

# **Professional Skills and Behaviour**

## **Specialty Overview**

# Overview

## Professional Skills and Behaviour

“Good doctors make the care of their patients their first concern: they are competent, keep their knowledge and skills up to date. Establish and maintain good relationships with patients and colleagues are honest and trustworthy and act with integrity,” Good Medical Practice 2006.

Surgeons require more than technical expertise. The surgical curriculum is based on the CanMEDS framework for defining the different domains of surgical practice, and Good Medical Practice which sets out the principles and values upon which good practice is founded.

This part of the syllabus concentrates on the professional skills and behaviour required of all surgeons and is common to all specialties. Most of the details relating to medical expert i.e. the detail of the knowledge, clinical skills and technical skills can be found in the relevant specialty syllabus.

The roles defined in CanMEDS are complementary and encompass the defining characteristics of a surgeon:

- **Medical (Surgical) Expert**  
Medical (surgical) expert is the central role, integrating all the CanMEDS roles so that surgeons provide effective patient centred care by applying knowledge, clinical skills, technical skills and professional attitudes.
- **Communicator**  
Surgeons facilitate the doctor-patient relationship throughout the course of the patient journey by communicating effectively with patients, families, care givers and other professionals. This includes establishing rapport and trust, formulating a diagnosis, delivering information, striving for mutual understanding and facilitating a shared plan of care.
- **Collaborator**  
Surgeons effectively work within a healthcare team to achieve the best patient care possible. As the nature of healthcare delivery changes, surgeons will not only be working in teams comprising the group of professionals working closely together at one site but will also be working in extended teams in multiple locations. Specifically, at CCT surgeons should be competent to supervise the care of patients admitted into an institution under their name, and to lead the surgical team delivering that care.
- **Manager**  
Surgeons work as individuals and members of teams or groups at trust level with many participating at local, regional and national levels. They have to prioritise, effectively perform tasks collaboratively with colleagues and make decisions about allocating resources.
- **Health Advocate**  
Surgeons use their expertise and influence to advance the health and well-being of individual patients, communities and populations. They strive to improve the overall health of their patients and the society they serve.

- **Scholar**  
Surgeons will have a lifelong commitment to reflective learning and will contribute to the creation, dissemination, application and translation of medical knowledge.
- **Professional**  
Surgeons are committed to clinical competence and will practice in an ethical manner and will have high personal standards of behaviour.

*Good Medical Practice* identifies seven key principles and values on which good practice is founded:

- Good clinical care
- Maintaining good medical practice
- Teaching and training, appraising and assessing,
- Relationships with patients
- Working with colleagues
- Probity
- Health

These principles and values are also encompassed within the CanMEDS roles, which have been used to structure the content of the specialty syllabuses.

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# Key Topics

Trainees emerging with a CCT will need to demonstrate that their professional skills and behaviour have been developed to the high level expected of a consultant surgeon. These are described in the content section of the final stage of training.

# Initial Stage

## Overview Initial Stage

The initial stage consolidates the professional skills and behaviour developed during the foundation programme and introduces new objectives to be achieved by the end of the stage in each of the following areas of professional development:

- Medical expert
- Communicator
- Collaborator
- Manager
- Health advocate
- Scholar
- Professional

The professional skills and behaviour are integral to the specialty specific syllabuses relating to clinical practice; it is not possible to achieve competence within the specialty unless the required professional skills and behaviour are evident. Conversely, professional skills and behaviour are evidenced through clinical practice.

By the end of ST2, the trainee must be able to demonstrate progress in acquiring professional skills and demonstrating professional behaviour across a range of situations and to the level as detailed in the syllabus content.

The following practical activities have been selected as examples of activities that trainees should be capable of doing by the end of ST2. Details of the learning objectives, knowledge, skills and behaviour that underpin the activities are found in the syllabus:

- Manage an elective or emergency operating list
- Write letters to colleagues in primary care following consultation in outpatients and discharge from hospital
- Present clinical cases to colleagues.
- Teach others
- Conduct a literature search and critique clinical papers
- Construct and carry out a clinical audit
- Participates effectively in 'business' surgical ward rounds
- Obtains informed consent
- Maintain high quality records

All the workplace based assessments contain elements which assess professional skills and behaviour. Mini-PAT is particularly applicable for the roles of communicator, collaborator, manager, health advocate and professional. Mini-CEX, surgical DOPS and PBAs are applicable to the roles of medical expert, communicator, collaborator, manager, health advocate and professional. Case base discussion combined with reflective practice by the trainee is particularly appropriate for professional judgement.

Click on [Workplace Based Assessments](#) to view the assessment forms including DOPS and PBAs

## Topics

<b>Topic</b>	<b>Good clinical care</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Medical Expert
<b>Objective</b>	<i>To achieve an excellent level of care for the individual patient</i>
<b>Knowledge</b>	See Specialty syllabus for this level
<b>Skills</b>	See specialty syllabus for this level
<b>Behaviour</b>	Demonstrates insight into his/her limitations by self assessment
<b>Practical Activities</b>	See specialty syllabus for this level

<b>Topic</b>	<b>History taking</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Medical Expert
<b>Objective</b>	<i>To elicit a history that is relevant, concise, accurate and appropriate to the patient's problem</i>
<b>Knowledge</b>	Underpinning specialty knowledge as specified in the syllabus for this level Presenting well documented assessments and recommendations in written and/or verbal form
<b>Skills</b>	Retrieving and implementing information necessary to provide healthcare services to patients which meet the needs and expectations of the community
<b>Behaviour</b>	As defined in communication with patients and their relatives
<b>Practical Activities</b>	Outpatient clinic consultations Assessment of emergency admissions

<b>Topic</b>	<b>Record keeping</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Medical Expert
<b>Objective</b>	<i>To produce timely, complete and legible clinical records to include case-note records, handover notes, and operation notes.</i>  <i>To maintain training records to include ISCP learning portfolio and surgical logbook.</i>
<b>Knowledge</b>	Local and national guidelines for the standards of clinical record keeping in all circumstances, including handover  Understanding of the importance of high quality and adequate clinical record keeping and relevance to patient safety and to litigation
<b>Skills</b>	The ISCP website open access and secure areas Producing legible, timely and comprehensive clinical notes relevant to the setting.
<b>Behaviour</b>	Attention to detail and accuracy
<b>Practical Activities</b>	Case note review of clinic consultations and emergency admissions Operation notes

Maintain eportfolio and logbook up to date with all material available for review

<b>Topic</b>	<b>Communication with patients and their relatives</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Communicator <i>To establish a doctor/patient relationship characterised by understanding, trust, respect, empathy and confidentiality</i>
<b>Objective</b>	<i>To communicate effectively by listening to patients, asking for and respecting their views about their health and responding to their concerns and preferences</i>  <i>To take informed consent for straightforward cases</i>
<b>Knowledge</b>	Questioning techniques and other communication skills Understanding of poor communication as a cause of complaints/ litigation The UK legal framework for taking and using informed consent for invasive procedures GMC guidelines on gaining informed consent The law regarding patient incapacity to give consent Local protocols and guidelines for gaining informed consent
<b>Skills</b>	Eliciting information regarding the beliefs, concerns and expectations of patients with regard to their presenting conditions Evaluating factors such as the patient's age, gender, ethnic, cultural, socio-economic and spiritual values and the impact that these may have on the management of that patient and condition Delivering information to the patient and family humanely and in a way that is understandable Providing the information the patient needs or wants to make a decision by using systematic approach that is empathetic, non-coercive Working with patients who present significant communication challenges such as anger or confusion, or an ethno-cultural background different from the doctor's own Adapts style and approach to each individual patient's needs Avoids using technical medical jargon Gives opportunities for the patient to ask questions, encourages discussion and promotes the patient's participation in decision making to the level appropriate for the situation
<b>Behaviour</b>	Checks patient's and/or relative's understanding throughout the consultation before moving on Encourages patients who have knowledge about their condition to use this when they are making decisions about their care Responds to patient's concerns, anxieties or doubts as they arise Recognises when the limits of his/her competence has been reached and refers to a more senior practitioner
<b>Practical Activities</b>	Outpatient Clinic consultation Taking informed consent for straightforward cases Discussion of diagnosis and management with patient relatives

<b>Topic</b>	<b>Communication with colleagues within the hospital</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Communicator
	<i>To appreciate the importance of co-operation with other healthcare professionals involved in patient.</i>
<b>Objective</b>	<i>To deliver appropriate and timely information to patients and their families</i>
	<i>To present a clinical case in a clear, succinct and systematic manner taking account of the audience</i>
	Understands the roles and responsibilities of individuals within the clinical team in the context of patient care
<b>Knowledge</b>	Presenting clinical cases: Microsoft PowerPoint or similar presentation software. Presentation techniques Communicating effectively with colleagues within and outside of the team
<b>Skills</b>	Presenting clinical cases: Uses critical thought and analysis of the case management. Fluent oral English Maintains legible, timely and comprehensive records relevant to the setting
<b>Behaviour</b>	Presenting clinical cases: Tailors the style and content of the presentation to the audience, purposes and settings, for example, ward rounds, outpatients, M & M meetings. Telephone referral to another specialty Handover from one shift to the next Case note review Operation note for a straightforward case Appropriate documentation of procedures during DOPS and PBA assessments
<b>Practical Activities</b>	Presenting clinical cases: Case presentation on ward rounds Organise and present a case with critical appraisal of the literature at departmental meeting Simple presentation at a regional or national meeting

<b>Topic</b>	<b>Communication with colleagues in the wider healthcare context</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Communicator
<b>Objective</b>	<i>To write letters, that are appropriate, to colleagues in primary care following consultaion in outpatients and discharge from hospital</i>
<b>Knowledge</b>	Local standards and protocols for written communication
<b>Skills</b>	Producing letters to colleagues in Primary Care that are concise, comprehensible, accurate and complete. Conforming to accepted standards of probity and professionalism
<b>Behaviour</b>	Prompt and accurate dictation of suitable letters

	Brings to the attention of the supervisor any delays which are for reasons outside of the trainee's control
<b>Practical Activities</b>	Outpatient clinic letters for straightforward cases Timely and appropriate dictation of discharge letters
<b>Topic</b>	<b>Team working</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Collaborator
<b>Objective</b>	<i>To achieve a goal related to patient care, a research problem, an educational activity or an administrative responsibility by using the expertise and being aware of the limitations of all members of an interdisciplinary team</i>
<b>Knowledge</b>	Relevant clinical knowledge
<b>Skills</b>	Formulating and implementing care plans appropriate to the clinical situation, in collaboration with members of an interdisciplinary team, incorporating assessment, investigation, treatment and continuing care
<b>Behaviour</b>	Acknowledges the skills of others in the team Organisational skills
<b>Practical Activities</b>	Participate in MDT meeting, usually by supplying case details and ensuring the MDT decisions are carried out Active participation in a research or audit project such as collecting data or analysing results
<b>Topic</b>	<b>Managing clinical care</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Manager
<b>Objective</b>	<i>To organise a task where several competing priorities may be involved</i>  <i>To work effectively as a team leader or member of a team to accomplish tasks</i>
<b>Objective</b>	<i>To supervise the process of finalising and submitting operating lists to the theatre suite having been provided with its broad composition by his/her seniors</i>
<b>Knowledge</b>	Relevant clinical knowledge Knowledge of how the hospital system works Local standards for the submission of operating lists Understands the relationship between of clear communication and patient safety Understands situational awareness and the causes of loss of situational awareness
<b>Skills</b>	Timely preparation of tasks which need to be completed to a deadline Meticulous attention to all key tasks in the process Prioritisation of clinical needs and practicalities Ensuring all patients on the list are appropriately prepared for theatre Managing junior medical staff and other health professionals to achieve the task
<b>Behaviour</b>	Excellent communication and collaboration skills Manages time effectively

	<p>Realistically assesses ability to complete tasks in a given time</p> <p>Takes responsibility for the process, usually co-ordinating duties, continues through to the commencement of the operating list.</p> <p>Shows an awareness of the importance of managing risks to patient safety through proper process e.g. marking the correct side for surgery and raising concerns and /or queries</p>
<b>Practical Activities</b>	<p>Participate in regular business ward rounds</p> <p>Finalise and submit a theatre list, where the patients have already been sent for by a more senior member</p>
<b>Topic</b>	<b>Health advocate</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Health Advocate
<b>Objective</b>	<p><i>To demonstrate an understanding of the determinants of health and public policy in relation to individual patients</i></p> <p><i>To promote supporting people with long term conditions to self-care</i></p>
<b>Knowledge</b>	<p>Influences of environment and behaviour on health</p> <p>Knowledge of guidance documents on supporting people with long term conditions to self care</p> <p>Awareness of the agencies which can provide care and support outwith the hospital and how they can be accessed</p> <p>Adapting the assessment and management accordingly (i.e. the medical history to the patients social circumstances); and</p> <p>Assessing the patient's ability to access various services in the health and social system and offer appropriate assistance</p>
<b>Skills</b>	<p>Ensuring appropriate equipment and devices are discussed and where appropriate puts the patient in touch with the relevant agency</p> <p>Facilitating access to appropriate training and skills to develop the patients' confidence and competence to self care</p> <p>Empathetic assessment of the influences on patient's health</p> <p>Clear communication of the need for changing behaviour</p>
<b>Behaviour</b>	<p>Encourages and supports the patient in accessing appropriate information and, where possible, provides relevant and evidence based information in a medium that provides sufficient choice/options</p> <p>Promotes and encourages the involvement of their patients, as an individual or a carer, in appropriate support networks both to receive from and give support to others.</p>
<b>Practical Activities</b>	<p>Giving advice about lifestyle which will influence disease outcome in an individual patient e.g. smoking cessation, reducing alcohol intake</p>
<b>Topic</b>	<b>Clinical</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Scholar
<b>Objective</b>	<p><i>To demonstrate a rigorous approach to clinical problem solving</i></p> <p><i>To critique clinical papers in a manner that demonstrates broad understanding of research methodology and the suitability of different approaches</i></p>
<b>Knowledge</b>	Literature searching skills and use of PubMed, Medline, Cochrane reviews and

	the internet
	Basic Statistics
	Posing a clinical question
	Recognising and identifying gaps in knowledge and expertise around a clinical question
	Formulating a plan to fill the gap by:
	* conducting an appropriate literature search based upon a clinical question
	* assimilating and critically appraise the literature
<b>Skills</b>	* developing a system to store and retrieve relevant literature
	* consulting others (physicians and other healthcare professionals) in a collegiate manner
	Proposing a solution to the clinical question
	Implementing the solution in practice.
	Evaluating the outcome and reassess the solution
	Identifying practice areas for research
<b>Behaviour</b>	Thinks clearly
	Questions critically
	Participate in departmental or other local journal club
	Consult the literature about an unusual clinical problem and report back to clinical team
<b>Practical Activities</b>	Present a summary of the literature to a departmental meeting
	Carry out a clinical audit to the stage where a proposal to “close the loop” has been made.
<b>Topic</b>	<b>Education and Teaching</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Scholar
<b>Objective</b>	<i>To demonstrate an understanding of, and the ability to apply, the principles of adult education, with respect to oneself and others</i>
<b>Knowledge</b>	Basic principles of adult education (teaching and learning theories)
	Actively participating in teaching sessions
<b>Skills</b>	Using his/her understanding of preferred learning methods in teaching students, trainees and colleagues
	Tailoring the style and content of teaching to the audience and setting
<b>Behaviour</b>	Keen to learn personally and to teach others
<b>Practical Activities</b>	Small group teaching of medical students, nurses or junior medical staff with some assessment or feedback to assessor
	Regular attendance at local surgical teaching sessions
<b>Topic</b>	<b>Discipline-based objectives</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Professional
<b>Objective</b>	<i>Displays attitudes commonly accepted as essential to professionalism</i>
<b>Knowledge</b>	<b>No content</b>
	Using appropriate strategies to maintain and advance professional competence
<b>Skills</b>	Continually evaluating one’s abilities, knowledge and skills and know one’s limitations of professional competence

**Behaviour** Reliability  
Self motivation  
Accurate assessment of own abilities  
Is reliable in ward management of patients

**Practical Activities** Regular attendance at departmental meetings, or teaching sessions  
Keeps a reflective practice diary  
Appropriate referral to seniors of both emergency and elective cases

**Topic** **Personal professional boundary objectives**

**Category** Professional Skills and Behaviour

**Sub-category:** Professional

**Objective** *To balance personal and professional roles and responsibilities and to demonstrate ways of attempting to resolve conflicts and role strain*

**Knowledge** **No content**

**Skills** Adopting specific strategies to heighten personal and professional awareness and explore and resolve interpersonal difficulties in professional relationships  
Recognising stress in him/herself and colleagues  
Recognising the difference between aggression and assertion

**Behaviour** **No content**

**Practical Activities** **No content**

**Topic** **Ethics and professional bodies**

**Category** Professional Skills and Behaviour

**Sub-category:** Professional

**Objective** *To recognise, analyse and know how to deal with unprofessional behaviours in clinical practice, taking into account local and national regulations*

**Knowledge** Knows and understand the professional, legal and ethical codes of the General Medical Council and any other codes to which the physician is bound  
Understands the relevant legislation that relates to the health care system in order to guide one's clinical practice

**Skills** Recognising, analysing and attempting to resolve in clinical practice ethical issues such as truth telling, consent, advanced directives, confidentiality, end of life care, conflict of interest, resource allocation, research ethics etc  
Applying relevant legislation that relates to the health care system to guide one's clinical practice  
Recognising, analysing and knowing how to deal with unprofessional behaviours in clinical practice, taking into account local and national regulations

**Behaviour** Probity in all areas of professional life

**Practical Activities** Prepare a simple criminal injuries board report or statement to police about a patient's injuries or illness  
Complete a critical incident form where there has been a problem with clinical care

# Intermediate Stage

## Overview Intermediate Stage

Whilst developing competence as a surgical expert, intermediate stage trainees take greater responsibility for the management of patients' care and the multiprofessional team that provides the care. The professional skills and behaviour required become more sophisticated in order to achieve safe patient care. The management and leadership role of the surgeon develops both in relationship to the care of patients and in teaching those more junior to themselves.

By the end of the intermediate stage, the trainee must be able to maintain the level of competence reached at the end of the initial stage and demonstrate progress in the range of professional skills used and demonstrate professional behaviour across a variety of situations and to the level as detailed in the syllabus content.

The following practical activities have been selected as examples of what trainees should be able to do by the end of the intermediate stage. Some of the activities are the same as in the initial stage but the level of competence required will be greater. Details of competence at this stage are found in the syllabus:

- Manage the organisation of an elective or emergency operating list
- Communicate with colleagues using a range of media
- Communicate with patients and their relatives e.g. breaking bad news, bereavement counselling, managing aggressive patients or relatives, explaining complex clinical situations
- Present clinical cases to colleagues
- Teach others
- Seek out, evaluate and apply appropriately the relevant scientific evidence to clinical problems
- Construct and carry out a clinical audit
- Effectively manage a junior medical staff team
- Applies medical ethics and legal principles to surgical clinical practice
- Maintain high quality records

All the workplace based assessments contain elements which assess professional skills and behaviour. Mini-PAT is particularly applicable for the roles of communicator, collaborator, manager, health advocate and professional. Mini-CEX, and PBAs are applicable to the roles of medical expert, communicator, collaborator, manager, health advocate and professional. Case base discussion combined with reflective practice by the trainee is particularly appropriate for professional judgement.

Click on [Workplace Based Assessments](#) to view the assessment forms including DOPS and PBAs

## Topics

<b>Topic</b>	<b>Good clinical care</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Medical Expert
<b>Objective</b>	<i>To achieve an excellent level of care for a group of patients under a team's</i>

care

<b>Knowledge</b>	See speciality syllabus for this level
<b>Skills</b>	See specialty syllabus for this level
<b>Behaviour</b>	Demonstrates insight into his/her limitations by self assessment
<b>Practical Activities</b>	See speciality syllabus for this level

<b>Topic</b>	<b>History taking</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Medical Expert
<b>Objective</b>	<i>To elicit a history that is relevant, concise, accurate and appropriate to the patient's problem</i> <i>From CanMEDS</i>
<b>Knowledge</b>	Underpinning specialty knowledge as specified in the syllabus for this level Presenting well documented assessments and recommendations in written and/or verbal form in response to a request from another healthcare provider
<b>Skills</b>	Retrieving and implementing information necessary to provide healthcare services to patients which meet the needs and expectations of the community Other skills as defined in communication with patients and their relatives
<b>Behaviour</b>	As defined in communication with patients and their relatives
<b>Practical Activities</b>	Outpatient clinic consultations

<b>Topic</b>	<b>Record keeping</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Medical Expert
<b>Objective</b>	<i>To produce timely, complete and legible clinical records to include case-note records, handover notes, and operation notes</i> <i>To maintain training records to include ISCP learning portfolio and surgical logbook</i>
<b>Knowledge</b>	Local and national guidelines for the standards of clinical record keeping in all circumstances, including handover Understanding of the importance of high quality and adequate clinical record keeping and relevance to patient safety and to litigation
<b>Skills</b>	The ISCP website open access and secure areas Producing legible, timely and comprehensive clinical notes relevant to the setting.
<b>Behaviour</b>	Attention to detail and accuracy Case note review of clinic consultations and emergency admissions
<b>Practical Activities</b>	Operation notes Maintain eportfolio and logbook up to date with all material available for review

<b>Topic</b>	<b>Communication with patients and their relatives</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Communicator
	<i>To continue establishing a doctor/patient relationship characterised by understanding, trust, respect, empathy and confidentiality</i>
	<i>To continue to demonstrate effective communication skills in routine practice as reached in the initial stage of training</i>
<b>Objective</b>	<i>To deal with more difficult situations where skilful, empathetic communication is paramount e.g. patients diagnosed with cancer or other terminal illnesses and lifestyle matters e.g. disease prevention, obesity and smoking</i>
	<i>To take informed consent for more complex cases</i>
	To build on the knowledge obtained in the initial stage:
	* Questioning techniques and other communication skills
	* Understanding of poor communication as a cause of complaints/ litigation
	* The UK legal framework for taking and using informed consent for invasive procedures
	* GMC guidelines on gaining informed consent
<b>Knowledge</b>	* The law regarding patient incapacity to give consent
	* Local protocols and guidelines for gaining informed consent
	Understand the principles of managing the communication aspects of patients diagnosed with cancer and other terminal illnesses(see Management of the dying patient in Core Skills for All Specialties-Initial Stage)
	Understand the principles of managing aggressive patients or relatives
	To build on the skills obtained in the initial stage
	Counselling patients effectively
	Eliciting information regarding the beliefs, concerns and expectations of patients with regard to their presenting conditions
	Evaluating factors such as the patient's age, gender, ethnic, cultural, socio-economic and spiritual values and the impact that these may have on the management of that patient and condition
<b>Skills</b>	Delivering information to the patient and family humanely and in a way that is understandable
	Providing the information the patient needs or wants to make a decision by using systematic approach that is empathetic, non-coercive
	Working with patients who present significant communication challenges such as anger or confusion, or an ethno-cultural background different from the doctor's own
	To continue to demonstrate the behaviour outlined in the initial stage
	Shows empathy
	Adapts style and approach to each individual patient's needs
	Avoids using technical medical jargon
<b>Behaviour</b>	Gives opportunities for the patient to ask questions, encourages discussion and promotes the patient's participation in decision making to the level appropriate for the situation
	Checks patient's and/or relative's understanding throughout the consultation before moving on

	<p>Encourages patients who have knowledge about their condition to use this when they are making decisions about their care</p> <p>Responds to patient's concerns, anxieties or doubts as they arise</p> <p>Recognises when the limits of his/her competence has been reached and refers to a more senior practitioner</p> <p>Breaking bad news</p> <p>Bereavement counselling</p> <p>Explaining complex clinical situations</p> <p>Taking informed consent for more complex cases where there are many options or significant risks</p>
<b>Practical Activities</b>	
<b>Topic</b>	<b>Communication with colleagues within the hospital</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Communicator
	<i>To continue to demonstrate an appreciation of the importance of cooperating with other health care professionals</i>
<b>Objective</b>	<p><i>To demonstrate judgement in how and when it is appropriate to communicate with medical colleagues and do so with the minimum of prompting</i></p> <p><i>To present complex clinical cases in a clear, succinct and systematic manner taking account of the audience</i></p> <p>To build on the knowledge obtained in the initial stage on the roles and responsibilities of individuals within the clinical team in the context of patient care</p>
<b>Knowledge</b>	<p>Presenting clinical cases:</p> <p>To build on the knowledge obtained in the initial stage.</p> <p>Fluent oral English</p> <p>Microsoft Powerpoint or similar presentation software</p> <p>Knows the principles of effective teaching and presentation techniques</p> <p>To build on the skills obtained in the initial stage</p> <p>Communicates effectively with colleagues within and outside of the team using the range of media commonly available – handwritten, computer generated and verbal (including the telephone)the recipient</p> <p>Communication (in whatever format) conforms to accepted standards of probity and professionalism</p> <p>Communicates with colleagues appropriately, empathetically and in a timely manner without prompting</p> <p>Communicates clearly and accurately and is understood by the recipient</p>
<b>Skills</b>	<p>Communication (in whatever format) conforms to accepted standards of probity and professionalism</p> <p>Communicates with colleagues appropriately, empathetically and in a timely manner without prompting</p> <p>Communicating effectively with colleagues within and outside of the team</p> <p>Presenting clinical cases:</p> <p>To build on the skills obtained in the initial stage</p> <p>Speaks clearly and can be understood by all in the audience</p> <p>Uses critical thought and analysis of the case management or study</p> <p>Uses effective teaching and presentation techniques</p>

To continue to demonstrate the behaviour outlined in the initial stage

**Behaviour** Presenting clinical cases:  
Tailors the style and content of the presentation to the audience, purposes and settings, for example, ward rounds, outpatients, M & M meetings  
Able to cope with presentations and discussions on more complex issues  
Shows a willingness to supervise and help other members of the surgical team communicate effectively

Referral to another specialty where the case is complex or there has been some difficulty  
Team leader handover from one shift to the next  
Case note review

**Practical Activities** Write an operation note for a more complex case

Presenting clinical cases:  
Case presentations of ward rounds and grand rounds  
Supervise a more junior staff member presenting a case  
Presentation at a national meeting

**Topic** **Communication with colleagues in the wider health care community**

**Category** Professional Skills and Behaviour

**Sub-category:** Communicator

*To continue to demonstrate an appreciation of cooperation with other health care professionals as reached in the initial stage of training*

**Objective** *To demonstrate judgement in how and when it is appropriate to communicate with medical colleagues and do so with the minimum of prompting*

**Knowledge** Local standards and protocols for written communication  
Producing letters to colleagues in Primary Care and other organisations that are concise, comprehensible, accurate and complete

**Skills** Prioritising urgent communications and achieving rapid and appropriate communication  
Conforming to accepted standards of probity and professionalism  
Prompt and accurate dictation of suitable letters

**Behaviour** Brings to the attention of the supervisor any delays which are for reasons outside of the trainee's control

**Practical Activities** Outpatient clinic letters for all cases  
Dictation of discharge letters

**Topic** **Team working**

**Category** Professional Skills and Behaviour

**Sub-category:** Collaborator

*To achieve a goal related to patient care, a research problem, an educational activity or an administrative responsibility by using the expertise and being aware of the limitations of all members of an interdisciplinary team*

**Objective** *Able to lead the team in a straightforward situation or on the occasional absence of more senior members*

**Knowledge** Relevant clinical knowledge

<b>Skills</b>	<p>Understands the difference between a team and a group</p> <p>Understands the difference between managing and leading</p> <p>Awareness of the NHS Leadership Qualities Framework</p> <p>Formulating and implementing care plans appropriate to the clinical situation, in collaboration with members of an interdisciplinary team, incorporating assessment, investigation, treatment and continuing care</p> <p>Reliably follows through MDT decisions</p>
<b>Behaviour</b>	<p>Displays leadership skills</p> <p>Is sensitive to differences between the individual, the team and task needs</p> <p>Acknowledges the skills of others in the team</p> <p>Organisational skills</p>
<b>Practical Activities</b>	<p>Lead and organise a single MDT meeting</p> <p>Following through MDT decisions</p> <p>Initiate and lead a straightforward audit</p> <p>Major participant in a research project which is completed</p>
<b>Topic</b>	<b>Managing clinical care</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Manager
<b>Objective</b>	<p><i>To continue to organise tasks with conflicting priorities as reached in the initial stage of training.</i></p> <p><i>To effectively manage a junior medical staff team and work effectively as a team member</i></p> <p><i>To become aware of the importance of good organisation and management in achieving safe patient care</i></p> <p>To build on the knowledge obtained in the initial stage.</p>
<b>Knowledge</b>	<p>Relevant clinical knowledge</p> <p>Knowledge of how the hospital system works</p> <p>Knows and has a good understanding of the patients, their progress and their management</p> <p>Understands how emotions can impact on individual team and task needs</p> <p>To build on the skills obtained in the initial stage.</p>
<b>Skills</b>	<p>Prepares and ensure he/she is well briefed</p> <p>Maintains focus and demonstrates a systematic approach to firm/unit tasks including ward rounds, the organisation of lists and general administration of the firm/unit</p> <p>Works well with other members of the team and leads or takes direction when appropriate.</p> <p>Delegates appropriately and ensures that tasks are completed by the team in timely fashion.</p> <p>Places the needs of the patients first.</p>
<b>Behaviour</b>	<p>To continue to demonstrate the behaviour outlined in the initial stage</p> <p>Prompts and supervises other members of the team to ensure they are well briefed</p> <p>Shows initiative and responsiveness to the needs of the patients and his/her fellow team members</p> <p>Demonstrates leadership and interpersonal skills to accomplish the task consistently to a high standard</p>

	Takes responsibility for supervising other members of the team and ensuring that the requirements of key personnel are met
	Leading Hospital at Night team
<b>Practical Activities</b>	Regularly leading business ward rounds Organise and take ongoing responsibility for the patient journey in a complex case such as a newly diagnosed cancer in an outpatient
<b>Topic</b>	<b>Health advocate</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Health Advocate
	<i>To demonstrate an understanding of determinants of health and public policy in relation to individual patients</i>
<b>Objective</b>	<i>To continue to promote supporting people with long term conditions to self-care</i> Understands the determinants of health and public policy in relation to: * Specialty populations * General Population Understands in broad terms the key issues currently under debate regarding changes in the National Health Service. Identify and understand the most important determinants of health (i.e. poverty, unemployment, early childhood education, social support systems) and underlying research evidence Understand public health policy: * how public policy is developed * current policies that affect health, either positively or negatively (i.e. communicable diseases, tobacco, substance abuse) * examples of how policy was changed as a result of actions by doctors. Assesses the patient's ability to access various services in the health and social system and offer appropriate assistance Works with specialty associations and other organisations in identifying current "at risk" groups within a specialty and applies available knowledge about prevention to "at risk" groups Contributes to "group data" for better understanding of health problems within the population Applies understanding of determinants of health to common problems and conditions in the specialty
<b>Knowledge</b>	
<b>Skills</b>	
<b>Behaviour</b>	Empathetic assessment of the influences on patient's health Clear communication of the need for changing behaviour Encourages and supports the patient in accessing appropriate information and, where possible, provides relevant and evidence based information in a medium that provides sufficient choice/options Promotes and encourages the involvement of their patients, as an individual or a carer, in appropriate support networks both to receive from and give support to others.
<b>Practical Activities</b>	Prepare an advice leaflet for patients after a particular operation or diagnosis Involvement in a patient self-help group eg to give a talk
<b>Topic</b>	<b>Clinical</b>

<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Scholar
	<i>To carry out at least one effective clinical audit during the Intermediate stage of training</i>
<b>Objective</b>	<i>To devise and conduct the audit to address a problem that has been identified through to the point where an effective solution has been devised and the audit cycle completed to show improvement</i>
	<i>To write a case report to the standard suitable for submission to a medical journal or presentation at a national meeting</i>
<b>Knowledge</b>	To build on the knowledge obtained in the initial stage. Understand the application of statistics in scientific medical practice The working and uses of national and local databases used for audit such as specialty data collection systems, surgical logbooks, relevant cancer registries The working and uses of local and national systems available for reporting and learning from clinical incidents and near misses in the UK An outline knowledge of the different methods of obtaining data for audit including patient feedback questionnaires, hospital sources and national reference data
<b>Skills</b>	To build on the skills acquired in the initial stage Providing an accurate précis of clinical papers from established medical journals Critiquing clinical papers in a manner that demonstrates a broad understanding of research methodology and the suitability of different approaches Conducting a literature search using the appropriate methods
<b>Behaviour</b>	To continue to demonstrate the behaviour outlined in the initial stage Thinks clearly Questions critically
<b>Practical Activities</b>	Design and carry through a clinical audit to the stage of re-audit Organise a single departmental mortality and morbidity meeting (M and M) or other audit meeting

<b>Topic</b>	<b>Education and Teaching</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Scholar
	<i>Continues to demonstrate an understanding of, and the ability to apply, the principles of adult education, with respect to oneself and others</i>
<b>Objective</b>	<i>To develop and deliver a teaching module or unit and supporting lecture notes for an undergraduate or peer teaching session</i>
<b>Knowledge</b>	To build on the knowledge obtained in the initial stage Basic principles of adult education (teaching and learning theories)
<b>Skills</b>	To build on the skills acquired in the initial stage. Applying training techniques for the benefit of members of the team in practice and in a variety of settings. Planning educational activities which clearly set out aims and intended learning outcomes Preparing appropriate teaching materials which meet learners' needs

<b>Behaviour</b>	To continue to demonstrate the behaviour outlined in the initial stage Shows a commitment and enthusiasm for teaching and learning Shows an awareness of the principles guiding effective teaching and learning and making use of these in practice
<b>Practical Activities</b>	Small group teaching of medical students, nurses or junior medical staff with some assessment or feedback to assessor Regular attendance at local surgical teaching sessions
<b>Topic</b>	<b>Research</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Scholar
<b>Objective</b>	<i>To demonstrate a rigorous approach to research through at least one of the following:</i> * <i>a successful application to the ethics committee</i> * <i>successfully completing a formal audit application</i> * <i>presenting to a local mortality and morbidity meeting</i> * <i>presenting to a national meeting.</i>
<b>Knowledge</b>	<b>No content</b> To be able to pose a research question (clinical, basic or population health) Develops a proposal to solve the research question: Conduct an appropriate literature search on the research question Identify, consult and collaborate with appropriate content experts to conduct the research
<b>Skills</b>	Propose the methodological approach to solve the question Carries out the research outlined in the proposal Defends and disseminate the results of the research Identifies areas for further research that flow from the results
<b>Behaviour</b>	<b>No content</b> Ethics application
<b>Practical Activities</b>	Formal audit application Presentation to a national meeting Publication in a peer reviewed journal
<b>Topic</b>	<b>Discipline-based objectives</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Professional
<b>Objective</b>	<i>Displays attitudes commonly accepted as essential to professionalism</i>
<b>Knowledge</b>	<b>No content</b> Use appropriate strategies to maintain and advance professional competence
<b>Skills</b>	Continually evaluates one's abilities, knowledge and skills and know one's limitations of professional competence Reliability
<b>Behaviour</b>	Self motivation Accurate assessment of own abilities Is reliable in ward management of patients
<b>Practical</b>	Regular attendance at departmental meetings, or teaching sessions

**Activities** Keeps a reflective practice diary  
Appropriate referral to seniors of both emergency and elective cases

**Topic** **Personal professional boundary objectives**  
**Category** Professional Skills and Behaviour  
**Sub-category:** Professional  
**Objective** *To balance personal and professional roles and responsibilities and to demonstrate ways of attempting to resolve conflicts and role strain*  
**Knowledge** **No content**  
Adopting specific strategies to heighten personal and professional awareness and explore and resolve interpersonal difficulties in professional relationships  
**Skills** Recognising stress in him/herself and colleagues  
Recognising the difference between aggression and assertion  
**Behaviour** Acts assertively  
**Practical Activities** Mentoring of a junior member of staff with a relatively straightforward difficulty

**Topic** **Ethics and professional bodies**  
**Category** Professional Skills and Behaviour  
**Sub-category:** Professional  
**Objective** *To recognise, analyse and know how to deal with unprofessional behaviours in clinical practice, taking into account local and national regulations*  
*To apply competently, consistently and effectively, his/her knowledge of the law as it applies specifically to the practice of surgery and to medical practice in general*  
**Knowledge** To build on the knowledge obtained in the initial stage  
Knows and understands the professional, legal and ethical codes of the General Medical Council and any other codes to which the physician is bound  
Understands the relevant legislation that relates to the health care system in order to guide one's clinical practice  
To build on the skills acquired in the initial stage  
**Skills** Recognising, analysing and attempting to resolve in clinical practice ethical issues such as truth telling, consent, advanced directives, confidentiality, end of life care, conflict of interest, resource allocation, research ethics etc  
Applying relevant legislation that relates to the health care system to guide one's clinical practice  
Recognising, analysing and knowing how to deal with unprofessional behaviour in clinical practice, taking into account local and national regulations  
Working within the ethical framework that is laid down by the surgical profession through its governing and standard setting bodies ie the GMC, Royal Colleges and Specialty associations  
**Behaviour** Probity in all areas of professional life  
Recognises when the limits of his/her competence have been reached and demonstrate sound judgement in asking for help and/or deferring to others  
**Practical Activities** Complete a SASM or CEPOD report where there has been a problem with clinical care



# Final Stage

## Overview Final Stage

For the successful completion of CCT in a surgical specialty, trainees must be able to demonstrate acquisition of the appropriate professional skills and behaviour required for practice as a surgical consultant in this country. Whilst developing these, final stage trainees take on more responsibility for managing the care of individual patients and the system from which it is delivered. The diverse skills and background knowledge of the trainee consultant surgeon are further developed and include leadership, management, scholarship, ethics and multidisciplinary working.

Trainees must have consolidated the skills and behaviours achieved at the completion of the intermediate stage and demonstrated the additional development detailed in this stage of the syllabus in order to successfully complete the final stage. The following activities have been selected as some practical examples of the tasks that trainees should be able to perform consistently to the required standard by the completion of training. Some match those specified in earlier stages, but the standards expected will be higher. Details can be found in the syllabus content. Unless otherwise excluded in the individual specialty syllabus, the trainee will be competent to:

- Manage the organisation of elective and emergency operating lists from start to finish
- Communicate satisfactorily with colleagues, and help junior colleagues to develop their own skills in this area
- Communicate appropriately with patients and their relatives under the wide range of circumstances encountered during clinical practice, including serious and terminal illness.
- Present clinical cases to colleagues in the different settings associated with surgical practice
- Teach and train others
- Seek out, evaluate and apply appropriately the relevant scientific evidence to clinical problems
- Supervise clinical audit
- Manage and lead a surgical team
- Apply appropriately to surgical clinical practice in this country, appropriate medical ethics and legal principles
- Manage sustainable, continued professional and personal development

## Assessment

It will be the responsibility of the consultants that are the clinical and educational supervisors conducting placements during the final stages of training to make the final, summative judgements in this important area and to express these clearly in their reports to the annual review panel.

Whether used formatively during training, or for the final report, the range of workplace based assessments will help the supervisors in this respect. Each includes elements which assess professional skills and behaviour.

Mini-PAT is particularly suitable when assessing the individual surgeon's performance as a communicator, collaborator, manager, health advocate and professional. Mini-CEX, and PBAs are particularly appropriate for those of medical expert, communicator, collaborator, manager, health advocate and professional. Case base discussion combined with reflective practice by the trainee is particularly appropriate for professional judgement.

Click on [Workplace Based Assessments](#) to view the assessment forms including DOPS and PBAs

## Topics

<b>Topic</b>	<b>Good Clinical Care</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Medical Expert <i>To achieve an excellent level of care for the individual patient.</i>
<b>Objective</b>	<i>To demonstrate medical expertise in situations other than those involving direct patient care</i>
<b>Knowledge</b>	See Specialty syllabus for this level
<b>Skills</b>	See specialty syllabus for this level
<b>Behaviour</b>	Demonstrates insight into his/her limitations by self assessment
<b>Practical Activities</b>	See specialty syllabus for this level
<b>Topic</b>	<b>History taking</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Medical Expert
<b>Objective</b>	<i>To elicit a history that is relevant, concise, accurate and appropriate to the patient's problem</i>
<b>Knowledge</b>	Underpinning specialty knowledge as specified in the syllabus for this level Presenting well documented assessments and recommendations in written and/or verbal form in response to a request from another healthcare provider
<b>Skills</b>	Retrieving and implementing information necessary to provide healthcare services to patients which meet the needs and expectations of the community Other skills as defined in communication with patients and their relatives
<b>Behaviour</b>	As defined in communication with patients and their relatives Complex outpatient clinic consultations including tertiary referrals or referrals from other specialties
<b>Practical Activities</b>	Leading post take round round
<b>Topic</b>	<b>Record keeping</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Medical Expert <i>To produce timely, complete and legible clinical records to include case-note records, handover notes, and operation notes</i>
<b>Objective</b>	<i>To participate in the organisation of a medical records system</i>  <i>To maintain training records to include ISCP learning portfolio and surgical logbook</i>

<b>Knowledge</b>	Local and national guidelines for the standards of clinical record keeping in all circumstances, including handover Understanding of the importance of high quality and adequate clinical record keeping and relevance to patient safety and to litigation
<b>Skills</b>	The ISCP website open access and secure areas Producing legible, timely and comprehensive clinical notes relevant to the setting.
<b>Behaviour</b>	Attention to detail and accuracy Case note review of clinic consultations and emergency admissions
<b>Practical Activities</b>	Operation notes Active participation in the running of the surgical unit record system Maintain eportfolio and logbook up to date with all material available for review
<b>Topic</b>	<b>Communication with patients and relatives</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Communicator <i>To continue establishing a doctor/patient relationship characterised by understanding, trust, respect, empathy and confidentiality</i>  <i>To continue to demonstrate effective communication skills in routine practice as reached in the intermediate stages of training.</i>
<b>Objective</b>	<i>To deal with complex situations where skilful, empathetic communication is paramount e.g. disease prevention, obesity and smoking.</i>  <i>To manage with skill and empathy communication with patients diagnosed with cancer and other terminal conditions, from presentation through to death</i>  <i>To take informed consent on all cases</i>
<b>Knowledge</b>	To build on the knowledge obtained in the intermediate stage: * Questioning techniques and other communication skills * Understanding of poor communication as a cause of complaints/ litigation * The UK legal framework for taking and using informed consent for invasive procedures * GMC guidelines on gaining informed consent * The law regarding patient incapacity to give consent * Local protocols and guidelines for gaining informed consent Understand the principles of managing the communication aspects of patients diagnosed with cancer and other terminal illnesses.(see Management of the dying patient in Core Skills for All Specialties-Initial Stage) Understand the principles of managing aggressive patients or relatives Understand how to manage appropriately patient complaints
<b>Skills</b>	To build on the skills acquired in the intermediate stage. Eliciting information regarding the beliefs, concerns and expectations of patients with regard to their presenting conditions Evaluating factors such as the patient's age, gender, ethnic, cultural, socio-economic and spiritual values and the impact that these may have on the management of that patient and condition

	<p>Delivering information to the patient and family humanely and in a way that is understandable</p> <p>Providing the information the patient needs or wants to make a decision by using systematic approach that is empathetic, non-coercive</p> <p>Working with patients who present significant communication challenges such as anger or confusion, or an ethno-cultural background different from the doctor's own</p> <p>Supervising the co-ordination of care for hospital patients with terminal illness</p> <p>Counsels patients effectively</p> <p>Recognising a situation where a potential complaint is developing and taking the appropriate steps to defuse the situation where possible</p> <p>To continue to demonstrate the behaviour outlined in the intermediate stage</p> <p>Shows empathy</p> <p>Adapts style and approach to each individual patient's needs</p> <p>Avoids using technical medical jargon</p> <p>Gives opportunities for the patient to ask questions, encourages discussion and promotes the patient's participation in decision making to the level appropriate for the situation.</p>
<b>Behaviour</b>	<p>Check patient's and/or relative's understanding throughout the consultation before moving on</p> <p>Encourages patients who have knowledge about their condition to use this when they are making decisions about their care.</p> <p>Responds to patient's concerns, anxieties or doubts as they arise</p> <p>Recognises when the limits of his/her competence has been reached and refers to a more senior practitioner</p>
<b>Practical Activities</b>	<p>Breaking bad news</p> <p>Bereavement counselling,</p> <p>Managing aggressive patients or relatives,</p> <p>Explaining complex clinical situations</p> <p>Taking informed consent for complex cases where there are many options or significant risks</p> <p>Dealing with patient or relative complaints</p> <p>Supervising or assessing a more junior trainee while they take consent for a simple procedure</p>
<b>Topic</b>	<b>Communication with colleagues within the hospital</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Communicator
<b>Objective</b>	<p><i>To continue to demonstrate an appreciation of the importance of co-operation with other healthcare professionals as reached in the intermediate stage of training</i></p> <p><i>To deliver appropriate and timely information to patients and their families</i></p> <p><i>To demonstrate judgement in how and when it is appropriate to communicate with medical colleagues and do so with the minimum of prompting and by the end of training with no prompting</i></p> <p><i>To present complex clinical cases in a clear, succinct and systematic manner taking account of the audience</i></p>
<b>Knowledge</b>	To build on the knowledge obtained in the intermediate stage

Understand the roles and responsibilities of individuals within the clinical team in the context of patient care

Presenting clinical cases:

Fluent oral English

Microsoft Powerpoint or similar presentation software

Knows the principles of effective teaching and presentation techniques

To build on the skills acquired in the intermediate stage.

Communicating effectively with colleagues within and outside of the team using the range of media commonly available – handwritten, computer generated and verbal (including the telephone)

Communicating clearly and accurately and is understood by the recipient

Communicating (in whatever format) conforms to accepted standards of probity and professionalism

Communicating with colleagues appropriately, empathetically and in a timely manner without prompting

### Skills

Presenting clinical cases:

Speaks clearly and can be understood by all in the audience

Uses critical thought and analysis of the case management. or study

Presents complex cases

Uses the principles of effective teaching and presentational techniques

Supervises others in presenting clinical cases. This will include critiquing (feedback) and providing practical help

To continue to demonstrate the behaviour outlined in the intermediate stage

Shows a willingness to supervise and help other members of the surgical team communicate effectively

### Behaviour

Presenting clinical cases:

Tailors the style and content of the presentation to the audience, purposes and settings, for example, ward rounds, outpatients, M & M meetings

Able to cope with presentations and discussions on more complex issues

Shows a willingness to supervise and help other members of the surgical team communicate effectively

Referral to another specialty where the case is complex or there has been some difficulty

Team leader handover from one shift to the next

Case note review

Write an operation note for a complex case

Leading post take ward round

Assessments and discussion of results for more junior medical colleague

### Practical Activities

Presenting clinical cases:

Presenting complex clinical cases to colleagues

Presenting complex emergency cases to consultants at night over the telephone

### Topic

**Communication with colleagues in the wider health care community**

### Category

Professional Skills and Behaviour

### Sub-category:

Communicator

### Objective

*To demonstrate judgement in how and when it is appropriate to communicate with medical colleagues and do so with the minimum of prompting and by the*

	<i>end of training with no prompting</i>
<b>Knowledge</b>	Local standards and protocols for communication Producing letters to colleagues in Primary Care and other agencies that are concise, comprehensible, accurate and complete
<b>Skills</b>	Prioritising urgent communications Achieving rapid and appropriate communication Dealing with potential delays Conforming to accepted standards of probity and professionalism
<b>Behaviour</b>	To continue to demonstrate the behaviour outlined in the intermediate stage Promptly and accurately dictating suitable letters Outpatient clinic letters for all cases
<b>Practical Activities</b>	Dictation of discharge letters Design of a piece of information for another specialty relating to your specialty's service
<b>Topic</b>	<b>Team working</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Collaborator
<b>Objective</b>	<i>To achieve competence in the formulation and implementation of appropriate care plans in the clinical situation, in collaboration with members of an interdisciplinary team, following assessment, investigation, treatment and continuing care</i>  <i>To lead the team in the absence of more senior members</i> To build on the knowledge obtained in the intermediate stage. Relevant clinical knowledge Understands the difference between a team and a group Awareness of the NHS Leadership Qualities Framework Understands the qualities of an effective leader Understands the difference between the role of a manager and a leader and between managing and leading
<b>Knowledge</b>	To build on the skills acquired in the intermediate stage Achieving a goal related to patient care, a research problem, an educational activity or an administrative responsibility by using the expertise, and being aware of the limitations, of all members of an interdisciplinary team
<b>Skills</b>	Accepting considering and respecting the opinion of others team members, while contributing specialty-specific expertise him/herself in an interdisciplinary team meeting Communicating with members of an interdisciplinary team in the resolution of conflicts, provide feedback, and where appropriate, assume a leadership role To continue to demonstrate the behaviour outlined in the intermediate stage Displays leadership skills
<b>Behaviour</b>	Is sensitive to differences between the individual, the team and task needs Acknowledges the skills of others in the team Organisational skills Recognises the symptoms of team breakdown and can apply recovery strategies
<b>Practical Activities</b>	Organise or change the system of MDT or other departmental meetings Following through MDT decisions Chair MDT or other departmental meetings

Design and implement a system for departmental audit  
Supervise an audit project or research project to completion for a more junior member of staff

<b>Topic</b>	<b>Healthcare governance</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Collaborator
	<i>To understand how healthcare governance influences patient care, research and educational activities at a local, regional and national level</i>
<b>Objective</b>	<i>To submit at least one incident report to the relevant organisation with the aim of improving practice and/or supervise other members of the team to do likewise</i>
<b>Knowledge</b>	The principles and systems of NHS clinical governance The role of organisations such as the NPSA, local hospital reporting system, the Scottish Surgical Audit, NCEPOD or the Confidential Reporting System in Surgery (CORESS) in incident reporting
<b>Skills</b>	Actively participating in clinical governance activities, with good understanding of the role of audit, risk management, continuing professional development, appraisal and patient/public involvement Showing awareness of the importance of patient feedback as a form of audit; how this can be collected, and the availability of sources such as the national patient surveys
<b>Behaviour</b>	Non combative attitude Balanced assessment of risk and opportunities Ability to prioritise risks
<b>Practical Activities</b>	Initiate and carry out an audit of process of care which has changed practice Design and lead an induction course for the surgical department new trainees Compose written or electronic induction information for department Active involvement in writing guidelines such as NICE, QIS or Surgical Specialty Association guidelines Collects accurate information on cancer/deaths data and completes forms in a timely manner on a regular basis to support national audits e.g. CEPOD and SASM in conjunction with the supervising consultant

<b>Topic</b>	<b>Clinical decision making</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Manager
	<i>To make clinical decisions and judgments based upon sound evidence for the benefit of individuals and the population served</i>
<b>Objective</b>	<i>To work effectively as a member of a team or a partnership and to accomplish tasks whether one is a team leader or a team member.</i>
<b>Knowledge</b>	To build on the knowledge obtained in the intermediate stage Knows and has a good understanding of the patients, their progress and their management
<b>Skills</b>	Accessing and applying a broad base of information to the care of patients in

community care, hospital and other healthcare settings

**Behaviour** To build on the skills obtained in the intermediate stage, in particular in abilities as a team leader

**Practical Activities** Organise and take ongoing responsibility for the patient journey in a complex case such as a newly diagnosed cancer in an outpatient

**Topic** **Managing a team**

**Category** Professional Skills and Behaviour

**Sub-category:** Manager

**Objective** *To effectively manage a medical staff team and work effectively as a team member*

Understands how emotions can impact on individual team and task needs  
Understands situational awareness and the causes of loss of situational awareness

**Knowledge** Knowledge and application of the principles of effective team working and team building and how they affect patient safety.

Understands the qualities of an effective leader

Can differentiate between the role of a manager and leader

**Skills** Functioning effectively in a healthcare organisation from individual clinical practice to organisations at the local, regional and national level

Delegating appropriately and ensures that tasks are completed by the team in timely fashion

Prepares and ensure he/she is well briefed

Works effectively as a member of a team to accomplish tasks, leading or taking direction when appropriate

Applies the principles of effective team building

**Behaviour** Prompts and supervises other members of the team to ensure they are well briefed

Demonstrates leadership and interpersonal skills to accomplish the task consistently to a high standard

Demonstrates a commitment to facilitating the personal development of others in the team and the well-being of the team as a whole

**Practical Activities** Leading Hospital at Night team

Regularly leading business and some post take ward rounds

**Topic** **Delivering service**

**Category** Professional Skills and Behaviour

**Sub-category:** Manager

*To become aware of the importance of good organisation and management in achieving safe patient care*

**Objective** *To select cases for operating lists, construct the specific lists to a satisfactory standard balancing clinical and service pressures, but always making the clinical needs of the patients the top priority*

*To deal with all the routine administrative tasks associated with running a surgical practice at the level of a consultant surgeon*

*To take on task focussed activities such as organising an examination, organising meetings either locally or regionally, taking on an administrative role on behalf of the team or directorate (e.g rotas, educational activities)*

<b>Knowledge</b>	Detailed understanding of the administration of the clinical process in a typical NHS specialist unit or firm and the ability to apply that knowledge in practice. For example, the system in place for managing the waiting list, the systems used for data collection, quality assurance methodology, training administration, etc The structure and function of the Health Services of the country and the practical implications for consultant practice The role and workings of the independent sector in surgery and how it interacts with the publicly-funded services Detailed knowledge of the principles of operating theatre practice Detailed knowledge the administration system as it applies to waiting list management and admissions Uses planning, budgeting and evaluation to maximise the outcomes of patient care Supervising the implementation of theatre lists, either emergency or elective, through to completion Producing theatres lits which conform to local standards for the submission of operating lists
<b>Skills</b>	Supervising other members of the team and ensuring that the requirements of key personnel such as anaesthetists, the operating surgeon(s) and the theatre staff and equipment are met Ensuring the key tasks in the surgical process are completed by the surgical team including obtaining informed consent (where competent to do so), the appropriate clinical preparation of patients, the completion of essential investigations, other important preparations such as booking laboratory facilities and the pre-operative administration of drugs Resolution of competing interests for limited resources and resolving conflict Maintains focus and demonstrates a systematic approach to firm/unit tasks including ward rounds, the organisation of lists and general administration of the firm/unit Places the needs of the patients first Produces list which is be accurate, clear, and timely, whether handwritten or computer generated
<b>Behaviour</b>	Shows an awareness of the importance of managing risks to patient safety through proper process e.g. marking the correct side for surgery and raising concerns and /or queries Takes into account and balances satisfactorily the various pressures such as clinical priority, case-mix, theatre resources and personnel availability etc Considers the special needs of some patients e.g. those with learning disabilities
<b>Practical Activities</b>	Organising the registrar rota Organising local or regional meetings Organising elective admissions to fill theatre lists
<b>Topic</b>	<b>Designing service</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Manager

<b>Objective</b>	<i>To develop skills in the design of the health services</i>
	Understanding of the structure, financing, and operation of the NHS and its facilities
<b>Knowledge</b>	Broad understanding of the principles of resource allocation Understands the importance of developing effective relationships with health service managers
<b>Skills</b>	Managing resources effectively and fairly with regard to competing pressures Using population based approaches to healthcare services and recognising their implication for medical practice
<b>Behaviour</b>	Functions effectively within the NHS playing an active role in its development
<b>Practical Activities</b>	Design a new service or change in the way a service is run

**Topic**                    **Public health and patient care**  
**Category**                Professional Skills and Behaviour  
**Sub-category:**        Health Advocate  
*To demonstrate an understanding of determinants of health and public policy in relation to individual patients by identifying the patient’s status with respect to one or more determinants of health*

<b>Objective</b>	<i>To continue to promote supporting people with long term conditions to self-care</i>
	Understanding of determinants of health and public policy in relation to: * Specialty populations * General Population Understands in broad terms the key issues currently under debate regarding changes in the National Health Service. Understands the most important determinants of health (i.e. poverty, unemployment, early childhood education, social support systems) and underlying research evidence
<b>Knowledge</b>	Understands public health policy: * how public policy is developed * current policies that affect health, either positively or negatively (i.e. communicable diseases, tobacco, substance abuse) * how policy was changed as a result of actions by doctors Aware of the agencies which can provide care and support outwith the hospital and how they can be accessed Assessing the patient’s ability to access various services in the health and social system and offer appropriate assistance. Working with specialty associations and other organisations in identifying current “at risk” groups within a specialty and applying available knowledge about prevention to “at risk” groups Contributing to “group data” for better understanding of health problems within the population
<b>Skills</b>	Applying understanding of determinants of health to common problems and conditions in the specialty Adapting the assessment and management of the patient (i.e. the medical history to the patients social circumstances) Assessing the patient’s ability to access various services in the health and social system and offer appropriate assistance

	<p>Ensuring appropriate equipment and devices are discussed and where appropriate puts the patient in touch with the relevant agency</p> <p>Facilitating access to appropriate training and skills to develop the patients' confidence and competence to self care</p> <p>Empathetic assessment of the influences on patient's health</p> <p>Clear communication of the need for changing behaviour</p> <p>Encourages and supports the patient in accessing appropriate information and, where possible, provides relevant and evidence based information in a medium that provides sufficient choice/options</p> <p>Promotes and encourages the involvement of their patients, as an individual or a carer, in appropriate support networks both to receive from and give support to others</p>
<b>Behaviour</b>	
	<p>Giving advice about lifestyle which will influence disease outcome in an individual patient e.g. smoking cessation, reducing alcohol intake</p> <p>Prepare an advice leaflet for patients after a particular operation or diagnosis</p> <p>Involvement in a patient self-help group eg to give a talk</p> <p>Involvement as a clinical specialist in a Health Board or Strategic Health Authority group looking at some aspect of patient care</p>
<b>Practical Activities</b>	
<b>Topic</b>	<b>Clinical</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Scholar
	<i>To demonstrate a rigorous approach to clinical problem solving</i>
<b>Objective</b>	<i>To have effectively supervised at least one audit which addresses a problem that has been identified and should be carried through to the point where an effective solution has been devised and the audit cycle completed to show improvement</i>
	<p>Builds on the knowledge obtained in the initial and intermediate stages</p> <p>Understands of the application of statistics in scientific medical practice</p> <p>The working and uses of national and local databases used for audit such as specialty data collection systems, surgical logbooks, relevant cancer registries.</p>
<b>Knowledge</b>	<p>The working and uses of local and national systems available for reporting and learning from clinical incidents and near misses in the UK</p> <p>An outline knowledge of the different methods of obtaining data for audit including patient feedback questionnaires, hospital sources and national reference data</p>
	<p>Builds on the skills acquired in the initial and intermediate stages</p> <p>Providing an accurate précis of clinical papers from established medical journals</p> <p>Critiquing clinical papers in a manner that demonstrates a broad understanding of research methodology and the suitability of different approaches</p>
<b>Skills</b>	<p>Assessing the breadth of opinion in the literature and conflicting ideas</p> <p>Conducting a literature search using the appropriate methods, for example PubMed, Ovid, NICE, Cochrane</p> <p>Sifting, sorting and evaluating evidence, and presenting this, in appropriate format, together with reasoned discussion and opinion</p>
<b>Behaviour</b>	To build on behaviour displayed in the initial and intermediate stages
<b>Practical Activities</b>	Design and carry through a clinical audit which has achieved a change in practice

Organise a programme of departmental meetings

<b>Topic</b>	<b>Education and teaching</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Scholar
<b>Objective</b>	<i>To demonstrate an understanding of, and the ability to apply, the principles of adult education, with respect to oneself and others to include junior medical staff on the team, structured courses, medical undergraduates, nurses, physiotherapists, other professionals and patient groups</i>  <i>To develop and deliver a teaching module or unit and supporting lecture notes for an undergraduate or peer teaching session</i>  <i>To supervise, teach and mentor learners (trainees) in a work setting</i>
<b>Knowledge</b>	Basic principles of adult education (teaching and learning theories) Builds on the skills acquired in the initial and intermediate stages Using his/her understanding of preferred learning methods in dealing with students, trainees and colleagues when teaching and training is being conducted using patients, Factoring in sufficient safeguards to protect the patient, when teaching and training is being conducted using patients, by adopting a structured approach, clear boundaries and briefing
<b>Skills</b>	Planning educational activities which clearly set out aims and intended learning outcomes Preparing appropriate teaching materials which meet learners' needs Providing effective feedback to learners Optimising opportunistic teaching and learning Evaluating the use of reflective practice, learning agreements, portfolios and journals Using different methods of assessment appropriate to what is being assessed e.g. knowledge, skills, judgement and professionalism Differentiates between appraisal and assessment Shows a commitment and enthusiasm for teaching and training others Shows a willingness to supervise the work of less experienced colleagues Shows sensitivity to the needs of learner and responds appropriately. Shows a personal commitment to learning
<b>Behaviour</b>	Is aware of and identifies ways in which their clinical teaching might be improved Uses his/her understanding of preferred learning methods in teaching students, trainees and colleagues Tailors the style and content of teaching to the audience and setting Demonstrates, when carrying out teaching and training activities that the safety and well-being of patients, trainees and those about is paramount Regular small group teaching of medical students, nurses or junior medical staff with some assessment or feedback to assessor
<b>Practical Activities</b>	Regular attendance at local surgical teaching sessions Organises and carries through a teaching programme or departmental meeting programme Supervision and teaching of junior surgical staff Acting as assessor for more junior trainee's assessments

<b>Topic</b>	<b>Research</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Scholar
<b>Objective</b>	<i>To demonstrate a rigorous approach to research through: the publication of a paper in a peer review journal; or participation in a systematic review with defined outcomes; publishing guidance at trust, regional, specialty or national level</i>
<b>Knowledge</b>	Builds on the knowledge obtained in the initial and intermediate stages of training
<b>Skills</b>	Builds on the skills acquired in the initial and intermediate stages of training Using the knowledge acquired by using scientific evidence
<b>Behaviour</b>	<b>No content</b>
<b>Practical Activities</b>	Publication of a paper in a refereed journal as first author Successful completion of a higher degree Presentation of a study at a national meeting Participation in a systematic review with defined outcomes

<b>Topic</b>	<b>Discipline-based objectives</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Professional
<b>Objective</b>	<i>To display attitudes commonly accepted as essential to professionalism</i>
<b>Knowledge</b>	<b>No content</b>
<b>Skills</b>	Using appropriate strategies to maintain and advance professional competence Continually evaluating one's abilities, knowledge and skills and know one's limitations of professional competence
<b>Behaviour</b>	Reliability Self motivation Accurate assessment of own abilities
<b>Practical Activities</b>	Regular attendance at departmental meetings, or teaching sessions Keeps a reflective practice diary Appropriate referral to seniors of both emergency and elective cases Reliable in ward management of patients

<b>Topic</b>	<b>Personal professional boundary objectives</b>
<b>Category</b>	Professional Skills and Behaviour
<b>Sub-category:</b>	Professional
<b>Objective</b>	<i>To balance personal and professional roles and responsibilities and to demonstrate ways of attempting to resolve conflicts and role strain</i>
<b>Knowledge</b>	<b>No content</b>
<b>Skills</b>	Adopting specific strategies to heighten personal and professional awareness and explore and resolve interpersonal difficulties in professional relationships Managing time effectively between work and leisure, maintaining and

developing other interests outside of medicine  
Recognising stress in him/herself and colleagues

**Behaviour** Shows an awareness of the need for continuous review and the dangers of lapsing into professional isolation

**Practical Activities** Mentoring of a junior member of staff with a more complex difficulty

**Topic** **Ethics and professional bodies**

**Category** Professional Skills and Behaviour

**Sub-category:** Professional

*To recognise, analyse and know how to deal with unprofessional behaviours in clinical practice, taking into account local and national regulations*

**Objective** *To apply competently, consistently and effectively, his/her knowledge of the law as it applies specifically to the practice of surgery and to medical practice in general*

Knows the professional, legal and ethical codes of the General Medical Council and any other codes to which the surgeon is bound

**Knowledge** The ethical framework that is laid down by the surgical profession through its governing and standard setting bodies ie the GMC, Royal Colleges and Specialty associations

Recognising, analysing and attempting to resolve in clinical practice ethical issues such as truth telling, consent, advanced directives, confidentiality, end-of-life care, conflict of interest, resource allocation, research ethics etc

**Skills** Understanding and application of relevant legislation that relates to the health care system in order to guide one's clinical practice

Recognising, analysing and knowing how to deal with unprofessional behaviours in clinical practice, taking into account local and national regulations

Works within the ethical framework that is laid down by the surgical profession through its governing and standard setting bodies i.e. the GMC, Royal Colleges and Specialty associations

**Behaviour** Shows probity in all areas of professional life

Recognises when the limits of his/her competence have been reached and demonstrate sound judgement in asking for help and/or deferring to others

**Practical Activities** Complete a SASM or CEPOD report where there has been a problem with clinical care

Being responsible for a consultant's practice while he/she is on leave and able to ask for appropriate support

**Topic** **Personal and professional development**

**Category** Professional Skills and Behaviour

**Sub-category:** Professional

*Displays attitudes commonly accepted as essential to professionalism*

**Objective** *To show an awareness of the importance of continued personal and professional development as an aspect of consultant surgical practice*

<b>Knowledge</b>	<b>No content</b>
<b>Skills</b>	Ability to motivate self towards self-directed achievements
<b>Behaviour</b>	Shows an enthusiasm to seek out new sources of learning such as courses, etc
<b>Practical Activities</b>	Active participation in College and/or professional society matters