

Placement-specific personal development plan – General (Adult) 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	ST4 in General adult CMHT
Post Length	1 year
Training Year	ST4
Career Progression Plan	
ST4	General Adult CMHT
ST5	General Adult Inpatients
ST6	Liaison psychiatry/Early Intervention Team/Rehabilitation/Addictions/Home Treatment Team
Professional Development Sessions	
ST4	ADHD clinic, ASD clinic
ST5	Addictions' clinic, Medical Education Fellow
ST6	Criminal Justice Liaison team

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 consultant psychiatrist, 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, carers of all ages and colleagues respecting their autonomy, diversity and valuing their contribution.	<ul style="list-style-type: none"> Chair an MDT meeting/ discussion/ multi-professional meeting/CPA/ ward round Liaise and work with relevant internal and external stakeholders to ensure my patients receive care and support Agree and develop a shared plan 	DONCs CBD Mini-PAT Reflective notes
	Supervisor sample progress comments	You have chaired a ward round and will chair the next multi-disciplinary team meeting.	
	Recognise, validate and actively address systemic and structural inequalities, intersectionality, and their impact on clinical outcomes for patients and their carers of all ages and on working relationships with colleagues.		
	Consistently demonstrate a holistic and person-centred clinical approach to adult patients that is honest, empathic,		

	compassionate, and respects their dignity while maintaining therapeutic optimism and boundaries.		
	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 factors, and organisational dynamics on your own well-being and help trainees and other colleagues in doing so too.		
	Use supervision and reflection effectively recognising your skills, limitations, and your duty of candour.	<ul style="list-style-type: none"> Attend supervision regularly and organise what the sessions are used for- include WPBA, discussions about well being and case load, taking on additional roles, time management, learn about clinical governance, etc. Understand the use of reflection and how to improve practice by participating in team reflective practice. 	Supervision notes Reflective notes
	Apply 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 individual and the team, including the impact of suicide and homicide.		
	Consistently demonstrate a positive and conscientious approach to the completion of your work.		
	Make clear, accurate and contemporaneous records.		
	Promote the specialism of adult mental health including acting as an advocate for your patients and their carers.		
	Maintain the appropriate professional standards while working clinically, as a leader within healthcare organisations.		
	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 advanced interpersonal communication skills in order to appropriately diagnose, formulate and deliver a treatment plan.		
	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.		
	Use active listening skills and empathic and respectful language in the context of your own self-awareness to manage conflict, expectations and emotions, while maintaining boundaries and consistency of care and ensuring partnership and shared decision making.		
	Appropriately and concisely summarise your key findings and communicate these to others.		
	Recognise the limitations of assessment where language or cultural influences impact on communication and demonstrate skills in supporting those in whom English is not their first language, including the use of	<ul style="list-style-type: none"> Assess and manage a patient with the use of an interpreter, learn from the experience and 	ACE Mini ACE CBD

	interpreters, providing information in other languages.	appreciate the additional time and resources needed	Reflective notes
	Synthesise complex information and communicate this succinctly and coherently in your written and verbal communications.		
	Produce reports that are comprehensive, timely, accurate, appropriate and within limits of expertise.		
	Demonstrate proficiency in communicating potentially distressing diagnostic and prognostic information associated with severe and debilitating Mental Disorders with patients, carers and clinicians; develop therapeutic optimism and hope.		
HLO 2.2: Demonstrate advanced skills 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 within General (Adult) psychiatry.			
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 advanced level of person-centred holistic understanding and approach to mental disorders their presentation and treatment, including taking into consideration gene-environmental interaction, developmental, neuro-developmental, trauma and biological influences.		

<p>Apply an advanced level of knowledge of human psychology, including the importance of early relationships, attachment styles, parenting and becoming a parent, the impact of adverse childhood experiences, traumatic events, and protective factors and their impact on mental disorders in adulthood.</p>		
<p>Demonstrate an 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 in adults.</p>		
<p>Apply advanced knowledge of the pharmacodynamics, pharmacokinetics, efficacy, tolerability, interactions, and short and long-term side effects, of all relevant psychotropic medications as appropriate when initiating, reviewing changing or discontinuing regimes.</p>		
<p>Demonstrate proficiency in receiving a full psychiatric history and performing a Mental State Examination (MSE) for patients presenting from the whole spectrum of mental and neurodevelopmental disorders in adults; in routine, urgent and emergency situations and in various different settings (community, inpatient and acute hospitals).</p>		
<p>Assess patients from a range of different cultural, spiritual, and religious backgrounds, including asylum seekers and refugees, and demonstrate an understanding of how</p>		

protected characteristics may impact on clinical presentation.		
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.		
Conduct relevant physical examinations, investigations and follow them up appropriately including further referrals e.g., to specialist teams where necessary.		
Diagnose physical health issues, taking into account nutritional, metabolic, endocrine and reproductive factors and substance use and addiction, considering their impact on mental health.		
Demonstrate proficiency in assessing, formulating, and managing the risk to a patient's health, safety and the safety of others in a wide range of psychiatric disorders and in various settings.	<ul style="list-style-type: none"> • Assess and manage a patient presenting with complex needs and severe suicidal ideation in an emergency situation • Negotiate a collaborative management plan taking into account risks and using the most appropriate support, setting and legal framework • Synthesize relevant information from collateral and MDT sources 	ACE Mini-Ace CBD Mini-Pat Reflective note

<p>Supervisor sample progress comments</p>	<p>You have taken a lead on facilitating inpatient admissions where required and may need to work on your understanding of the various options in the community and alternatives to admission.</p> <p>You have led on a Mental Health Act assessment</p> <p>You should continue to assess emergencies and patients in crises, in various settings.</p>	
<p>Use a detailed knowledge of psychopathology and recognised, relevant classification systems to make a differential diagnosis.</p>		
<p>Demonstrate proficiency in formulating the information that underpins the presentation of the patient using a systemic approach.</p>		
<p>Demonstrate proficiency in devising safe, effective, collaborative systemic treatment and management plans, depending upon the differential diagnoses, comorbidities, reproductive status, clinical situation and risks in an emergency, as well as in the short, medium and long term.</p>		
<p>Apply contemporary knowledge and principles of psychological therapies where appropriate and recommend psychotherapeutic /psychological treatment.</p>		
<p>Demonstrate proficiency in the prescribing and administering physical treatments in Psychiatry, utilising relevant guidelines.</p>		
<p>Demonstrate proficiency in working across interfaces, between psychiatric specialties, other medical and non-medical specialties</p>		

	and services, demonstrating appropriate liaison and collaboration to manage risks.		
	Demonstrate proficiency in developing professional therapeutic alliances with patients to enhance treatment compliance and engagement.		
	Safely prescribe evidence-based treatment considering recognised guidelines and standards for adult psychiatric illnesses and involving the patient in the decision making.		
HLO 2.3: Apply advanced management skills within General (Adult) psychiatry in situations of uncertainty, conflict and complexity across a wide range of clinical and non-clinical contexts.			
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 proficiency in recognising and managing clinical uncertainty, ambiguity and divergent views, complex co-morbidities in those with mental disorders.		
	Demonstrate proficiency in managing unconscious dynamics including Transference/Countertransference effectively.		
	Move beyond single condition guidelines and protocols, where clinically appropriate, in complex situations, for example those of multimorbidity and polypharmacy, while maintaining the patient's trust.		

<p>Work within the limits of your own clinical capabilities and seek timely support where necessary.</p>	<ul style="list-style-type: none"> • Follow relevant clinical guidance and treatment pathways when appropriate, e.g., NICE and document appropriately. • Undertake Mental Health Act assessments (MHAs) independently and complete accurate paperwork. • Seek consultant/MDT advice when reaching limits of clinical knowledge and experience, and to improve the quality and safety of patient care and decision making. Document relevant discussions for future evidence of care, especially where working outside guidelines where necessary. 	<p>ACE Mini-ACE DONCS CbD Supervision record Mini-PAT Reflections Attendance certificates from relevant courses, e.g., MHA statutory approval, clinical updates/masterclass.</p>
<p>Supervisor sample progress comments</p>	<p>You are regularly seeing emergency/non-emergency cases independently.</p> <p>Overall, you are demonstrating increasing autonomy in clinical practice.</p> <p>You are able to recognise your own limitations and seek appropriate support.</p> <p>You regularly receive and deliver supportive supervision.</p> <p>You regularly seek feedback on your own practice.</p>	
<p>Supervisor sample end of post comments</p>	<p>You use clinical supervision effectively and reflectively.</p> <p>You are moving towards independent practice.</p> <p>You are increasing your understanding of the complexities involved in decision making.</p>	

		<p>You are increasing your skills in complex prescribing, e.g., with polypharmacy, and comorbidities, including physical and mental health conditions.</p> <p>You have been keeping up to date with clinical advances.</p> <p>You increasingly appreciate the role of the psychosocial aspects of patient care.</p> <p>You have regularly updated your PDP to reflect your changing learning needs.</p>	
	Demonstrate an understanding of individual variation and the impact of social, cultural, religious and spiritual factors, including effects of deprivation, discrimination and racism.		
	Consciously vary from established care pathways where clinically indicated and justify these decisions as needed.		
HLO 3.1: Apply advanced knowledge of relevant legislative frameworks across the UK to safeguard patients and safely manage risk within General (Adult) psychiatry.			
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	Demonstrate proficiency in the application of current legislation in your UK jurisdiction governing the care and treatment of people with mental disorder, including the use of emergency powers and compulsory treatment aspects.	<ul style="list-style-type: none"> • Appropriately apply MHA statutory powers for the treatment of mental disorders. • Work with relevant MDT members and wider social network to understand everyone's role in the process, including: social workers, nurses, doctors (including 	<p>DONCS</p> <p>ACE</p> <p>Mini-ACE</p> <p>CbD</p> <p>Reflective note</p> <p>Supervision notes</p>

		<p>GPs), police/court and ambulance services, family, friends and advocates, and the patient.</p> <ul style="list-style-type: none"> • Appropriately apply the relevant powers, lengths of detention, patient rights, appeal processes and safeguards of the relevant legislation. • Become proficient in working in emergency and routine situations, including out of hours, and high-risk clinical situations. • Demonstrate understanding of how different legislations interact and how to apply legislation depending on dynamic and changing clinical and risk situation. • Complete/submit relevant paperwork/reports as necessary, and ensure it meets professional scrutiny/standards. 	<p>Evidence of gaining statutory approval as required</p> <p>Certificate of attendance at appropriate training course(s).</p>
	<p>Supervisor sample progress comments</p>	<p>You are developing increasing skills and experience in a wide variety of routine and emergency situations that require the use of legislation.</p> <p>You correctly use legislation in different settings, e.g., community, general hospital, in-patient wards, etc.</p> <p>You have given oral and written evidence at tribunal.</p>	

		You have a clear understanding of the role of the patient and the family, and the short and long-term impact/implications of various legislation.	
	Supervisor sample end of post comments	<p>You have increasing understanding of the complexities involved in decision making and processes.</p> <p>You use clinical supervision effectively and reflectively.</p> <p>You are moving towards independent practice.</p> <p>You are developing skills of good report writing, including the use of appropriate legal terms.</p>	
	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 power.		
	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	Contribute to the development of National Health and Care Services.	<ul style="list-style-type: none"> Attend management meetings as available 	Reflective notes

HLO 4: Demonstrate leadership and advocacy in mental and physical health promotion and illness prevention for patients within General (Adult) psychiatry 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 adult mental health.		
	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 with mental disorders.		
	Demonstrate an understanding of the effect of public health measures relating to mental and physical health.		
	Demonstrate proficiency in working collaboratively across agencies to promote mental well-being and quality of life, including in unforeseen circumstances.		
	Ensure that appropriate physical health treatments, including optimal nutrition, lifestyle interventions and social prescribing are appropriately used for improving the outcome of treatment of mental disorders.	<ul style="list-style-type: none"> Participate in a wider MDT for complex cases including a range of professionals and understand their roles in the bio-psycho-social treatment of patients. e.g., eating disorders 	Reflective notes DONCS
	Participate in the design and delivery of services, taking into account local and national health promotion and illness prevention strategies.		

HLO 5: Demonstrate effective teamworking and 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	Use your understanding of how individual personal qualities, emotions and behaviours impact on teamworking and the quality of patient care.		
	Demonstrate a working knowledge of the roles and responsibilities of, and the interface between multidisciplinary team members, including peer support and peer working.		
	Understand team dynamics and use effective negotiation skills to resolve conflict and dysfunction.		
	Model, educate and adapt the service, using conflict resolution skills within and between teams, co-producing improvements with patients and carers.		
	Actively participate and contribute to the success of a team by working collaboratively with colleagues from diverse backgrounds and experiences and promoting inclusivity.	<ul style="list-style-type: none"> Participate in Team meetings, Team away days, Team reflective practice, offer to teach topics relevant to team growth 	Reflective notes AOT Supervision notes
	Demonstrate proficiency in working with unconscious dynamics between yourself,		

	your patients and other professionals, and be able to manage these within a team.		
5.2 Leadership	Recognise and appraise the leadership skills of others in various contexts.		
	Demonstrate the development and application of your own leadership skills in a variety of clinical and non-clinical settings.		
	Demonstrate inclusive leadership style and awareness of the impact of hierarchy and power within relationships with patients and colleagues.		
	Demonstrate an understanding of how your own leadership style and approach impact on others, adapting your approach to meet the needs of the team.		
	Lead, take charge, and offer opinions and direction.	<ul style="list-style-type: none"> • Lead on written and oral evidence for a Mental Health Act tribunal • Lead a meeting whilst considering and reflecting on a range of options including the views of staff, patient and family to arrive at a medical opinion. And consider the pros and cons of different management plans, settings and legal frameworks • Give oral and/or written evidence at Mental Health Act Tribunal 	DONCs CbD Reflection Meeting minutes from: <ul style="list-style-type: none"> • Tribunals • Peer group meetings • Clinical governance meetings • Serious or untoward incident meetings

		<ul style="list-style-type: none"> • Present at clinical governance meetings • Attend peer group meetings as an LNC representative • Present at a serious or untoward incident review meeting 	
	Supervisor sample progress comments	<p>You have continued to prepare and present at Mental Health Act Tribunals and other legal proceedings.</p> <p>You have provided evidence of your reflection on your leadership.</p> <p>You have read a Mental Health Act judgment for a specific tribunal that you attended.</p> <p>You have chaired meetings and produced minutes.</p> <p>You continue to discuss examples of leadership activities in which you have engaged and your approach in your clinical supervision sessions.</p>	
	Supervisor sample end of post comments	<p>You are progressing well.</p> <p>Most of the expected key capabilities have been met, those that have not will be carried over to your next placement and you know which these are.</p> <p>You are aware of the increasing expectations of autonomy in practice and your responsibilities by the end of ST6.</p> <p>You will continue to develop your capabilities on more varied and complex cases.</p>	
	Support colleagues to enhance their performance and facilitate their development.		
	Competently manage and lead a team/service, providing consultation and		

	specialist advice to team members and other agencies.		
HLO 6: Identify, promote and lead activity to improve the safety and quality of patient care and clinical outcomes 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	Understand and apply the principles and systems of clinical governance that assure, promote, and improve safety and quality of patient care.		
	Participate in activities that promote reflection and learning from critical incidents.	<ul style="list-style-type: none"> • Participate in an SI review • Attend SI panel and clinical governance meetings • Reflect on a serious incident or near miss in which you, or a patient, or another team member were involved, such as: <ul style="list-style-type: none"> • severe suicide attempt • attempted verbal or physical assault by patient • prescribing error • Discuss the causes, contributions and impact of a serious incident with relevant team members, considering the harm that occurred or was 	DONCs CbD Mini-ACE Meeting minutes Reflection notes Incident reporting form Reports Supervision notes Anonymised patient / family / team communications

	<p>Supervisor sample progress comments</p>	<p>narrowly avoided and the consequences.</p> <ul style="list-style-type: none"> • Complete a relevant incident reporting form. • Document communications between team and patient / family members about a serious incident. • Make recommendations about how to strengthen an aspect of individual or team practice (e.g. supervision) 	
	<p>Supervisor sample end of post comments</p>	<p>You continue to learn from Serious Incidents (SIs) and are undertaking root cause analysis training/SJR training.</p> <p>You provide reports on SUIs.</p> <p>You should observe a further SUI/complaint investigation review process and read/keep updated on national guidance for best practice.</p> <p>You should work with patient and carer representatives to improve quality, safety and patient experience.</p> <p>You have read about and understood concepts of moral injury, emotional impact and burnout.</p>	
		<p>You have developed a good understanding of learning and the complexities of critical incidents.</p> <p>You should continue to widen your knowledge and skills.</p> <p>You will continue to engage in formal processes to improve patient safety.</p> <p>You are clear on the capabilities that you have met as well as the capabilities to be carried over onto the next placement.</p>	

		You are becoming aware of the greater role and responsibilities of senior clinicians in such incidents.	
6.2 Quality improvement	Apply an understanding of the impact of quality improvement activities in improving patient outcomes and system performance.		
	Lead on quality improvement activities relevant to your clinical practice, including supervising others.	<ul style="list-style-type: none"> Conduct a quality improvement activity as needed for the Team, involve and include juniors, students and other members of MDT, lead on obtaining approval; thereafter disseminate results appropriately to Team and wider audience (poster presentations, write up); bring about change appropriately 	AOT Poster presentation Publication QI report
	Disseminate findings from quality improvement activities, implement and manage relevant change.		
HLO 7: Lead on the provision of psychiatric assessment and treatment of those who are identified as being vulnerable within General (Adult) psychiatry. Demonstrate advocacy, leadership and collaborative working around vulnerability and safeguarding in patients, their families and their wider community.			
High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	<ul style="list-style-type: none"> Planned activities 	Evidence including WPBAs

7.1 Safeguarding	Apply knowledge of individual and systemic factors contributing to vulnerabilities and safeguarding concerns in people of all ages.	<ul style="list-style-type: none"> Learn to make safeguarding referrals appropriately and where required; alongside MDT involvement and correct risk assessment 	DONCS Reflective notes
	Work within legislative frameworks and local processes to raise and report safeguarding concerns in a timely manner and contribute to safeguarding processes.		
	Demonstrate understanding of the impact of victimisation/exploitation and trauma in vulnerable groups.		
HLO 8.1: Promote and lead on the provision of 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 understanding of the principles and methods of learning, education, teaching, training and feedback in a variety of clinical and non-clinical settings.	<ul style="list-style-type: none"> Take on Trainee lead roles in Education as available 	DONCS
	Identify your own training needs and pursue your own continuing professional development.	<ul style="list-style-type: none"> Pursue PGCert in Teaching and Learning or equivalent as available 	Certificate of achievement

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
<p>8.2 Supervision</p>	<p>Demonstrate the professional qualities of an effective trainer, teaching and guiding individuals and groups, providing safe and effective clinical supervision in emergency and non-emergency situations or settings.</p>	<ul style="list-style-type: none"> • Regularly deliver clinical supportive supervision to junior doctors, e.g., FY1, trust doctor, CT2. • Provide clinical advice and guidance, problem solving, or supervision to wider members of the MDT, e.g., nurses, OTs, physical health practitioner, social worker, etc. • Read relevant guidance on supportive supervision, e.g., WHO, HEE. • Deliver training or supervision to other groups, e.g., medical and nursing students, patient and carer groups. • Attend Train the trainer, supportive supervision or other relevant course • Deliver supervision in emergency and non-emergency settings 	<p>AoT CbD DONCS Reflective notes Course attendance confirmation Supervision logs.</p>

	<p>Supervisor sample progress comments</p>	<p>You continue to show evidence of participating in reflective practice or Balint group, and peer support groups.</p> <p>You will look out for further training courses to develop training and supervision skills.</p> <p>You continue to deliver supervision in increasingly complex and emergency situations.</p> <p>You reflect on how to integrate psychotherapy principles into supervision, e.g., containment, positive reinforcement, being non-judgemental.</p> <p>You will increase the variety of groups being offered training and supervision, e.g., nursing students, medical students and patient and family groups, etc.</p> <p>You will take on further leadership roles: such as Trainee lead for foundation trainees, GP trainees, undergraduates, etc.</p>	
	<p>Supervisor sample end of post comments</p>	<p>You are progressing well and have shown clear evidence of improving skills and experience.</p> <p>You have developed a greater understanding of psychotherapy principles, and principles of effective supervision, especially containment.</p> <p>You have applied for a formal role at the local medical school/ medical education department/ College, e.g., tutor/ fellow, lead/ supervisor /lecturer.</p> <p>You have booked onto a course, e.g., College supervision course, PGCert module, educational CPD modules.</p>	
	<p>Actively participate in clinical, psychiatric and educational supervision, demonstrating as appropriate effective skills, creating safe and effective learning environments.</p>		
	<p>Use supervision and reflection effectively recognising your skills, limitations and your duty of candour.</p>		

	Work with increasing autonomy within a framework of supervision.		
HLO 9: Apply an up-to-date knowledge of research methodology, critical appraisal and best practice guidance to clinical practice, following ethical and good governance principles.			
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	Critically evaluate data, papers, reviews, and meta-analyses and implement findings in daily clinical practice.	<ul style="list-style-type: none"> • Conduct comprehensive or systematic literature review on a topic; can discuss methods for assessing quality of individual data papers • Appraise data papers • Appraise meta-analysis and network meta-analysis and demonstrate awareness of the benefits and limitations of these techniques. 	DONCS Publications AOT
	Translate research into local clinical practice and disseminate critical appraisal findings to wider communities.	<ul style="list-style-type: none"> • Disseminate knowledge of research findings to colleagues (e.g., in case summaries, formulations, and letters to colleagues) • Disseminate research findings to patients (e.g., in 1:1 patient discussions, small group sessions) • Draw attention to scientific unknowns and the limitations 	DONCS Supervision notes

		of evidence areas in disseminating research.	
	Apply knowledge of up-to-date appropriate statistical methods.		
	Demonstrate proficiency in the use of objective evidence-based clinical assessment instruments.		
	Work within ethical frameworks when carrying out or appraising research.		
	Apply the principles of Research Study Protocols where available.		
	Demonstrate practical contribution to an ethically approved research study.		
9.2	Disseminate up to date expert knowledge of research literature to patients and stakeholders in appropriate formats.	<ul style="list-style-type: none"> Disseminate critical appraisal findings to wider communities. Submit a co-authored poster to a conference of national (or international) standing and attend conference to present the work Publish a peer-reviewed article in a PubMed listed journal as a co-author. Increase awareness of research findings using suitable terminology amongst relevant stakeholders and members of the public. 	Publications AOT Poster presentations

9.3	Proactively contribute to research and innovation following ethical and good governance principles.	<ul style="list-style-type: none"> • Maintain the highest level of ethical behaviour, and respect for subject confidentiality at all times, by implementing the principles of Good Clinical Practice (GCP) 	DONCS Supervision notes
		<ul style="list-style-type: none"> • Complete the Good Clinical Practice (GCP) module which is strongly recommended for all higher trainees (for resources see www.nihr.ac.uk). 	Course completion certificate
		<ul style="list-style-type: none"> • Gain first-hand practical experience in helping to conduct an ethically approved research study in patients or volunteers. • Become directly involved in one or more of the following: <ul style="list-style-type: none"> ○ selecting participants based on criteria ○ taking informed consent ○ screening potential participants ○ recording outcome measures systematically ○ implementing appropriate actions in response to protocol deviations. 	DONCS Publications Certificates