice** throughout the year:
Meeting #1: meet following your submission of two draft portfolio entries to your mentor. Discuss and refine your entries as needed, discuss any other issues.
Meeting #2: meet following your submission of the 4 completed portfolio entries. Discuss the final portfolio, and any other issues.

Please note that although the interview record form is required to be completed at both meetings, submission of the finalised form to the PPD Administrative Assistant is only required after the second meeting has been held.

You are encouraged to meet more often if you can. **You will be responsible for making contact with your mentor and arranging submission of your draft and final portfolios, and agreeing on interview times and venues.**

**Hint:** Mentors are very busy people. Allow plenty of time to arrange meetings, and don’t leave these until the week before the assignment is due. Take along a blank interview record to the final meeting. Have your mentor sign it and take it with you. That way you can keep a copy yourself, and ensure a copy gets handed in by the due date.

**Rural Clinical School Students (RCS):** All level 5 students enrolled with RCSWA will complete the requirements specified in the unit RMED5571/5572 (RCSWA) guidebook. You are NOT required to fulfil the assessment requirements of the level 5 PPD unit IMED5521/5522. Medical co-ordinators in the RCS of WA expect to take on a mentoring role during the year. You are encouraged to maintain contact with your existing PPD mentors, as the usual PPD requirements will be resumed for level 6.

**Special Prize available in 2011 for Best Portfolio entry on “Quality and Safety”**
Dr Dorothy Jones, (Director of the Office of Safety and Quality in Healthcare in the WA Department of Health), awards a prize for the best “Quality and Safety” short essay. If you chose Quality and Safety as one of your portfolio entries, and your mentor recommends your work for a prize, you may submit your essay for consideration.

**Record Keeping and the Interview Process for Level 5**

The Interview record sheets have been designed to document the formative assessment of each portfolio entry, to note your progress through the interviews and to give final comments on the quality of the portfolio and interview. For each portfolio entry, mentors will need to circle the topic area and indicate their assessment comment (formative and summative).

After you have submitted the portfolio entries to your mentor, you will need to schedule an interview with your mentor to discuss. During the interview, the mentor may ask you questions about each portfolio entry to gain a clearer idea of your thoughts. The interview sessions are intended to help you develop more complex reflection habits.

**Helpful Hints**
- Choose an area that interests you or has stimulated your interest.
- You shouldn’t need to go out looking for a topic, they arise all the time. Keep a note of events that have occurred and on reflection; they may form the basis of your entries in the portfolio.
- Do this throughout the year rather than a week before the portfolio is due; keep a diary which you can build on over the year.
Level 6 PPD

Your mentoring continues in level 6 along with the PPD seminars which are detailed below. You will submit your case-based Ethics essay to your mentor and meet with them at least once to discuss the essay. This is an important part of the IMED6621/6622 PPD unit. It is YOUR responsibility to ensure that the Interview record sheet is completed and returned to the PPD Administrative Assistant by the due date. If your mentor prefers not to assess you, you can submit a copy of the essay to the Faculty for marking, however you still need to meet with your mentor to discuss the essay.

You may wish to meet early in the year to discuss your Intern Application with your mentor, as these contain many PPD-related questions. This is not compulsory, but can be useful

PPD Seminar Information
In 2011 these Seminars will be held during year 6 campus weeks and attendance is mandatory. There will be a range of Seminars on core topics including elements of those covered by the Level 5 portfolio. Examples include:

- Ethics and Medical Board
- Law, Medical Defence and Risk Management (including death reporting)
- Communication, Difficult Patient Relationships and Open Disclosure
- Life Balance, Transition to Junior Doctor
- Teamwork and Leadership

Purpose of PPD Seminars
Topics covered have been selected as most relevant to you as starting doctors next year, the aim is to be practical and interesting. Examples of topics include: how to avoid things going wrong, what to do if there is a complaint against you or something goes wrong, who is there to support you, what registration means for you, legal aspects of practicing medicine and ongoing professional education options.

These topics are embedded in the 6 PPD themes of the curriculum – that is, professional (ethical) behaviour, teamwork, managing uncertainty, self-care and stress, and continuing education.

You will see that there is a common thread that binds the seminar series together – the Doctor-Patient relationship. Most of the problems or difficulties that arise for junior doctors relate to Doctor-Patient relationships, in particular issues like poor communication with patients and failure to keep accurate records and documentation. We will be looking at different aspects of these areas and explore what happens if things go wrong.

LEVEL 6 PPD CASE BASED ETHICS ESSAY GUIDELINES

The Level 6 PPD case based ethics essay is to be 1500 words in length and is to be submitted to your mentor by the second Monday in August.

It is YOUR responsibility to ensure that the record sheet is then completed and returned to the PPD Administrative Assistant by the first Monday in September.

The Faculty strongly advises that you retain a copy of all submissions.

As the essay topic changes each year, the essay topic for your relevant level 6 year will be made known to you at the beginning of the year. Please watch for WebCT and email announcements in regards to this matter.
Assessment

Satisfactory progress in PPD is essential for student progress in the UWA MBBS course. Many of the learning objectives relate to the development of necessary interpersonal skills and appropriate professional attitudes. In these domains we have tried to strike a balance between the validity of the assessment and its reliability. For this reason we use different methods of assessment.

Parts of PPD are assessed formatively by direct assessment/observation of your performance in simulated situations, with immediate feedback, opportunities for more practice, and further assessment and feedback being given. Your behaviour in groups is also observed.

You are required to complete the written assignments and will receive feedback from the assessors. The PPD co-ordinator will receive information on your progress to be used for further feedback and discussion if required.

Part of the assessment is based on your PPD Portfolio which should document what you have achieved. It also includes your reflections on what you have learnt, or skills you wish to develop further.

Summary Table

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<tr>
<th>Level</th>
<th>Points</th>
<th>Minimum Mentor Meetings</th>
<th>Seminars</th>
<th>Submissions</th>
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<td>Level 3</td>
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<td>1 at least</td>
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<td>Level 5</td>
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<td>Level 6</td>
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<td>5</td>
<td>Ethics Essay</td>
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**Level 3**

No points allocated but students must meet with their mentor at least once. It is YOUR responsibility to ensure that the Interview Record sheet is completed and returned to the PPD Administrative Assistant by the due date. The Faculty advises that you retain a copy of all submissions.

**Level 4**

2 points, students must attend a minimum of 4 PPD seminars and meet with their mentor at least once. It is YOUR responsibility to ensure that the Interview Record sheet is completed and returned to the PPD Administrative Assistant by the due date. The Faculty advises that you retain a copy of all submissions.

**Level 5**

2 points, students must:

- complete 4 portfolio topics and
- meet with their mentor at least twice

In Level 5, the students are required to submit a draft of at least two of the four portfolio entries before the first interview. This will allow mentors time to assess the submissions and prepare questions to guide the interview.

**Assessment Standards for Level 5 Portfolio entries:** The student’s four portfolio entries should total no more than 10 pages and will incur a summative grade of Acceptable or
**Needs Assistance.** In circumstances were a “Needs Assistance” entry is graded, the student will need to meet the PPD co-ordinator to make an action plan to ensure that adequate PPD goals are being achieved.

The final record sheets of the Portfolios **MUST** be returned to the PPD Admin Officer by the due date.

It is **YOUR responsibility** to ensure that the Interview Record sheet is completed and returned to the PPD Administrative Assistant by the due date. The Faculty strongly advises that you retain a copy of all submissions.

**Level 6**

2 points, students must:
- Attend 5 PPD seminars,
- Meet with their mentor **at least once** and
- Submit an Ethics Essay to their mentor by the second Monday in August for discussion and assessment.

It is **YOUR responsibility** to ensure that the Interview Record sheet is completed and returned to the PPD Administrative Assistant by the first Monday in September. The Faculty strongly advises that you retain a copy of all submissions.

If your mentor would prefer not to assess you, we will arrange alternate examiners for those reports.

**Assessment Standards for Level 6 Ethics Essay:** The Level 6 Ethics Essay will have a summative grade of **Acceptable or Needs Assistance.** In circumstances where a “Needs Assistance” entry is graded, the student will **urgently** need to meet the PPD co-ordinator to make an action plan.

In year 6, Mentors are asked to document if they have any concerns that their mentee needs additional assistance in any of the AMC Professional Attitude Goals of Medical Education (refer page 6) or has not made acceptable progress in these areas before graduation. This is late in the course to guarantee that effective remediation procedures could be put in place and hence the matter would be discussed at the Board of Examiners by the PPD co-ordinator.
FAQ’s ABOUT PPD

What if I want to describe an incident unrelated to my medical course?
This is acceptable, but during the interview you should explain how the experience will impact on your future career in medicine.

What if I want to express a controversial opinion?
You must convince your mentor at the interview that you have valid reasons for your opinion. You can debate the opinion with your mentor in an appropriate and productive manner.

What if I want to describe an incident in which I made a significant mistake?
Students are encouraged to reflect on their mistakes, and will not be marked down, even if you have initially failed to recognise the mistake.

Can I re-do my draft entries for the final portfolio?
Yes, you are encouraged to rewrite them to bring them up to a higher assessment level before your final portfolio is submitted.

What if I don’t get along with my mentor?
Contact the PPD Administrative Assistant or Unit Coordinator to advise them of the problem- they will do their best to ensure that any difficulties are sorted out. While changing your mentor is allowed, students should think carefully about this before doing so- it can be a good opportunity to gain knowledge and experience in professionalism. It is always wise to reflect on why you don’t get on and addressing this may be an important learning experience!

What if I want to change my mentor during the course?
You need a good reason and will need to discuss this with the PPD Admin Support person or Unit Coordinator.

What if I can't get hold of my mentor?
Let the PPD Administrative Assistant know as soon as you experience difficulty in contacting your mentor, they may have an alternative address or phone number.

How long should the mentor meetings last?
It is up to you and your mentor, usually an hour is sufficient.

What if I fail a PPD Unit?
You will have the opportunity to rewrite any portfolios to an acceptable standard. The other reason why you may fail this unit would be if you didn’t meet with your mentor. As this is a core component of your professional skills, and this is the way you are assessed, failure to meet the requirements will lead to failure (and potential repeat of the level), or all of your results not being available after the Board of Examiners meeting. Professional behaviour is displayed by meeting these requirements!
# IMPORTANT DATES

<table>
<thead>
<tr>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before the first Monday in November</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before the first Monday in September</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before the last Monday in June</strong></td>
</tr>
<tr>
<td><strong>Before the second Monday in August</strong></td>
</tr>
<tr>
<td><strong>Before the first Monday in September</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Last Monday in August</strong></td>
</tr>
<tr>
<td><strong>First Monday in September</strong></td>
</tr>
</tbody>
</table>

The Faculty advises you to retain a copy of all submissions if possible.

**Key Contacts:**

- **PPD Admin Officer:**
  Ms Natasza Hain-Saunders  
  Email: ppdmed-fmdhs@uwa.edu.au  
  P: 6488 5075  
  Fax: 08 6488 6879  
  Mailing address:  
  Education Centre, MBDP: M515  
  UWA Faculty of Medicine, Dentistry and Health Sciences  
  Education Centre  
  Level 1, 10 Stirling Highway Nedlands WA 6009

- **Unit Coordinator** – Dr Paul McGurgan  
  Paul.McGurgan@uwa.edu.au

Faculty of Medicine, Dentistry & Health Sciences
Appendices

- One: Level 3 Interview Record Sheet
- Two: Level 4 Interview Record Sheet
- Three: Level 5 Portfolio and Interview Record Sheet
- Four: Level 6 Ethics Essay and Interview Record Sheet
- Five: Sample of Intern Application from PMCWA 2012 (online application)
PERSONAL & PROFESSIONAL DEVELOPMENT

Level 3 PPD Interview Record

The purpose of this form is to allow mentors to report back on their initial interview with their 3rd year student(s).

*It is critical that STUDENTS ensure this form is submitted. Students will FAIL the PPD unit without this record of the interview.*

<table>
<thead>
<tr>
<th>Student Name: __________________________</th>
<th>Student No.: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Name: __________________________</td>
<td>Mentor Email: __________________________</td>
</tr>
<tr>
<td>(Please Print)</td>
<td></td>
</tr>
<tr>
<td>Interview date: _______________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Yes/No</th>
<th>Comments/ Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss professionalism in clinical practice (Page 6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Identify the importance of the role of a mentor in the professional setting (Page 9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Understand the benefits of PPD and the 6 areas of PPD focus (Page 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Have the confidence to interact on a personal level with a clinician on a one-to one basis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please tick one box

<table>
<thead>
<tr>
<th>Acceptable progress</th>
<th>Needs assistance</th>
</tr>
</thead>
</table>

Please comment if mentor feels the student needs additional support:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

<table>
<thead>
<tr>
<th>Signature of mentor</th>
<th>Date</th>
</tr>
</thead>
</table>

Please return this form to:

PPD Administrative Assistant, by no later than the first Monday in November
Fax: 08 6488 6879
Post: Education Centre, MBDP: M515
UWA Faculty of Medicine, Dentistry and Health Sciences
University of Western Australia
Level 1, 10 Stirling Highway
Nedlands WA 6009
Email: ppdmed-fmdhs@uwa.edu.au

22
Level 4 PPD Interview Record
The purpose of this form is to allow Mentors to report back on their initial interview with their 4th year student/s.

It is critical that STUDENTS ensure this form is submitted. Students will FAIL the PPD unit without this record of the interview.

Student Name: _________________________  Student No.: _________________________

Mentor Name: _________________________  Mentor Email: _________________________
(Please Print)

Interview date: _________________________

<table>
<thead>
<tr>
<th>Topic</th>
<th>Yes/No</th>
<th>Comments/ Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the transition to the clinical years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Ensure the mentee is aware of the AMC Professional Attitude Goals of Medical Education (Pages 6 and 7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Describe the requirements for and themes of the Level 5 PPD portfolio (Pages 14 and 15)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Increase in confidence interacting on a personal level with a clinician on a one-to one basis.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please tick one box

<table>
<thead>
<tr>
<th>Acceptor progress</th>
<th>Needs assistance</th>
</tr>
</thead>
</table>

Please comment if the mentor has concerns about the student's progress or if the student would benefit from extra assistance:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature of mentor: _________________________  Date: _________________________

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University of Western Australia
Level 1, 10 Stirling Highway, Nedlands WA 6009
Email: ppdmed-fmdhs@uwa.edu.au
Level 5 PPD Portfolio & Interview Record

It is critical that this form is submitted.
Students will FAIL the PPD unit without this record of the interview.

Please submit completed form following the FINAL interview.

Student Name: ___________________________ Student No.: ______________________

Mentor Name: ___________________________ Mentor Email: ______________________

(Please Print)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Yes/No</th>
<th>Comments/ Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure the mentee understands the principles and importance of reflective practice (Page 8)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Draft Portfolio (2 entries)</th>
<th>Final Portfolio (4 entries)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview Date 1</td>
<td>Interview Date 2</td>
</tr>
<tr>
<td>Portfolio Draft entries to be submitted for discussion.</td>
<td>(Discuss FINAL Portfolio)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Portfolio Entry</th>
<th>Area</th>
<th>Formative Assessment</th>
<th>Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ethics</td>
<td>Acceptable</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Diversity</td>
<td>Acceptable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prof/Teamwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quality &amp; Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Assistance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Diversity</td>
<td>Acceptable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prof/Teamwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quality &amp; Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Assistance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Diversity</td>
<td>Acceptable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prof/Teamwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quality &amp; Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Assistance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Would you recommend this student for the “Quality and Safety” Short Essay Prize? YES/ NO
Comments:

Please tick one box

<table>
<thead>
<tr>
<th>Acceptable Progress</th>
<th>Needs Assistance</th>
</tr>
</thead>
</table>

Please comment if the mentor has concerns about the student’s progress or if the student would benefit from extra assistance:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature of mentor

Date

Please return this form to:
PPD Administrative Assistant, by no later than the first Monday in September
Fax: 6488 6879
Post:
Education Centre, MBDP: M515
UWA Faculty of Medicine, Dentistry and Health Sciences
University of Western Australia
Level 1, 10 Stirling Highway, Nedlands WA 6009
Email: ppdmed-fmdhs@uwa.edu.au
## Level 6 PPD Portfolio Ethics Essay & Interview Record

**It is critical that this form is submitted.**

**Students will FAIL the PPD unit without this record of the interview.**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentor Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Yes/No</th>
<th>Comments/ Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you any concerns that the mentee needs additional assistance in any of the AMC Professional Attitude Goals of Medical Education (Pages 6 and 7) before graduation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the ethics essay display acceptable understanding of the issues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Please tick one box**

<table>
<thead>
<tr>
<th>Acceptable Progress</th>
<th>Needs Assistance</th>
</tr>
</thead>
</table>

**Please comment if the mentor has concerns about the student’s progress or if the student would benefit from extra assistance:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

<table>
<thead>
<tr>
<th>Signature of mentor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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University of Western Australia  
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Appendix Five: Sample of Intern Application From PMCA (Online Application)

- The intern application process will consist of seven sections:

**Section One – Personal Questions.**
You will be asked for a list of personal details which you must provide answers to. These will include: name; postal address; education; other relevant qualifications; referees; employment details and details of current position.

**Section Two – Selection Criteria.**
Selection criteria are the skills, qualifications and experience considered necessary to successfully perform the duties of an intern. The 2012 intern application process will consist of four criteria, each criterion to be a maximum of 500 words (except criteria one).
- Primary medical degree registerable with the Medical Board of Australia
- Ability to work effectively in a healthcare environment. In your answer, provide examples of good interpersonal skill, an ability to work in a multidisciplinary environment, and good organisation and time management skills
- Commitment to working in WA to promote, protect, maintain, and restore the health of the people of WA. Indicate how these commitments have influenced your decision to choose your hospital of first preference
- Commitment to continued learning and academic excellence

**Section Three – Application Questions.**
This section will verify which internship prioritisation group the applicant fits.

- Are you a graduate of a WA medical school who is an Australian citizen or permanent resident?
  - ( ) Yes
  - ( ) No

- Are you a graduate of an accredited interstate Australian or New Zealand medical school who is an Australian citizen or permanent resident, or a New Zealand citizen?
  - ( ) Yes
  - ( ) No

- Are you an international student graduated from a WA medical school who is able to fulfil the visa requirements of the Department of Immigration and Citizenship?
  - ( ) Yes
  - ( ) No

- Are you an international student graduated from an accredited interstate Australian or New Zealand medical school who is able to fulfil the visa requirements of the Department of Immigration and Citizenship?
  - ( ) Yes
  - ( ) No

- Are you an International Medical Graduate who has passed the AMC MOQ exam?
  - ( ) Yes
  - ( ) No

**Section Four – Medical Degree Questions.**
Questions related to the name of the University where the applicant’s medical degree was completed and the year in which the medical degree will or was completed.

- What is the name of the University where your medical degree was completed?
- In which year did you/will you complete your medical degree?
Section Five – Primary Allocation Centre Preference Questions.
There are three Primary Allocation Centres (PACs) offering internships in WA. You will be asked to indicate which PAC is your preferred employer by numbering the hospitals from 1 to 3 (with one being the most preferred and three the least preferred option).

- [ ] Royal Perth Hospital
- [ ] Sir Charles Gardner Hospital
- [ ] Fremantle Hospital

Section Six – Rural Intern Rotations: Expressions of Interest.
You will be asked whether you are interested in doing one or more rural hospital rotations during your internship. Please tick the response that applies.

- Are you interested in doing one or more rural hospital rotations during your internship?
  - [ ] Yes (continue to Question 2)
  - [ ] No (go to Section 7)

- If Yes, how many weeks would you like to spend doing rural hospital rotations during your internship?
  - [ ] 10 weeks (1 rotation)
  - [ ] 20 weeks (2 rotations)
  - [ ] 30 weeks (3 rotations)

- Please provide a brief statement indicating why you would be interested in doing one or more rural rotations (maximum of 360 words).

- The Rural Training Collaborative (RTC) offers support for doctors undertaking rural postgraduate training. Do you give permission to be contacted by the RTC? This is independent of the selection process.
  - [ ] Yes
  - [ ] No

Section Seven – Additional Information.
You must submit the following as attachments via your online application:

- Curriculum Vitae/Resume (maximum two pages). Please ensure you include the following information:
  - Educational background (including years of education)
  - Activities/interests
  - Name and contact details of 2 referees
  - Academic Record of your medical degree up until the date of application

Please note:
All applicants will be required to attach their Curriculum Vitae and scan and attach an Academic Record to their application. You will be asked to do this at the end of the application process prior to submitting your application.