

Placement-specific personal development plan – Core Psychiatry exemplar

This exemplar provides suggestions of the ways in which capabilities can be developed and evidenced. It can be used to inform the conversation between trainee and trainer at the start of each placement / training post, in which they should agree activities and evidence as part of setting up a personal development plan.

Post Description	Rehabilitation Psychiatry (community rehabilitation team)
Post Length	6 months
Training Year	CT3
Career Progression Plan	
CT1	General Adult Psychiatry CMHT, General Adult Psychiatry acute inpatient treatment ward
CT2	Old Age Psychiatry CMHT, CAMHS
CT3	Rehabilitation Psychiatry, Forensic Psychiatry

The below table outlines the High Level Outcomes (HLOs) and Key Capabilities (KCs) to be achieved under 16 key themes.

Specialty HLO statements

HLO1: Demonstrate the professional values and behaviours required of a medical doctor in psychiatry, with reference to Good Medical Practice, and Core Values for Psychiatrists (CR204) and other relevant faculty guidance.			
High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
1.1 Professional Relationships	Work collaboratively with patients, families, their carers of all ages and colleagues respecting their autonomy, diversity and valuing their contribution.		
	Understand, recognise, validate and actively address systemic and structural inequalities, intersectionality, and their impact on clinical outcomes for patients and carers of all ages and on working relationships with colleagues.		
	Consistently demonstrate a person-centred holistic clinical approach to patients that is honest, empathic, compassionate, and respects their dignity while maintaining therapeutic optimism and boundaries.	<ul style="list-style-type: none"> Create a WRAP (wellness recovery action plan) for a patient. 	Mini-ACE CbD Upload anonymised WRAP onto Portfolio Online
		<ul style="list-style-type: none"> Use standardised tools (e.g., Dialog +) to guide patient reviews. 	Mini-ACE CbD

		<ul style="list-style-type: none"> Use standardised tools (e.g., CANSAS) to assess rehabilitation needs. 	Mini-ACE CbD
	Demonstrate flexibility, leadership, use of initiative, prioritisation, and adaptability, effectively managing your time and resources and using new technologies as appropriate.		
1.2 Professional Standards	Understand the impact of workload, patient and organisational dynamics on your own well-being.		
	Use supervision and reflection effectively recognising your skills, limitations and your duty of candour.		
	Develop strategies to take care of your wellbeing, seeking timely support and guidance, including acknowledging if you have a protected characteristic which might impact on your training or if you are having difficulties adapting to working in the UK.		
	Use the method of receiving, reflecting and responding to understand and manage the emotional impact of work on yourself, the	<ul style="list-style-type: none"> Attend Balint group and reflective group 	Attendance certificate for Balint groups

	individual and the team, including the impact of suicide and homicide.		CbDGA
	Consistently demonstrate a positive and conscientious approach to the completion of your work.		
	Make clear, accurate and contemporaneous records.		
	Demonstrate the ability to use reflective practice during psychiatric supervision throughout core training, and through consistent attendance at a Balint group or case-based discussion group for a recommended minimum of a year.		
	Demonstrate an understanding of the principles of sustainability and how they underpin sustainable psychiatric practice.		

HLO 2.1: Demonstrate advanced communication and interpersonal skills when engaging with patients, their families, carers of all ages, their wider community, colleagues and other professionals.

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
2.1 Communication	Demonstrate an appropriate understanding of the ways in which you, as well as patients and others, communicate both verbally and non-verbally.		
	Consistently demonstrate effective communication approaches with patients and relevant others, including those with neurodevelopmental disorders making reasonable adjustments and adaptations where appropriate, including the use of new technologies.	<ul style="list-style-type: none"> Using MS teams or video technology for a review, ensuring patient understanding and participation is respected. 	ACE Mini-ACE Reflective entry
	Consistently use active listening skills and empathic language which respects the individual, removes barriers and inequalities, ensures partnership and shared decision-making and is clear, concise, non-discriminatory and non-judgemental.	<ul style="list-style-type: none"> Demonstrate appropriate development of care plans, considering communication needs, with regard to digital inclusion 	ACE Mini-ACE CbD Upload care plan
	<ul style="list-style-type: none"> Individual clinical encounters 	ACE Mini-ACE	

	Demonstrate effective communication and shared decision making with patients, taking into consideration their ideas, values, concerns and expectations.		
	Explain the outcome of assessment, treatment and management to patients, families, carers of all ages as well as relevant others.		
	Demonstrate an inclusive approach which considers all aspects of communication, language, sensory and cognitive needs, as well as the ethnic, social, and cultural, context of a patient.	<ul style="list-style-type: none"> Use the services of an interpreter 	ACE Mini-ACE Reflective entry
		<ul style="list-style-type: none"> Liaise with appropriate agencies to improve communication (e.g. referral to SALT) 	Reflective entry Upload referral letter Mini-PAT
HLO 2.2: Demonstrate skill in the psychiatric assessment, formulation, diagnosis and person-centred holistic management of an appropriate range of presentations in a variety of clinical and non-clinical settings.			
High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
2.2 Clinical Skills	Demonstrate an understanding of the history of psychiatry, the development of diagnostic concepts and psychiatric treatments, as well as the profession, and the historical relationships between psychiatry and society.		

<p>Demonstrate an appropriate understanding of a person-centred holistic approach to mental disorders, including a knowledge of developmental, social, cultural, spiritual/religious, trauma, adversity, genetic and epigenetic risks (including resilience and vulnerability factors) and neuro-biological influences on mental disorders.</p>		
<p>Demonstrate an in-depth understanding of human psychology, including the importance of early relationships, attachment styles, parenting, the impact of adverse childhood experiences, and traumatic events throughout life.</p>		
<p>Demonstrate an appropriate understanding of learning and behavioural stages of human development through the lifespan including awareness of normative as well as variations in presentations, for example with neurodevelopmental conditions and across cultures.</p>		
<p>Demonstrate an appropriate in-depth understanding of social determinants of health including the lived environment, deprivation and disadvantage and the impact these have on the aetiology and presentation of mental disorder across the lifespan.</p>		

Apply knowledge of the pharmacodynamics, pharmacokinetics, efficacy, tolerability, interactions, and short and long-term side effects of medication.	<ul style="list-style-type: none"> Complete Medication review and make recommendations for treatment 	CBD Reflective entry
Receive a full psychiatric history from and perform a Mental State Examination (MSE) on, patients within a range of mental and neurodevelopmental disorders across the lifespan, in routine, urgent and emergency situations incorporating appropriate terminology	<ul style="list-style-type: none"> Individual clinical encounters 	Ace Mini-Ace
Also assess patients from a range of different cultural, spiritual, and religious backgrounds, including asylum seekers and refugees, and demonstrate an understanding of how protected characteristics may impact on clinical presentation.		
Assess the risk of self-harm, suicide, risk to others as well as other risks, and ensure a safety plan is in place.	<ul style="list-style-type: none"> Complete standardised risk assessment tool 	CBD Reflective entry
Receive a collateral history from a range of informants involved in patient care.		
Conduct a thorough physical examination, undertaking relevant physical investigations and take responsibility for acting on your findings in a timely fashion.		

Thoroughly assess the general health of your patients, taking into account the interplay between physical health and psychiatric needs, considering nutritional, metabolic, endocrine, and reproductive factors, and the physical impact of substance use and addiction.		
Demonstrate skills in assessing and managing patients with addictions.		
Demonstrate an understanding of the inherent power imbalance between doctor and patient, particularly for those with protected characteristics, which can result in barriers to clinical effectiveness.		
Demonstrate an understanding of individual variation and the impact of social, cultural, spiritual and religious factors, including effects of deprivation, discrimination and racism.		
Clearly and concisely present the history, mental state examination, diagnosis and differential diagnosis, and findings of the physical examination using appropriate classification systems to other professionals.		
Use an appropriate formulation framework to devise a safe, systemic, effective, collaborative and co-productive management plan to ensure continuity of care in the immediate, short and longer term.	<ul style="list-style-type: none"> Show involvement in initial assessments and management planning with MDTs (e.g., involved in formulation session with psychologist). 	ACE Mini-ACE Written report / outcome

Where appropriate, safely prescribe evidence-based pharmacological treatment referring to relevant guidelines.		
Demonstrate an understanding of how Electro-Convulsive Therapy (ECT) and other physical treatments can be used for the treatment of mental disorders and apply this under supervision.		
Demonstrate appropriate psychotherapeutic capabilities through having delivered treatment in a minimum of two psychotherapeutic modalities over both short and long durations in a suitable setting, under the governance of the Medical Psychotherapy Tutor.		

HLO 2.3: Demonstrate an understanding of the various factors that contribute to complexity and uncertainty within psychiatric practice and the impact that they have on self, patients, carers of all ages, and colleagues.			
High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
2.3 Complexity & Uncertainty	Demonstrate an understanding of unconscious processes, including transference, countertransference, projection and splitting and the impact of these on yourself and others.		

Review treatment and management plans of patients when the outcome is not as expected or hoped for.	<ul style="list-style-type: none"> Present a complex case and discuss management options with an MDT 	CbD DONCS CP
	<ul style="list-style-type: none"> Present a case at postgraduate presentations /grand rounds. 	CP Upload presentation
Understand the limits of your clinical capabilities, seeking timely support and supervision when appropriate.	<ul style="list-style-type: none"> Draft a referral letter to a colleague or to specialist services 	Upload referral letter CbD Reflective entry Discussion in supervision
Observe, absorb, contain and reflect on complex clinical/non-clinical situations to develop a balanced response.		
Manage increasing levels of uncertainty safely under supervision.		

HLO 3.1: Apply advanced knowledge of relevant legislative frameworks across the UK to safeguard patients.

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
3.1 Knowledge of legal and organisational frameworks in your UK jurisdiction	Apply knowledge of the current legislation governing the care and treatment of people with mental disorders.		
	Balance the duty of care to the patient and the protection of others with the restriction of human rights when considering the use of legal powers.	<ul style="list-style-type: none"> Consider appropriate use of legal powers in patient management. 	CBD Reflection
	Meet the requirements to apply for relevant statutory approval where appropriate.		

HLO 3.2: Work effectively within the structure and organisation of the NHS, and the wider health and social care landscape.

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
3.2 Working within NHS and organisational structures	Demonstrate working knowledge of local health and social care services, national health and care services and regulatory authorities through your interactions with them, both routinely and in unforeseen circumstances.		

HLO 4: Apply core knowledge of mental and physical health promotion and illness prevention for patients and the wider community.

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
4.1 Health promotion and illness prevention in community settings	Apply an understanding of the factors contributing to health inequalities, and the social, cultural, spiritual and religious determinants of health.	<ul style="list-style-type: none"> Audit/project around access of screening programmes to patient caseload. 	Audit presentation uploaded to portfolio Reflective note
		<ul style="list-style-type: none"> Evidence of communication and liaison with GPs and screening programmes for individual patients. 	Anonymised letters of referral to GP / screening programmes
	Promote mental well-being and prevention of mental disorders within the context of societal change and social technology, identifying and challenging stigma and discrimination against people experiencing mental disorder.		

HLO 5: Apply teamworking and core leadership skills to work constructively and collaboratively within the complex health and social care systems that support people with mental disorder.

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
5.1 Teamworking	Demonstrate an awareness of how individual personal qualities, emotions and behaviours of both yourself and your team, impact on teamworking and the quality of patient care.	<ul style="list-style-type: none"> Attend Balint group and reflective group 	CBDGA Reflective entry
	Demonstrate a working knowledge of the roles and responsibilities of, and the interface between, multidisciplinary team members.	<ul style="list-style-type: none"> Discuss roles and responsibilities of team members in supervision with Clinical Supervisor 	Reflective entry
5.2 Leadership	Recognise the leadership skills of others in a range of contexts.		
	Demonstrate the development and application of your own leadership skills.		
	Demonstrate inclusive leadership style and awareness of the impact of hierarchy and power within relationships with patients and colleagues.		

HLO 6: Participate in and promote activity to improve the safety and quality of patient care and clinical outcomes in your psychiatric practice of a person with mental disorder.

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
6.1 Patient safety	Ensure patient safety is paramount by understanding the principles and engage with the systems of clinical governance that assure safety and quality of patient care.	<ul style="list-style-type: none"> Completing an incident report in collaboration with relevant team member. 	<p>Uploaded incident report</p> <p>Reflective entry of discussions in supervision.</p>
6.2 Quality improvement	Demonstrate an understanding of the impact on quality improvement activities in improving patient outcomes and system performance.	<ul style="list-style-type: none"> Design a feedback survey for patients and carers to express their views about the rehabilitation service Feed results back to patients and carers. 	Upload survey
	Undertake quality improvement activities relevant to your clinical practice.	<ul style="list-style-type: none"> Obtain patient and carer stories about their journey through rehabilitation service. 	Upload anonymised patient and carer stories
		<ul style="list-style-type: none"> Participate in regular reviews of patient and carer feedback 	Upload minutes of meetings Reflective notes
		<ul style="list-style-type: none"> Attend local governance meetings 	Upload anonymised meeting minutes Reflective notes
		<ul style="list-style-type: none"> Seek feedback from ongoing ward based and community patient fora and meetings. 	Evidence of involvement in quality improvement project on service user experience

HLO 7: Identify patients, their families and others from the wider community who may be vulnerable and work collaboratively in safeguarding their welfare.			
High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
7.1 Safeguarding	Demonstrate knowledge of the individual and systemic factors contributing to the vulnerabilities and safeguarding concerns in people of all ages.		
	Work within legislative frameworks and local procedures to raise and report safeguarding and welfare concerns in a timely manner and contribute to safeguarding processes.		
HLO 8.1: Plan and provide effective education and training in clinical, academic and relevant multi-disciplinary settings.			
High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
8.1 Education & Training	Apply the principles of lifelong learning to your own learning and teaching of others, including the principles of feedback.		

HLO 8.2: Demonstrate effective supervision and mentoring skills as essential aspects of education to promote safe and effective learning environments.			
High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
8.2 Supervision	Actively participate in clinical, psychiatric and educational supervision.	<ul style="list-style-type: none"> Act as mentor for new junior medical trainees, medical students or IMGs. 	Reflective entry Anonymous notes from discussions with mentee Feedback from mentee at end of placement
	Consider how unconscious processes are managed effectively and safely to help with ongoing clinical care via supervision and reflective practice.	<ul style="list-style-type: none"> Contribute to a local induction event 	Upload programme/workshop evidence Feedback from audience / trainees
HLO 9: Apply an up-to-date knowledge of research methodology, critical appraisal and best practice guidance to your clinical practice.			
High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
9.1 Undertaking research and critical appraisal	Demonstrate knowledge of ethical frameworks and research methodologies when carrying out or appraising research.	<ul style="list-style-type: none"> Submit research proposal through completion of relevant research application form, e.g., IRAS. 	Upload application form. Upload evidence of submission of proposal form Upload a copy of poster or abstract, if project has been presented at local or other seminar/conference.

	Discuss the differences between research, audit, and quality improvement and how these approaches can complement each other.		
	Critically appraise research and understand generalisability of findings to different groups in the implementation of research findings in your clinical practice.	<ul style="list-style-type: none"> • Present at journal club 	Upload copy of presentation JCP
		<ul style="list-style-type: none"> • .Case presentation demonstrating review of literature leading to an appropriate management plan for the patient 	CP CbD Grand Round feedback Upload copy of presentation
	Develop or participate in a research project where relevant research support is available.		

DRG