

## TEES, ESK & WEAR VALLEYS NHS FOUNDATION TRUST

### JOB DESCRIPTION

**POST TITLE:** Foundation Programme Year 1 in Psychiatry

**DURATION:** 4 months

**LOCATION:** Huntington House, Jockey Lane, York, YO32 9XW

**SPECIALTY:** York and Selby Memory Services

**CLINICAL SUPERVISOR:** Dr Parthipan Sivaraman

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#### **Brief description of the clinical service**

The post of Foundation Year 1 Doctor will be based with the York and Selby Memory Services at the Huntington House, YO32 9XW.

The above service provides memory assessment and dementia diagnosis and treatment for any patient referred to the service. You will see patients presenting with a variety of memory problems various different types of dementias.

#### **Key professional relationships**

The post holder will:

- Be accountable to the Consultant Psychiatrist in Memory Service
- Work with members of the multidisciplinary team.
- Be involved in the assessment/management of patients with memory difficulties and dementia diagnosis.
- Have opportunity to develop skills in mental health assessment, risk assessment, cognitive testing, diagnosis, treatment and capacity assessments for outpatients.
- Have on call duties within Foss Park Hospital as per their on call rota
- 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 Sivaraman. Allocated time will be given for work place based assessments.

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

## **Duties of the Post**

### **1. Clinical:**

- To participate in the mental health and cognitive assessments of patients referred to memory services 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 diagnosis/management/treatment plans
- Participate in the on-call rota as provided by Foss Park Hospital

The post holder will also have gain knowledge and experience of:

- Managing both common and complex dementia patients.
- The use of the Mental Capacity Act and when on call shadowing mental health act assessments
- Experience in referring and receiving and using neuro-radiology reports for diagnosis.

### **2. Teaching Medical students and Allied Staff**

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

### **3. Administration:**

- To maintain accurate and clear records using PARIS 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 for 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:**

- Clinic settings in the Huntington House.

## **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\*\***

	<b>Morning</b>	<b>Afternoon</b>
<b>Monday</b>	Clinical assessments with Experienced Memory Nurses	Diagnostic appointments with consultant
<b>Tuesday</b>	9 am to 10 am Clinical admin 10.-11 Educational supervision with Dr Sivaraman WPBA with Dr Sivaraman	Memory service MDT meeting followed diagnostic review meetings with MDT
<b>Wednesday</b>	9-12 TEWV teaching programme	12:30-2 FY teaching Audit/QI time Clinical reviews with team
<b>Thursday</b>	Diagnostic appointments with consultant	Memory medication Monitoring clinic with experienced nurses,
<b>Friday</b>	9-10 Self Development Time Diagnostic appointments with consultant	Shadowing prescribing clinic with advanced nurse practitioner and Memory initial assessment clinic. Flexible session – this session can be swapped with Wednesday PM session.

**Clinical supervisor timetable (Dr Parthi Sivaraman )**

	<b>Morning</b>	<b>Afternoon</b>
<b>Monday</b>	Clinical assessment /Prescribing/ Management time.	Memory Diagnostic appointment clinic
<b>Tuesday</b>	9 am 11 Educational supervision trainees with Dr Sivaraman 11.00 am to 12.00 WPBA with Trainees	Memory service MDT meeting followed diagnostic review meetings with MDT
<b>Wednesday</b>	9-12 TEWV teaching	SPA time /Appraisal

	programme/Management meetings	
<b>Thursday</b>	Memory Diagnostic appointment clinic	Memory Diagnostic appointment clinic
<b>Friday</b>	Memory Diagnostic appointment clinic	Clinical admin /Prescribing

### 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"> <li>• <b>Clinical assessment:</b> Assess patient needs in a variety of clinical settings including acute, non-acute and community</li> <li>• <b>Clinical prioritisation:</b> Recognise and, where appropriate, initiate urgent treatment of deterioration in physical and mental health</li> <li>• <b>Holistic planning:</b> Diagnose and formulate treatment plans (with appropriate supervision) that include ethical consideration of the physical, psychological and social needs of the patient</li> <li>• <b>Communication and care:</b> Provide clear explanations to patients/carers, agree a plan and deliver healthcare advice and treatment where appropriate</li> <li>• <b>Continuity of care:</b> Contribute to safe ongoing care both in and out of hours</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sharing the vision:</b> 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</li> <li>• <b>Fitness for practise:</b> Develop the skills necessary to manage own personal wellbeing</li> <li>• <b>Upholding values:</b> Act as a responsible employee, including speaking up when others do not act in accordance with the values of the healthcare system</li> <li>• <b>Quality improvement:</b> Take an active part in processes to improve the quality of care</li> <li>• <b>Teaching the teacher:</b> Teach and present effectively</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ethics and law:</b> Demonstrate professional practice in line with the curriculum, GMC and other statutory requirements through development of a professional portfolio</li> <li>• <b>Continuing professional development:</b> 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</li> <li>• <b>Understanding medicine:</b> Understand the breadth of medical practice and plan a career</li> </ul>

CSR  
ESR  
TAB  
PSG  
e-portfolio evidence  
PSA certificate – F1 only

CSR  
ESR  
TAB  
PSG  
e-portfolio evidence

CSR  
ESR  
e-portfolio evidence  
Learning log  
Engagement in feedback on  
training  
Form R/SOAR

## 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:

Dementia and in addition ruling out following conditions by recognising and assessment of

- Depression
- Mania
- Psychosis
- Anxiety/panic
- Delirium
- 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:**

<b>Section</b>	<b>Outcome</b>	<b>Expect to achieve</b>
<b>Professionalism</b>	Behaviour in the workplace	<b>Green</b>

<b>Section</b>	<b>Outcome</b>	<b>Expect to achieve</b>
	Health and handling stress and fatigue	Green
	Time management and continuity of care	Green
<b>Good clinical care</b>	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
<b>Recognition and management of the acutely ill patient</b>	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
<b>Resuscitation</b>	Resuscitation	Amber
	Discusses Do Not Attempt Resuscitation (DNAR) orders/advance directives appropriately	Amber
<b>Discharge and planning for chronic disease management</b>	Discharge planning	Amber
	Planning for chronic disease management	Green
<b>Relationship with patients and communication skills</b>	Within a consultation	Green
	Breaking bad news	Green
<b>Patient safety within clinical governance</b>	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-	Green

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

PS 03/2023