

Enhancing Professionalism in Foundation Training

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Developing people
for health and
healthcare

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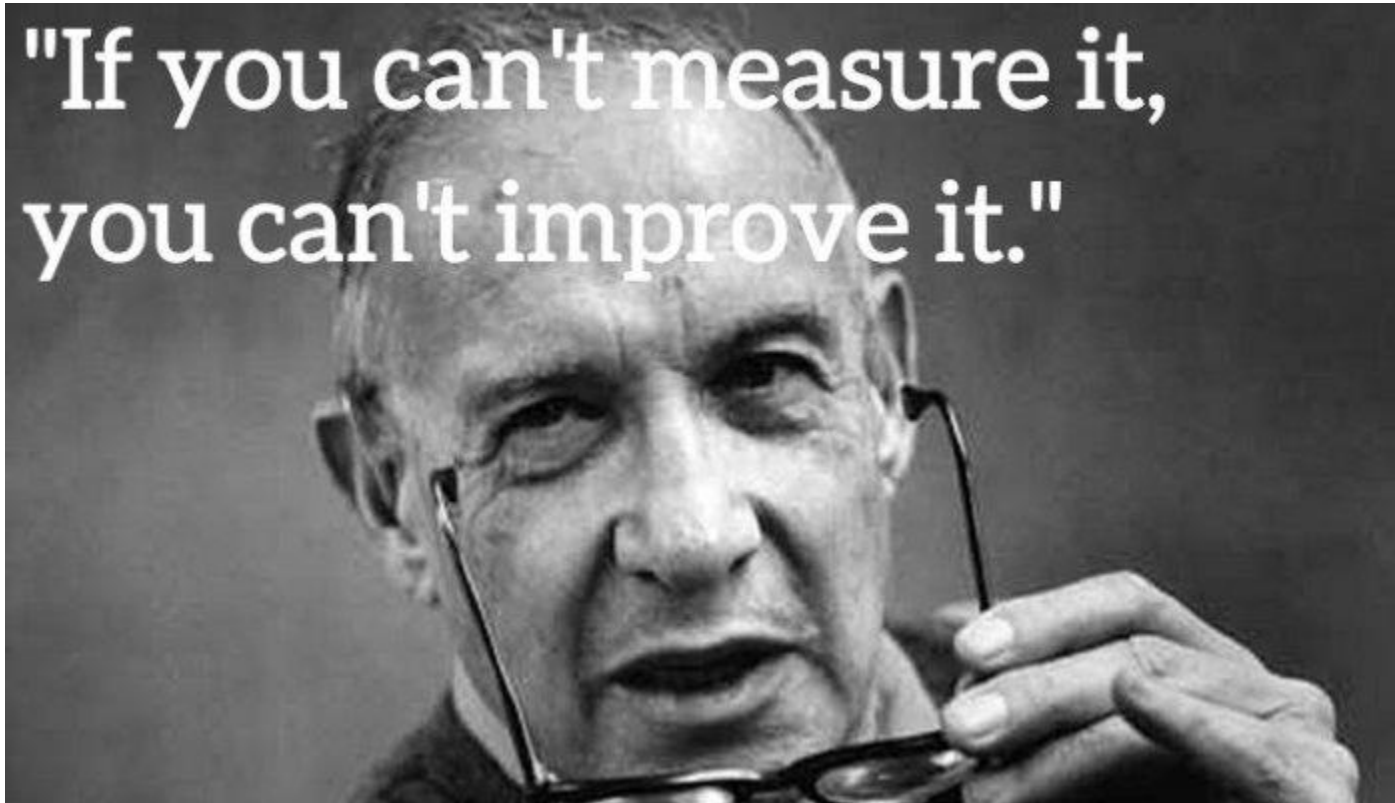


Intended Learning Outcomes

- **Understanding about the Longitudinal Integrated Foundation Training (LIFT).**
- **Evaluation of professionalism in LIFT.**
- **The importance of connectivity in enhancing professionalism.**
- **Impact for the future**

In relation to professionalism

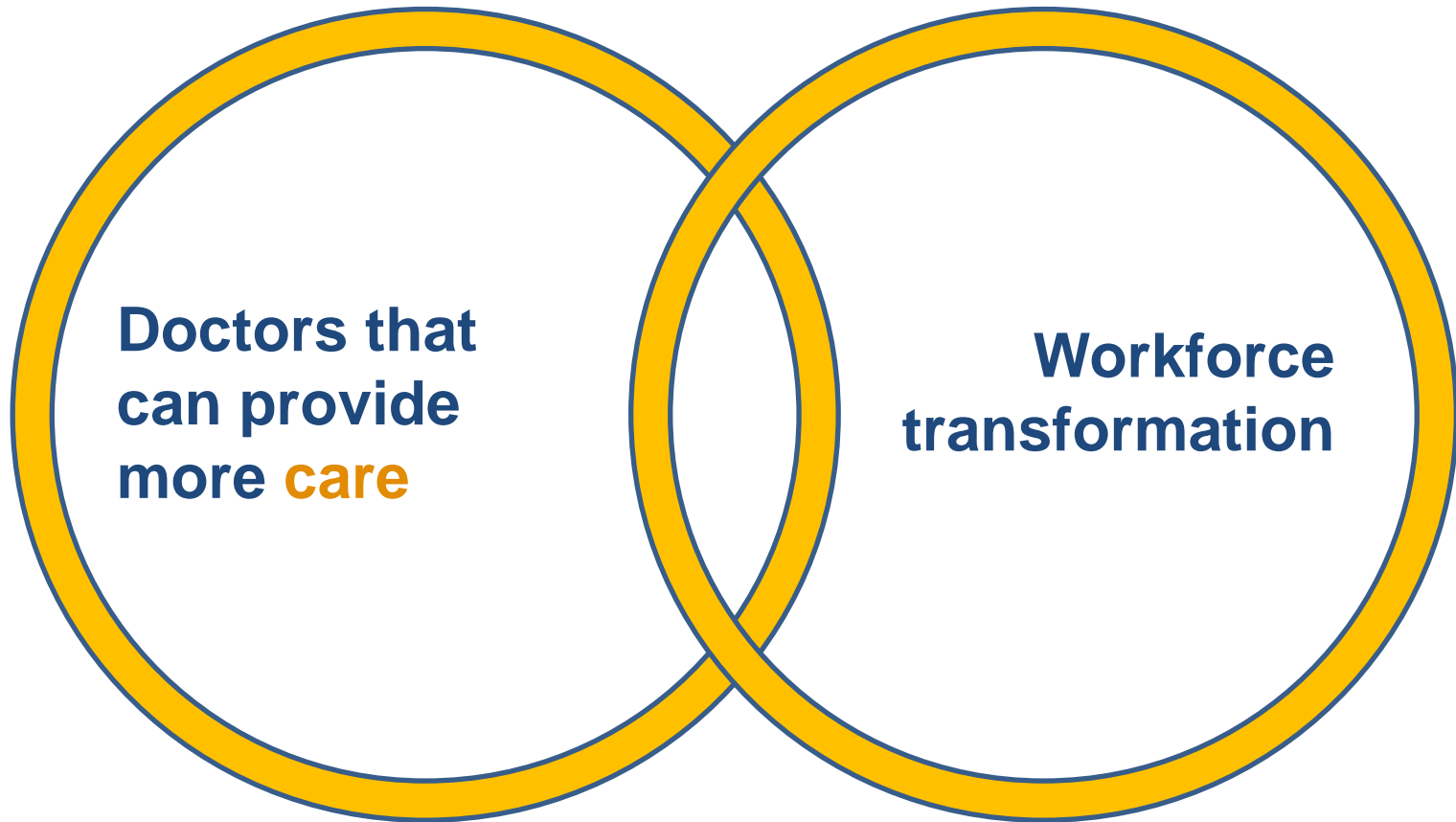
"If you can't measure it,
you can't improve it."



Future care needs of the NHS ?

- **An Inquiry into Patient Centred Care in the 21st Century**
- **The Kings fund From Vision to Action 2012**
- **A report from the NHS Future Forum.**
- **The NHS five year view**

Goals for the LIFT pilot



Method for the LIFT pilot

What do we mean by **care**?

How do we measure the **care**?

How do we create doctors that provide more **care**?

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What does **care** look like?

- Interested in and makes time for **YOU**
- Empowers **YOUR** thoughts
- Recognises and supports **YOUR** values

“managing expectation alone is not enough”

Thurlow, J, Sseruma W, Kaufman J, Bitel M (2004)
Someone on Their Side: the evaluation of the Befriending
Project at the Medical Foundation for the Care of Victims
of Torture:

What happens at medical school to our care?

- **Inhibition of moral development rate**
- **Erosion of Empathy**
- **Inhibition of display of compassion**
- **Erosion of networks of care**

Kohlberg's stages of moral development

Stage 1

- Avoidance of physical punishment and deference of authority figures (Pre-conventional morality)

Stage 2

- Instrumental exchange. Right actions satisfy one's own needs. People are valued for their utility (pre-conventional morality)

Stage 3

- Interpersonal conformity. Conform to behavioral expectations of society or peers. (Conventional morality)

Stage 4

- Law and order. Doing duties showing respect for authority and maintaining social order (conventional morality)

Stage 5

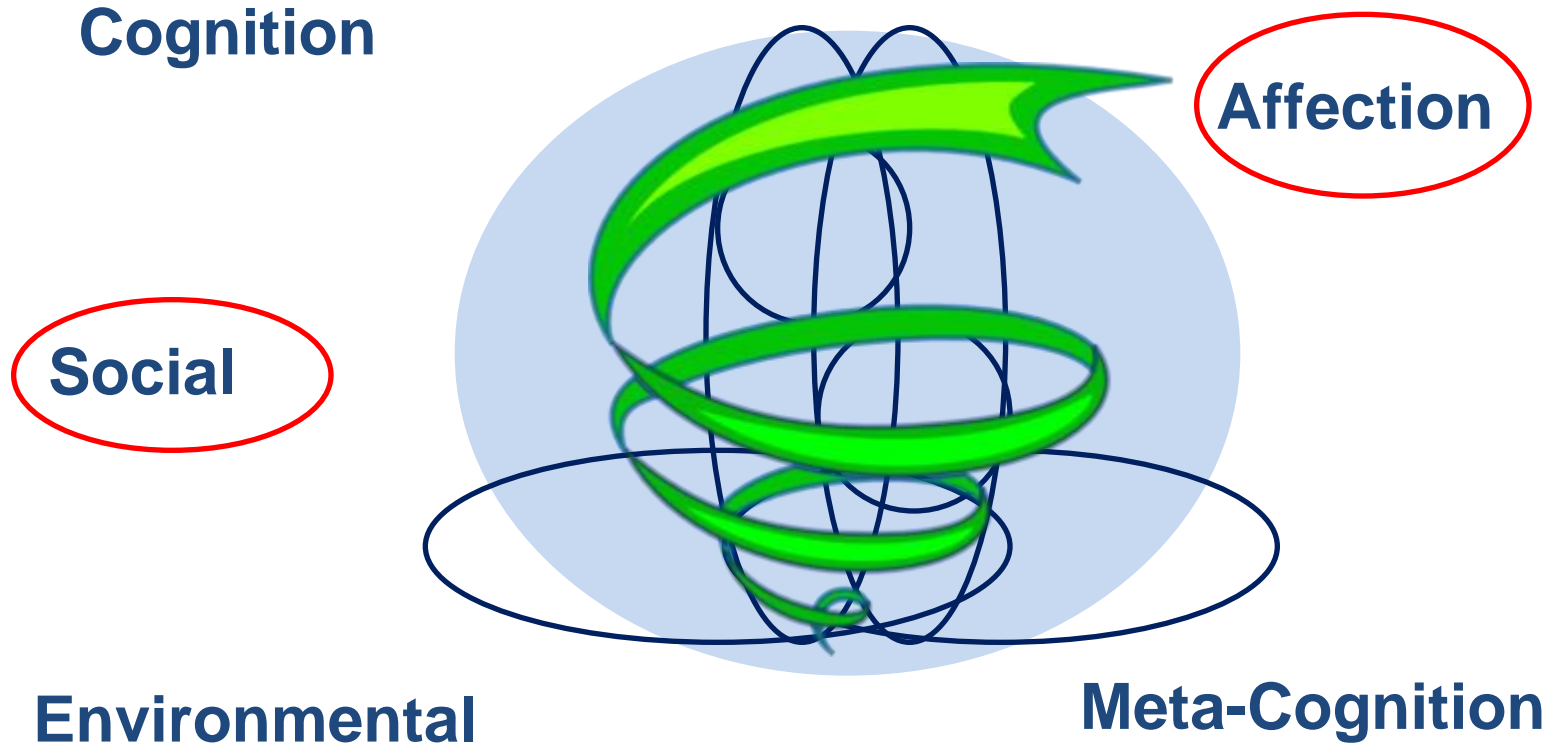
- Social contract. Act for the welfare of all and the protection of human rights. Feeling of contractual commitment. Friendship/relationship. (post conventional morality)

Stage 6

- Universal ethical principles (justice, equality of human rights, respect for the dignity of human persons (post conventional morality)

What is **care**?





Influences to experiential learning
How do we best teach and learn how to Care

Young et al: 2014, 36: 371-384 Medical teacher. AMEE Guide No. 86

Debate;

What influences connectivity in professional relationships ?

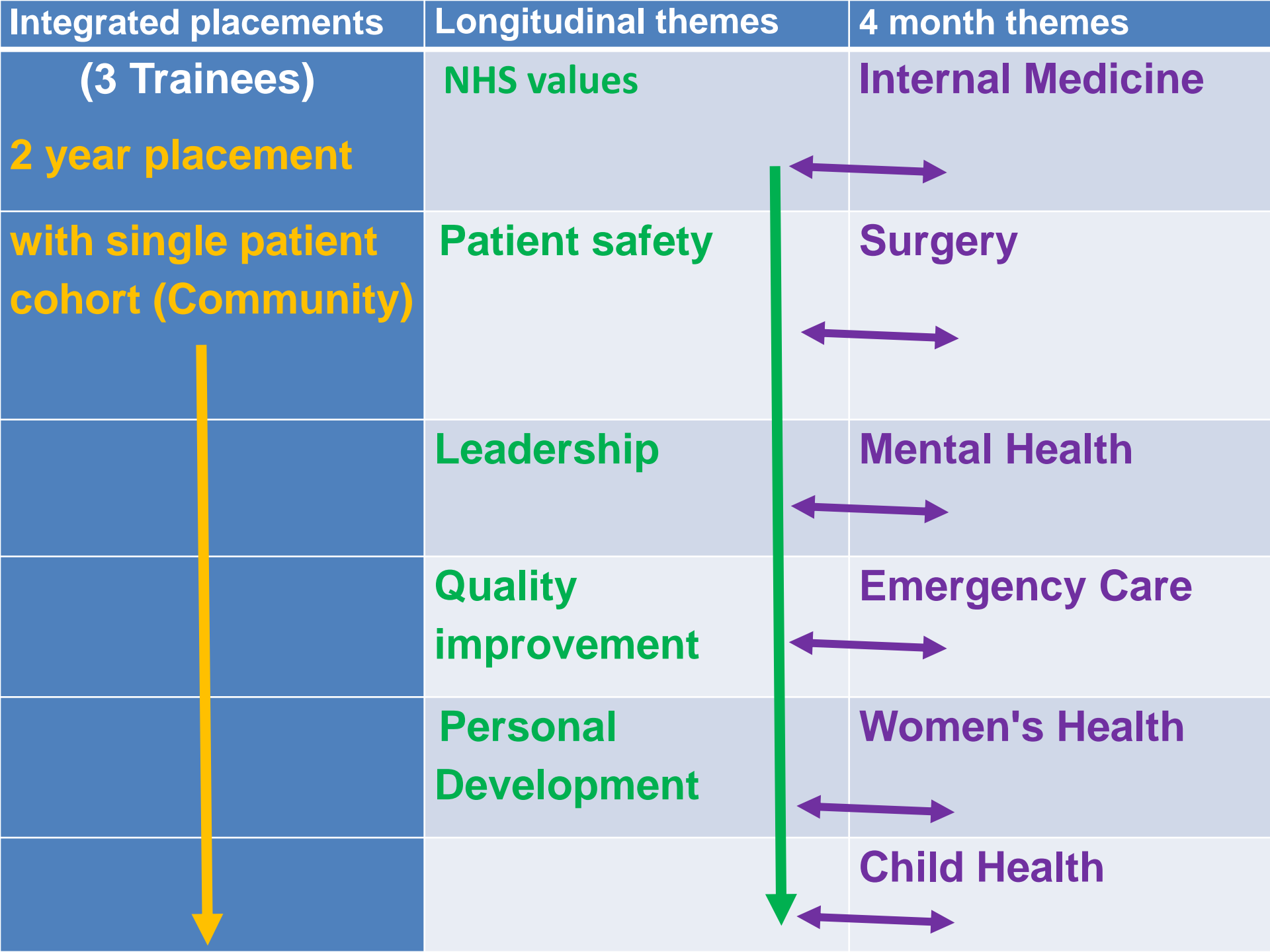
What influences connectivity in professional relationships ?

- **Trust**
- **Ownership of choice**
- **Sense of self worth**
- **Feedback**
- **Reflective capacity**



What is LIFT

- 2 Year pilot programme
- Cost of £2.5 million
- 48 self selected trainees
- 8 sites
- Following a single cohort of patients through care
- The process of the pilot will include transformation change in service and training provision
- Using the trainees to enhance connectivity of services and patient journeys
- Enhancing trainees element of care (Professional connectivity)



Integrated placements

Longitudinal themes

4 month themes

(3 Trainees)
2 year placement

NHS values

Internal Medicine

with single patient cohort (Community)

Patient safety

Surgery

Leadership

Mental Health

Quality improvement

Emergency Care

Personal Development

Women's Health

Child Health

Evaluation of LIFT

Empathy

- Moral Judgement Interview Questionnaire(Form C)

Compassion

- Jefferson Scale of Physician Empathy (health professional version)

Moral
Development Rate

- Moral Judgement Interview Questionnaire(Form C)

Tolerance of
Ambiguity

- Measuring tolerance of ambiguity through the Physician Reaction to Uncertainty Scale.

Patient
centeredness

- Patient practitioner orientation scale

LIFT Evaluation of Care

Curriculum

- ARCP curriculum mapping and Longitudinal theme Outcome data (Horus portfolio)

Supervision (trainee, trainer, patient)

- Qualitative analysis of the Educational supervisors and clinical supervisor reports looking for depth and principles of feedback/ reflection

Supervision (trainee, trainer, patient)

- C3 Instrument for Communication, Curriculum, and Culture (Haidet et al 2005, Haidet et al 2006)

Idealism (role modelling)

- Qualitative analysis of Horus portfolio reflections. Indicative approach looking for themes of role modelling.

Questions ?

Conclusions

- **LIFT is a 2 year pilot project to enhance patient care through development of professionalism**
- **Care is a concept of connectivity**
- **Elements of connectivity include self worth**
- **Self worth can be measured**

Connectivity – a principle for better care

- https://www.ted.com/talks/brene_brown_on_vulnerability?language=en

Continuity as an organisational principle for clinical education reform

<https://www.youtube.com/watch?v=cKGeWSws1So>

Hirsh et al; 2007; **Continuity as an organisational principle for clinical education reform**; The New England Journal of Medicine; 356;8;858-866

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