Personal and Professional Development
MBBS Degree (IMED6621/2)

PPD Student Guidebook and Portfolio 2016
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
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Why is PPD so important?</td>
<td>6</td>
</tr>
<tr>
<td>What do we mean by “Professionalism” in medicine?</td>
<td>6</td>
</tr>
<tr>
<td>FMDHS Professionalism Policy</td>
<td>7</td>
</tr>
<tr>
<td>Reflective practice</td>
<td>8</td>
</tr>
<tr>
<td>PPD on the UWA LMS System</td>
<td>8</td>
</tr>
<tr>
<td>Mentoring</td>
<td>9</td>
</tr>
<tr>
<td>Administrative Details</td>
<td>11</td>
</tr>
<tr>
<td>LEVEL 6 PPD Case Based Ethics Essay Guidelines</td>
<td>12</td>
</tr>
<tr>
<td>Assessment</td>
<td>12</td>
</tr>
<tr>
<td>FAQ’s about PPD</td>
<td>14</td>
</tr>
<tr>
<td>IMPORTANT DATES</td>
<td>15</td>
</tr>
<tr>
<td>Dean’s Letter of Commendation – Clinical Mentors</td>
<td>15</td>
</tr>
<tr>
<td>Appendices</td>
<td>16</td>
</tr>
</tbody>
</table>

**One:**  Level 6 PPD Portfolio, Ethics Essay and Interview Record  
**Two:**  Example of Application for WA Intern
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 unit IMED6621/2 has 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.

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 every day 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
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.

**PPD Administration Officer:**
Ms Deborah Chapman  
Email: ppdmed-fmdhs@uwa.edu.au  
Ph: 6488 5075  
Fax: 6488 6879  
Mailing address:  
Education Centre, MBDP: M515  
UWA Faculty of Medicine, Dentistry and Health Sciences  
University of Western Australia  
35 Stirling Highway, Crawley 6009 WA

**PPD Unit Coordinator:**  
Dr Paul McGurgan  
Email: Paul.McGurgan@uwa.edu.au
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 Two, page 24). This reflects how important the Health Department and the community at large rate the qualities and characteristics included in PPD.

Selection criteria on the 2014 application form included:

- 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 refer to 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:

http://www.pmcwa.health.wa.gov.au

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 stated 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.


FMDHS Professionalism Policy
http://www.meddent.uwa.edu.au/teaching/policies/professional-behaviour

It is acknowledged that whilst medical students are not yet doctors, they have certain privileges and responsibilities different from those of other students. As potential future doctors, rigorous standards of professional behaviour are thus expected of them. Students must be aware that their behaviour outside the clinical environment, including in their personal lives, may have an impact on their fitness to practice and ability to provisionally register as a doctor. Their behaviour at all times must justify the trust the public places in the medical profession, and never put patients or the public at risk.

In the Faculty’s experience, medical students can (often inadvertently) have difficulties with appropriate professionalism behaviour in both ensuring patient confidentiality and in using social media.

Faculty of Medicine, Dentistry & Health Sciences
Medical students are in a privileged position in terms of access to patient information. With this comes professional responsibilities in terms of using this information appropriately and ensuring that patient information is kept confidential.

Doctor-patient relationships rely on implicit trust; patient information should only be shared on a "needs to know" basis. Health professionals must always acknowledge the vulnerability of patients and protect their patient’s personal information whenever possible.

The UWA Faculty recognise that medical students need to use patient information as an essential part of their education. The Faculty have been instrumental in providing students with access to WA Health Department patient information resources such as iCM. Although students need to use clinical information for reports etcetera, this must be in the context of the data being de-identified and sensible precautions being made about data security and disposal. Any medical students not taking due diligence in this area are behaving unprofessionally and may have professional misconduct processes instituted. These professional behaviour expectations apply to a range of activities including photocopying patient’s notes, printing patient’s results, disposing of patient information and using social media (https://ama.com.au/article/social-media-and-medical-profession).

The FMDHS ‘Policy on Professional Behaviour for Students’ and associated procedural guidelines (www.meddent.uwa.edu.au/teaching/policies/professional-behaviour) have been developed to facilitate a consistent and equitable approach to the recording, monitoring and evaluation of misconduct in the area of professionalism and professional behaviour of all students enrolled in coursework programs of study offered by the FMDHS.

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.  

http://www.mindtools.com/CommSkill/JohariWindow.htm

PPD on the UWA LMS System

A PPD Unit website has been created for year 6 students on the UWA LMS system. This LMS unit will automatically appear when students enrolled in the PPD Unit log on to the LMS system (found at http://www.lms.uwa.edu.au ).

The PPD site contains links to various articles, websites, activities and other resources useful to the learning and understanding of the PPD themes. All PPD related announcements are posted on the site as well as the most up to date version of the PPD Student Guidebook.

For year 6, copies of the relevant PPD Campus Week seminar materials will also be made available here following the presentations.

Students should log on to the PPD LMS Unit regularly to view the content and announcements.
Please note that with the PPD Student Guidebook being updated annually, students should refer to the electronic version on PPD LMS Unit for the most up to date information.

PPD Student Forum

A forum has been created within the LMS PPD Unit for year 6 students to discuss elements of Personal and Professional Development. This link can be found under the “Activities” heading on the right hand side of the PPD page. While the forum will be regularly monitored, all direct queries about the PPD Unit itself, should be directed to the PPD Administrative Officer on ppdmed-fmdhs@uwa.edu.au.

Students are reminded that whilst using the student forum they are bound by the UWA Information and Technologies Regulations. The posting of inappropriate material (eg. material that is illegal, fraudulent, harassing, discriminating, obscene, offensive, racist, or that intends to incite violence or hatred) is unacceptable and will be dealt with according to the university policies.

Further information about these regulations and policies can be found at http://www.is.uwa.edu.au/it-help/policies

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

Faculty of Medicine, Dentistry & Health Sciences
The Mentor’s 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.

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 unit co-ordinator.

Doctors (including your mentors) have a duty to ensure that the next generation of doctors develop appropriate professional behaviours and attitudes (https://ama.com.au/position-statement/ama-code-ethics-2004-editorially-revised-2006). 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 (Dr Paul McGurgan, Paul.McGurgan@uwa.edu.au)

What is the Student’s 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 Interview Record Form is submitted 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 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 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 Officer 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 2016 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 **last Monday in July**.

It is **YOUR responsibility** to ensure that the *record sheet* is then completed and returned to the PPD Administrative Officer 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 LMS 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.

Faculty of Medicine, Dentistry & Health Sciences
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.

_Students should be aware that as per the Faculty Assessment Policy, those students who do not submit their PPD forms on time, without an approval of extension or special consideration, may receive a fail grade. All students who fail the unit will be presented at the relevant Board of Examiners’ (B.O.E.) meeting and it is at the discretion of the B.O.E. whether a student may or may not be granted a supplementary assessment._

_**Please note that these decisions may affect a student’s ability to receive Honours and/or progression in the MBBS course.**_

Summary Table

<table>
<thead>
<tr>
<th>Level</th>
<th>Points</th>
<th>Minimum Mentor Meetings</th>
<th>Seminars</th>
<th>Submissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>2</td>
<td>1 at least</td>
<td>5</td>
<td>Ethics Essay</td>
</tr>
</tbody>
</table>

**Level 6**

2 points, students must:

- Attend PPD seminars,
- Meet with their mentor **at least once** and
- Submit an Ethics Essay to their mentor by the last Monday in July for discussion and assessment.

It is YOUR responsibility to ensure that the Interview Record sheet is completed and returned to the PPD Administrative Officer 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.

What if I don’t get along with my mentor?
Contact the PPD Administrative Officer 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 Administrative Officer or Unit Coordinator.

What if I can’t get hold of my mentor?
Let the PPD Administrative Officer 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!

How can I let Faculty know if my mentor has excelled in their role?
Please see page 15 Dean’s Letter of Commendation – Clinical Mentors
IMPORTANT DATES

<table>
<thead>
<tr>
<th>Level 6</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Last Monday in July</strong></td>
<td>Student to Submit Case Based Ethics Essay to their Mentor</td>
</tr>
<tr>
<td><strong>First Monday in September</strong></td>
<td>Final interview to occur and Mentor to record (<strong>“Acceptable Progress” or “Needs Assistance”</strong>) and forward to the PPD Administrative Officer by this date. (Students are to ensure this happens)</td>
</tr>
</tbody>
</table>

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

Key Contacts:

- **PPD Admin Officer:**
  Ms Deborah Chapman
  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
  University of Western Australia
  35 Stirling Highway, Crawley 6009 WA

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

Dean’s Letter of Commendation – Clinical Mentors

In recognition of the support provided by mentors to our medical students during the clinical phase of their degree, final year medical students are given the opportunity to nominate exemplary PPD mentors who are considered to have excelled in their role, for a Letter of Commendation from the Dean of the Faculty of Medicine, Dentistry and Health Sciences at UWA. If you would like to nominate your mentor, please email PPD Admin ppdmed-fmdhs@uwa.edu.au with a brief statement outlining the reasons why you believe your mentor should receive this award. **Closing date for nominations is the last Monday in October (31st Oct 2016).**
Appendices

- One: Level 6 Ethics Essay and Interview Record Sheet
- Two: Sample of Intern Application from PMCWA 2014 (online application)
**Level 6 PPD Portfolio Ethics Essay & Interview Record**

---

**It is critical that STUDENTS ensure this form is submitted by 5pm on the first Monday in September. Students will FAIL the PPD unit without this record of the interview.**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Final Submission Details:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Essay Submission Date</td>
</tr>
<tr>
<td></td>
<td>Interview Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentor Name:</th>
<th>Mentor Email:</th>
</tr>
</thead>
</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 circle one box**

- Acceptable Progress
- Needs Assistance

**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:*

**Fax**: 6488 6879

**Email**: ppdmed-fmdhs@uwa.edu.au

**In Person**: Education Centre, Ground Floor, Ken and Julie Michael Building, 7 Fairway, Crawley, 6009 (Please insert form in appropriate box provided in reception area)

**Post**: PPD Administrative Officer: Education Centre, MBDP: M515

UWA Faculty of Medicine, Dentistry and Health Sciences

University of Western Australia

35 Stirling Highway, Crawley 6009 WA

Faculty of Medicine, Dentistry & Health Sciences
Appendix 2: 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 2013 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 organization 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, permanent resident or a New Zealand citizen?
    - ( ) 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 Australian medical school who is a temporary resident and is able to fulfil the visa requirements of the Department of Immigration and Citizenship?
    - ( ) Yes
    - ( ) No
  - Are you a graduate of accredited New Zealand medical school, who is a permanent or temporary resident?
    - ( ) Yes
    - ( ) No
  - Are you an International Medical Graduate who can fulfil the following criteria:
    1. Successfully completed both Australian Medical Council (AMC) Multi Choice Questions (MCQ) and clinical exams.
    2. Meet the English requirements for registration with the Medical Board of Australia.
    3. Have not completed an internship prior.
    - ( ) 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 Employing Health Service Preference Questions.

There are three Primary Employing Health Services (PEHS) offering internships in WA. You will be asked to indicate which PEHS is your preferred employer by numbering the hospitals from 1 to 3 (with one being the most preferred and three is the least preferred option).

- 1 Royal Perth Hospital
- 2 Sir Charles Gairdner Hospital
- 3 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. The information below details the questions you will be asked to enable adequate time to prepare your response.

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

2. If yes, how many weeks would you like to spend doing rural hospital rotations during your internship?
   - ( ) 10 weeks (1 rotation) Available at all regional hospitals.
   - ( ) 20 weeks (2 rotations) Available at all regional hospitals aligned with Fremantle Hospital and Sir Charles Gairdner Hospital.
   - ( ) 30 weeks (3 rotations) Available at Albany Regional Hospital.
   - ( ) 40 weeks (4 rotations) Available at Bunbury Regional Hospital.

3. Please provide a brief statement indicating why you would be interested in doing one or more rural rotations (maximum of 350 words).

4. Do you give permission for your application to be provided to WACHS and the RPP Collaborate who will assess the selection of junior doctors wanting to do 2 or more rural rotations?
   - ( ) Yes
   - ( ) No

For the rural hospitals, please view page 11 of the 2013 Intern Application Process Booklet, in Quick Links.

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.