

TEES, ESK & WEAR VALLEYS NHS FOUNDATION TRUST

JOB DESCRIPTION

POST TITLE: Foundation Programme Year 1 in Psychiatry

DURATION: 4 months

LOCATION: Scarborough General Hospital

SPECIALTY: Mental Health Liaison Team

CLINICAL SUPERVISOR: Dr Ogba Onwuchekwa

Brief description of the clinical service

The post of Foundation Year 1 Doctor will be based with the Mental Health Liaison Team (MHLT) at Scarborough General Hospital.

MHLT provides mental health input for any patient from the age of 18 years onwards currently an inpatient in Scarborough General Hospital. You will see patients with physical illness presenting with a variety of mental health conditions, including dementia, delirium, depression, Schizophrenia, Bipolar Affective Disorder, and anxiety. There will also be opportunities to shadow the clinicians in assessments of patients that have presented to the Emergency Department (ED).

Key professional relationships

The post holder will:

- Be accountable to the Consultant Psychiatrist in MHLT
- Work with members of the multidisciplinary team, both in MHLT and with the inpatient wards.
- Be involved in the assessment/management of patients with mental health related presentations in the in-patient setting
- Have opportunity to develop skills in mental health assessment, risk assessment, cognitive testing, and capacity assessments for patients in York Hospital
- Be involved in the FY teaching programme, mental health teaching programme and have dedicated time for portfolio development as per national Foundation Training guidance
- Have dedicated educational supervision (1 hour per week)
- Have access to direct and immediate clinical supervision during the working day, if required

Induction

At the beginning of your placement, you will take part in an induction programme including e- learning mandatory and statutory training. The induction will introduce you to the Trust if you have not previously worked with us before. As part of the induction, you will be introduced to the workplace and informed of the requirements of the post.

Main duties of the post holder – professional, clinical, administrative

Clinical supervision will take place weekly for one hour with your Clinical Supervisor Dr Onwuchekwa. Allocated time will be given for workplace based assessments. The Mental Health Liaison Team (MHLT) is a 24-hour service and receives referrals from the Emergency Department (ED), as well as from the ward.

When Dr Onwuchekwa is on leave, cover will be arranged and another Consultant Psychiatrist will provide cover for urgent issues for the MHLT team. The FY1 trainee will be able to contact the covering Consultant Psychiatrist for clinical supervision and any other urgent issues, as appropriate.

Duties of the Post

1. Clinical:

- To participate in the mental health assessments of in-patients in Scarborough General Hospital including the completion of full psychiatric histories, review of previous notes, and mental state examinations. With experience you will contribute to risk assessments and formulation of management/treatment plans.

The post holder will also gain knowledge and experience of:

- Managing both common and complex psychiatric presentations both in the ED and wards
- The use of the Mental Health Act and Mental Capacity Act

2. Teaching Medical students and Allied Staff

- To participate in opportunistic teaching of team members and medical students
- To work with MHLT team members to provide structured teaching and training on various topics, such as delirium, to physical healthcare staff

3. Administration:

- To maintain accurate and clear records using the TEWV patient record system, as well as that of Scarborough General Hospital and in accordance with local Information Governance policy
- To communicate with staff, patients and their carers in a timely and effective manner
- To liaise with other professional staff and agencies

4. Education and Training:

- Clinical supervision is provided as required throughout the week by the Consultant or covering consultant
- There will be a supervision session of one hour per week
- Educational supervision will be provided by your Educational Supervisor
- To attend the weekly postgraduate teaching programme
- To become involved in medical student teaching

5. Research and Audit:

- To develop audit skills – this may involve participation in the audit programme and completion of an audit project during the post
- Explore opportunities to become involved in research activities as appropriate

Settings of where the work will be carried out:

- Various wards within Scarborough General Hospital and ED

Educational opportunities and objectives:

There will be an expectation that you attend local postgraduate teaching programmes, as well as specific programmes that Foundation Year 1 Programme facilitates.

Foundation Year 1 Doctor timetable – *Two hours per week protected Self-Development Time (SDT) to be agreed with your clinical supervisor at the start of your placement*

*****Please note that locality weekly teaching is currently held via MS Teams on a Wednesday morning as opposed to the face-to-face session that is detailed in your trainee timetable*****

	Monday	Tuesday	Wednesday	Thursday	Friday
am	9.30am MHLT MDT Clinical reviews with team	9.30am MHLT MDT WPBA with Dr Onwuchekwa	9-12 TEWV teaching programme	9.30am MHLT MDT admin	9-11 Self Development Time Clinical reviews with team
pm	Clinical reviews with team Admin	Clinical reviews with team Admin	12:30-2 FY teaching Weekly MHLT ops meeting Clinical reviews	Clinical reviews with team Clinical supervision with Dr Onwuchekwa	Audit/QI time Clinical reviews with team

Clinical supervisor timetable (Dr Ogba Onwuchekwa)

	Monday	Tuesday	Wednesday	Thursday	Friday
am	9.30-10am Liaison MDT huddle Liaison urgent, emergency & inpatient assessments	9.30-10am Liaison MDT huddle Liaison urgent, emergency & inpatient assessments	SPA Day/Attendance at Wednesday teaching /MDT Huddle	9.30-10am Liaison MDT huddle Liaison urgent, emergency & inpatient assessments	9.30-10am Liaison MDT huddle Liaison urgent, emergency & inpatient assessments
pm	Liaison urgent, emergency & inpatient assessments	Liaison urgent, emergency & inpatient assessments	SPA Day	Liaison urgent, emergency & inpatient assessments Clinical supervision with trainees	Liaison urgent, emergency & inpatient assessments

Summative assessments

In line with the two axis (JoHari) approach to learning, the assessment process requires the FD to demonstrate a readiness to progress at ARCP, based on capabilities demonstrated (disclosed) in their portfolio and triangulated with the summative assessment of experienced educators.

Summary of assessments against HLOs

HLO 1: An accountable, capable, and compassionate doctor	HLO 2: A valuable member of the healthcare workforce	HLO 3: A professional, responsible for their own practice and portfolio development
<ul style="list-style-type: none"> • Clinical assessment: Assess patient needs in a variety of clinical settings including acute, non-acute and community • Clinical prioritisation: Recognise and, where appropriate, initiate urgent treatment of deterioration in physical and mental health • Holistic planning: Diagnose and formulate treatment plans (with appropriate supervision) that include ethical consideration of the physical, psychological and social needs of the patient • Communication and care: Provide clear explanations to patients/carers, agree a plan and deliver healthcare advice and treatment where appropriate • Continuity of care: Contribute to safe ongoing care both in and out of hours 	<ul style="list-style-type: none"> • Sharing the vision: Work confidently within the multiprofessional team and, where appropriate, guide the team to deliver a consistently high standard of patient care based on sound ethical principles • Fitness for practise: Develop the skills necessary to manage own personal wellbeing • Upholding values: Act as a responsible employee, including speaking up when others do not act in accordance with the values of the healthcare system • Quality improvement: Take an active part in processes to improve the quality of care • Teaching the teacher: Teach and present effectively 	<ul style="list-style-type: none"> • Ethics and law: Demonstrate professional practice in line with the curriculum, GMC and other statutory requirements through development of a professional portfolio • Continuing professional development: Develop practice including the acquisition of new knowledge and skills through experiential learning; acceptance of feedback and, if necessary, remediation; reading and, if appropriate, through research • Understanding medicine: Understand the breadth of medical practice and plan a career
<p>CSR ESR TAB PSG e-portfolio evidence PSA certificate – F1 only</p>	<p>CSR ESR TAB PSG e-portfolio evidence</p>	<p>CSR ESR e-portfolio evidence Learning log Engagement in feedback on training Form R/SOAR</p>

Study leave and annual leave

The study leave entitlement is per the Health Education North East policy. You will be entitled to 9 days annual leave throughout this 4 month rotation.

Mental health in the Foundation Programme curriculum

Mental health disorders are common and frequently go unrecognised and untreated. The Foundation Programme curriculum explicitly emphasises the need for physical and mental health to be considered in tandem (see the statement on: The 'Parity of Mental Health' and the importance of social wellbeing). The following topics must be included in the FD core training programme if they are not available to all FDs, either via direct presentations or recognition of these disorders in patients presenting with other conditions.

Training should cover the recognition and assessment of:

- Depression
- Mania
- Psychosis
- Anxiety/panic
- Personality disorder
- Delirium
- Chronic cognitive impairment/dementia
- Eating disorders
- Substance use disorder
- Somatisation disorders, including functional syndromes

FDs also need to develop skills in managing clinical scenarios where they may be required to apply knowledge of mental health legislation/treatment to a patient with a physical health presentation:

- assessing capacity and using Mental Capacity Act;
- Mental Health Act 1983 (or equivalent, e.g. Mental Health Scotland Act 2015) including but not limited to 5(2)*;
- relevant ethical framework around difficult decision-making, e.g. treating patients with eating disorders or self-harm;
- understanding that physical disease can present with psychiatric symptoms (e.g. multiple sclerosis, Cushing's, hypothyroidism) when ordering and interpreting investigations;
- serious adverse effects of common psychotropic medications, e.g. neuroleptic malignant syndrome, QTc prolongation, serotonin syndrome;
- communicating with and managing a disturbed or challenging patient, and understanding the risks some patients with mental health conditions pose to themselves and to others;
- explaining a diagnosis to a patient (or carer) who has Medically Unexplained Symptoms (MUS) or a non-organic cause for their symptoms, e.g. panic disorder presenting as chest pain.

Useful Reference Documents

In order to successfully meet the required competencies and skills to progress in Foundation Training it is important for you to be aware of the following documents in relation to foundation training, which can be found in the links below.

1. UK Foundation Programme Curriculum 2021
 - The 13 Foundation Professional Capabilities
 - Foundation Programme Syllabus (FPC 1-13)
2. The Foundation doctor self development time
3. Building a portfolio
4. The annual review of Competency Progression for the Foundation programme
5. Supervised Learning Events

<https://foundationprogramme.nhs.uk/curriculum/new-uk-foundation-programme-curriculum-2021/>

6. Health Education Yorkshire and Humber – East Yorkshire Training Programme

<https://heeyh-deanery-live.azurewebsites.net/foundation/about-your-programme-foundation-school-regions/east-yorkshire-ey>

Yorkshire Deanery Foundation School Foundation Placement Competence Matrix

POST : Foundation Programme Year 1 in Psychiatry

The following table gives an indication to what extent the following competence areas of the National Foundation Curriculum can be met in this post.

KEY

- Red:** Not at all
Amber: To some extent/limited opportunities
Green: To a great extent/ample opportunities

Curriculum competences (and any additional competences such as audit etc) expected to be achieved:

<i>Section</i>	<i>Outcome</i>	<i>Expect to achieve</i>
Professionalism	Behaviour in the workplace	Green
	Health and handling stress and fatigue	Green
	Time management and continuity of care	Green

Section	Outcome	Expect to achieve
Good clinical care	Eliciting a history	Green
	Examination	Green
	Diagnosis and clinical decision-making	Green
	Safe prescribing	Green
	Medical record keeping and correspondence	Green
	Safe use of medical devices	Amber
Recognition and management of the acutely ill patient	Promptly assesses the acutely ill or collapsed patient	Amber
	Identifies and responds to acutely abnormal physiology	Amber
	Where appropriate, delivers a fluid challenge safely to an acutely ill patient	Red
	Reassesses ill patients appropriately after starting treatment	Green (mentally unwell)
	Undertakes a further patient review to establish a differential diagnosis	Green
	Obtains an arterial blood gas sample safely, interprets results correctly	Red
	Manages patients with impaired consciousness, including convulsions	Red
	Uses common analgesic drugs safely and effectively	Amber
	Understands and applies the principles of managing a patient with acute mental disorder including self-harm	Green
	Ensures safe continuing care of patients on handover between shifts, on call staff or with 'hospital at night' team by meticulous attention to detail and reflection on performance	Amber
	Resuscitation	Resuscitation
Discusses Do Not Attempt Resuscitation (DNAR) orders/advance directives appropriately		Amber
Discharge and planning for chronic disease management	Discharge planning	Amber
	Planning for chronic disease management	Green
Relationship with patients and communication skills	Within a consultation	Green
	Breaking bad news	Amber
Patient safety within clinical governance	Treats the patient as the centre of care	Green
	Makes patient safety a priority in own clinical practice	Green
	Promotes patient safety through good team-working	Green
	Understands the principles of quality and	Green

Section	Outcome	Expect to achieve
	safety improvement	
	Complaints	Amber
Infection control	Infection control	Amber
Nutritional care	Nutritional care	Amber
Health promotion, patient education and public health	Educating patients	Amber
	Environmental, biological and lifestyle risk factors	Green
	Smoking	Green
	Alcohol	Green
	Epidemiology and screening	Amber
Ethical and legal issues	Medical ethical principles and confidentiality	Green
	Valid consent	Green
	Legal framework of medical practice	Green
	Relevance of outside bodies	Green
Maintaining good medical practice	Lifelong learning	Green
	Research, evidence, guidelines and care protocols	Green
	Audit	Green
Teaching and Training	Teaching and training	Green
Working with colleagues	Communication with colleagues and teamwork for patient safety	Green
	Interface with different specialties and with other professionals	Green

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