Influences on a Doctor’s Performance

Behaviours are influenced by the following factors

- Psychological factors
- Health problems
- Workload
- Sleep loss
- Family pressures
- Organisational culture
- Training and education

(Cox et al, 2006)

Early signs of a Trainee in Difficulty

- The disappearing act
- Low work rate
- Ward rage
- Rigidity
- Bypass syndrome
- Career problems
- Insight failure

(Paise, 2006)

Conclusions from the Evidence

- Behavioural factors often play a part in performance problems
- Work context and environment can have a significant impact on a trainee’s performance
- Physical and psychological problems are under-diagnosed
- Professional disciplines need to have a common approach (HR, Occ Health etc.)
- Poor performance in trainees may be helped by development of deeper learning styles, better coping strategies and improving insight
- Poor insight is common and difficult to remedy

Professional Support the Wessex Way

The HEE Wessex Framework for Professional Support has been in operation since 2002, and covers all doctors in training, SAS and Trust doctors, and a small number of Consultants.

The Framework has several clear aims:

1. To promote early identification of trainees requiring professional support
2. To provide clinical and educational supervisors with a clear structure for identifying and addressing these difficulties
3. To clarify lines of responsibility for other educators involved in managing trainees requiring professional support
4. To provide a network of support for educators throughout Wessex
5. To establish a group of experts who can deal with specific areas of difficulty, and where necessary, identify opportunities for targeted training.

Infrastructure within the Framework

- Trust based Case Managers
- Virtual Support Group
- Quality and Governance Group
- Reference Group
- Website and e-mail advice service
- Training and Development

Vision: ‘Empowering trainees to become great providers of health care.’

Mission Statement: ‘We provide doctors and dentists in training in Wessex with focused support for their well-being and development.’

Wessex Professional Support Service

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Our aim is to support both trainees and educators, working collaboratively to maintain patient safety whilst ensuring trainees receive the support they need to overcome any issues and achieve successful completion of training.

Developing people for health and healthcare
I just wanted to say thank you again for all your support and kind efforts. It’s been a wind under my wings to have the PSU help me the way it has and I couldn’t be more grateful.”

**The Levels Approach**

- **Level 1** Educational Supervision
- **Level 2** Support network in Trust or Specialty HEE – working across
  - Virtual Support Group
  - Targeted/Remedial Training
  - NCAS
  - GMC
  - Release from Training

The aim of **Level 1** is to identify trainees requiring professional support as early as possible, hopefully before problems need major intervention. Regular appraisal and assessment by educational supervisors is an important opportunity to identify and deal with such issues. Concerns should be documented and discussed openly with the trainee, and further information gathered as appropriate.

At **Level 2**, the first step will usually involve the DME/clinical tutor, and possibly others. Many problems will be resolved by local intervention by the DME, with the support of the college tutor or programme director etc. This will include assessment of need, further documentation and where appropriate remedial action, instituted by the DME with the support of the Trust.

Intervention at **Level 3** will be required for a minority of trainees who have been identified by DMEs and/or training programme directors as having complex or enduring difficulties. These trainees should be referred to the Professional Support Unit who will undertake further assessment. Where appropriate the trainee can be either referred on to the Virtual Support Group and/or arrangements can be made for targeted training with a selected educational supervisor.

**Trainee Flowchart**

- **Level 1**
  - Regular review of progress
  - Educational Supervisor management of concerns
  - Satisfactory ARCP
  - Un satisfactory ARCP

- **Level 2**
  - Refer to clinical tutor/DME, college tutor or programme director for remediation
  - Concerns continue
  - Continuing or severe problems
  - Involve HR and Occ Health as appropriate

- **Level 3**
  - PSU Case Manager
  - Liaise with HR and Occ Health
  - Assessment, documentation, remedial action and support
  - Insumountable concerns
  - Concerns resolve
  - Exit programme

**Statistics**

Approximately 2500 trainees in Wessex

**Referrals 2015-2017** (financial year 1.4 – 31.3)

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<thead>
<tr>
<th>Category</th>
<th>2015/16</th>
<th>2016/17</th>
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<tbody>
<tr>
<td>ST (Specialty Trainees)</td>
<td>63</td>
<td>74</td>
</tr>
<tr>
<td>FT (Foundation Trainees)</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>GP Trainees</td>
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<td>20</td>
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<tr>
<td>Other</td>
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<td>2</td>
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<tr>
<td>Dentistry</td>
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<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>129</td>
</tr>
</tbody>
</table>

**Open Cases as at March 2017**

- Most common single* reason for referral:
  - Asperger's
  - Careers
  - Exam
  - Dyslexia
  - Coaching
  - Communication

*Most referrals are for more than one reason