

## 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.

<b>Post Description</b>	General (Adult), CMHT
<b>Post Length</b>	Six months
<b>Training Year</b>	CT1
<b>Career Progression Plan</b>	
<b>CT1</b>	CMHT, Adult inpatient
<b>CT2</b>	Old Age Psychiatry, ID/CAMHS
<b>CT3</b>	Liaison/EIT/Addictions/CRHT/Forensic

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
<b>1.1 Professional Relationships</b>	Work collaboratively with patients, families, their carers of all ages and colleagues respecting their autonomy, diversity and valuing their contribution.	<ul style="list-style-type: none"> <li>Attend equality and diversity training and keep knowledge current.</li> <li>During patient reviews. demonstrate respect, appreciation and curiosity about diversity including different ethnicities, genders, sexualities and social backgrounds.</li> <li>Engage with great variety of patients from different backgrounds.</li> </ul>	<p>Mandatory training certificate</p> <p>Mini-ACE ACE Mini-PAT Reflection CbD</p>
	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.		
	Demonstrate flexibility, leadership, use of initiative, prioritisation, and adaptability, effectively managing your time and resources and using new technologies as appropriate.		
<b>1.2 Professional Standards</b>	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.	Document supervision notes to evidence good preparation and a variety of discussions.  Write a few clear reflections using correct principles of What happened? So what? Now what? and anonymisation	Supervision notes  Reflective notes
	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		

	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.		
	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.		
<b>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.</b>			
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
<b>2.1 Communication</b>	Demonstrate an appropriate understanding of the ways in which you, as well as patients and others, communicate both verbally and non-verbally.	<ul style="list-style-type: none"> <li>Practice using and interpreting verbal and non-verbal communication during history taking and formulating patient care.</li> </ul>	Mini-ACE ACE Mini-PAT Reflection

			CBD Supervision record
	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.		
	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"> <li>Use active listening, empathy, validation and a non-judgmental approach in encounters with patients.</li> </ul>	Mini-ACE ACE Mini-PAT Reflection CBD Supervision record
	Demonstrate effective communication and shared decision making with patients, taking into consideration their ideas, values, concerns and expectations.	<ul style="list-style-type: none"> <li>Demonstrate principles of verbal and non-verbal communication during history taking and formulating patient care.</li> <li>Demonstrate the use of active listening, empathy, validation and a non-judgmental approach.</li> <li>Assess patients in a variety of settings, for example, home visits, at outpatient clinics, at</li> </ul>	Mini-ACE ACE Mini-PAT Reflection CBD Supervision record

	<p>crisis cafés, or in A&amp;E and inpatient (when on-call).</p> <ul style="list-style-type: none"> <li>• Assess/review patients effectively face-to-face or remotely or following an MDT discussion.</li> <li>• Actively lead tasks and explore patient ideas, concerns, preferences and expectations, leading to shared decision-making and the formation of a jointly agreed management plan.</li> <li>• Later in the placement, increase the variety and complexity of cases</li> <li>• Extend your assessment / review of patients to a variety of different settings, including when on call</li> <li>• Continue to demonstrate patient-centred holistic and collaborative care.</li> </ul>	
<p><b>Supervisor sample progress comments – satisfactory progress</b></p>	<p>You have made a good start to a psychiatric placement and made good progress.</p> <p>You should gain experience in an inpatient setting and continue to develop these skills in a different patient group, e.g. another age group or patients with intellectual disability.</p>	
<p><b>Supervisor sample progress comments – unsatisfactory progress</b></p>	<p>You should continue to develop your communication skills. To do this you could: watch some communication skills videos, ask for</p>	

		constructive feedback regularly from your supervisor and MDT, ask for patient feedback.	
	Explain the outcome of assessment, treatment and management to patients, families, carers of all ages as well as relevant others.	<ul style="list-style-type: none"> <li>Deliver patient-centred holistic and collaborative care.</li> </ul>	Mini-ACE ACE Mini-PAT Reflection CBD Supervision record
	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.		
<b>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.</b>			
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
<b>2.2 Clinical Skills</b>	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.		
	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.		
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.		
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.		
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.		
Apply knowledge of the pharmacodynamics, pharmacokinetics, efficacy, tolerability, interactions, and short and long-term side effects of medication.		
Receive a full psychiatric history from and perform a Mental State Examination (MSE)	<ul style="list-style-type: none"> <li>Undertake initial and follow up assessments in a variety of</li> </ul>	ACE



on, patients within a range of mental and neurodevelopmental disorders across the lifespan, in routine, urgent and emergency situations incorporating appropriate terminology	patients of varying complexity both within the Team and on call	Mini ACE CBD Supervision notes
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.		
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.		
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.	<ul style="list-style-type: none"> <li>Participate in administering ECT within the Trust</li> </ul>	DOPS

	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.		
<b>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.</b>			
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
<b>2.3 Complexity &amp; Uncertainty</b>	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.		
	Understand the limits of your clinical capabilities, seeking timely support and supervision when appropriate.		
	Observe, absorb, contain and reflect on complex clinical/non-clinical situations to develop a balanced response.		

	Manage increasing levels of uncertainty safely under supervision.	<ul style="list-style-type: none"> <li>Assess and manage cases with co-morbidities (physical and mental health) safely</li> </ul>	CBD ACE Mini ACE
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**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
<b>3.1 Knowledge of legal and organisational frameworks in your UK jurisdiction</b>	Apply knowledge of the current legislation governing the care and treatment of people with mental disorders.	<ul style="list-style-type: none"> <li>Conduct capacity assessments using relevant paperwork</li> <li>Assess patients under the Mental Health Act where appropriate for junior doctor and use relevant documentation</li> </ul>	DONCS-communication skills CBD Supervision notes
	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.		
	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

<b>3.2 Working within NHS and organisational structures</b>	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.	<ul style="list-style-type: none"> <li>Participate in routine MDT and professionals' meetings for complex cases</li> </ul>	Reflection notes Supervision notes
<b>HLO 4: Apply core knowledge of mental and physical health promotion and illness prevention for patients and the wider community.</b>			
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
<b>4.1 Health promotion and illness prevention in community settings</b>	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"> <li>Demonstrate understanding of the factors impacting inequalities of physical and mental health.</li> <li>Educate patient and family about healthy lifestyles</li> <li>Raise awareness of harmful and dangerous levels of alcohol, tobacco and substance use, and their impact on physical and mental health, both with patients and families.</li> <li>Later in the placement, develop a greater understanding of a wider variety of drugs and their impact, and discuss with patient and families.</li> </ul>	Mini-ACE ACE CBD AOT Mini-PAT Reflection Supervision record

	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.	<ul style="list-style-type: none"> <li>Engage medical students and patient groups in understanding mental health issues.</li> <li>Work with families to educate.</li> <li>Educate people about the aftermath of mental illness, the importance of good physical health, the side-effects of some psychiatric medications.</li> </ul>	Mini-ACE ACE CBD AOT Mini-PAT Reflection Supervision record
	<b>Supervisor sample progress comments</b>	<p>You've made a good start on holistic treatment and care, and health promotion. Now apply these principles in different settings, for example by attending an addictions outpatient clinic.</p> <p>You understand the health promotion aspect of the psychiatrist's role and have begun to work towards implementing this.</p> <p>Further develop your understanding of health inequalities, deprivation, cultural differences and their impact on mental health.</p>	
<b>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.</b>			
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
<b>5.1 Teamworking</b>	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"> <li>Undertake joint assessments with different members of the team</li> </ul>	Reflective notes Mini PAT

	Demonstrate a working knowledge of the roles and responsibilities of, and the interface between, multidisciplinary team members.		
<b>5.2 Leadership</b>	Recognise the leadership skills of others in a range of contexts.		
	Demonstrate the development and application of your own leadership skills.	<ul style="list-style-type: none"> <li>Take on trainee lead roles such as with the Local Education Board, Local Negotiating Committee, or other Trainee leadership positions</li> </ul>	DONCS
	Demonstrate inclusive leadership style and awareness of the impact of hierarchy and power within relationships with patients and colleagues.		
<b>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.</b>			
<b>High Level Outcomes (HLOs) and Themes</b>	<b>Key Capabilities (KCs):</b> By the end of this training year, you will be able to:	<b>Planned activities</b>	<b>Evidence including WPBAs</b>
<b>6.1 Patient safety</b>	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"> <li>Participate in team reflective practice sessions</li> </ul>	Reflection notes Supervision notes
<b>6.2 Quality improvement</b>	Demonstrate an understanding of the impact on quality improvement activities in		

	improving patient outcomes and system performance.		
	Undertake quality improvement activities relevant to your clinical practice.		
<b>HLO 7: Identify patients, their families and others from the wider community who may be vulnerable and work collaboratively in safeguarding their welfare.</b>			
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
<b>7.1 Safeguarding</b>	Demonstrate knowledge of the individual and systemic factors contributing to the vulnerabilities and safeguarding concerns in people of all ages.	<ul style="list-style-type: none"> <li>Participate in making a safeguarding referral for a patient within the Team</li> </ul>	DONCS Reflective notes
	Work within legislative frameworks and local procedures to raise and report safeguarding and welfare concerns in a timely manner and contribute to safeguarding processes.		
<b>HLO 8.1: Plan and provide effective education and training in clinical, academic and relevant multi-disciplinary settings.</b>			
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
<b>8.1 Education &amp; Training</b>	Apply the principles of lifelong learning to your own learning and teaching of others, including the principles of feedback.	<ul style="list-style-type: none"> <li>Participate in the local education programme and present CP, JC, etc</li> </ul>	AOT



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
<b>8.2 Supervision</b>	Actively participate in clinical, psychiatric and educational supervision.	<ul style="list-style-type: none"> <li>Attend supervision regularly and make use of the sessions effectively.</li> </ul>	Supervision notes
	Consider how unconscious processes are managed effectively and safely to help with ongoing clinical care via supervision and reflective practice.		
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
<b>9.1 Undertaking research and critical appraisal</b>	Demonstrate knowledge of ethical frameworks and research methodologies when carrying out or appraising research.		
	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	<ul style="list-style-type: none"> <li>Undertake a journal club presentation</li> </ul>	JCP

	groups in the implementation of research findings in your clinical practice.		
	Develop or participate in a research project where relevant research support is available.		