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Nota di contenuto	The Foundation Programme at a Glance; Contents; List of contributors; Preface; Acknowledgements; List of abbreviations; How to use your textbook; 1 Shadowing and induction; Shadowing and induction; Clinical placements; Student assistantships; Learning how to do your first F1 job; Shadowing; Induction; What you need to know; Who else should you meet?; 2 The e-portfolio - how to plan, manage and evidence your learning; What is the e-portfolio for?; Who has access to my e-portfolio?; What do I put in it?; Planning and recording your learning Recording your meetings with your clinical and educational supervisors Supervised learning events and assessments; Reflection; Additional evidence; Sign-off at the end of F1 and F2; 3 Supervised learning events and assessments; Supervised learning events (SLEs); What are SLEs?; When and how do you record a SLE?; What is DOPS?; What is mini-CEX?; What is CBD?; What is developing the clinical teacher?; Assessments; How will you be assessed?; What is TAB?; How are core procedural skills assessed?; What are the supervisor's reports?; How to use feedback; 4 Reflective learning; What is reflection? Why is it important? Using the e-portfolio to help your reflective practice; A model for reflection; What examples can you use in your reflective log; 5 Managing your medical career; What should I aim for in my medical career?; Career discussions and where to find career support; Exploring options in the foundation programme; Other career

issues and changes to plan; 6 Applying to specialty training; Exploration of the options; Career structure of your chosen specialties; Application process timelines; Interview/selection process; Applicant etiquette; Less than full time (LTFT) training
Myths about speciality training applications
7 Quality improvement and clinical leadership; What is quality improvement?; Improving healthcare for the benefit of patients; Leading and implementing changes; 8 Quality improvement projects; Plan, do, study, act (PDSA); Plan; Do; Study; Act; Audit; Stage 1 - what problem would you like to fix?; Stage 2 - what are you seeking to achieve?; Stage 3 - how are you going to gather and analyze the data?; Stage 4 - what changes or improvements need to be made?; Stage 5 - how will you demonstrate that you have made a difference?
9 Breaking bad news and handling complaints
Breaking bad news; Handling complaints; 10 Assessing capacity and informed consent; What is mental capacity?; Principles; Supporting patients to make decisions; Two-stage test of mental capacity; Stage 1 - diagnostic test; Stage 2 - functional test; Acting in the patient's best interests; 11 Handover and communicating with colleagues; Effective communication with colleagues; Safe handover; Leadership and communication; Dealing with poor performance in others; Dealing with your own difficulties; 12 Communication between primary and secondary care
Written communication

Sommario/riassunto

Providing an overview of the formative years of a junior doctor's career, The Foundation Programme at a Glance consolidates the generic and condition-specific skills required to excel in this stage of training. Taking a simple and holistic approach to providing support for junior doctors, it integrates text and image content to suit all learning styles. Sections include advice on making the most of your training, tips on good clinical practice, communication, and common presentations and conditions. Edited by the National Director and Deputy National Director of the UK Founda
