

## **Expectations for ED trainees and clinical fellows by grade in BSUH**

The role and expectations for you on the shop-floor depends on your grade of experience. We recognise that 24/7 consultant presence can lead to a reduction in trainees abilities to access leadership experience and sometimes clinical experience. Our aim in this document is to try and prevent this from happening by giving a structured mechanism for all trainees and fellows to gain appropriate and supported experience to allow you to build on your clinical skills and to progress your abilities.

This document is designed to be a discussion between your clinical/educational supervisor and yourself when you are starting in the Emergency department and to compliment the expectations from the RCEM to pass your ARCP and complete your training year rather than supplant these.

### **ST1 grade**

#### **Training expectations (ED six months):**

2 summative assessments of major presentations 5 summative and 5 formative assessments of acute presentations 10 other acute presentations (teaching/audit/e-learning/reflection/WPBA) 4 specific DOPS (airway maintenance, primary survey, wound care, fracture/joint manipulation) and one other DOPS MSF Audit/QIP
--

We expect you to complete the above during your time with us and to inform your clinical/educational supervisor early in your six months should you have any difficulties. There is an expectation after your initial meeting with your clinical supervisor that you arrange two further meetings during your six months at a time suitable for both of you.

Should you be having difficulties in any way we expect you to inform your clinical supervisor or the clinical tutor.

In addition to the above we expect you to be in resus during you arranged resus shifts. Please inform the consultant on arrival that you are the resus SHO. While in resus, you should be the first port of call during that period for all patients coming into resus. If resus is too busy you should have a named registrar to help support you. If resus is quiet then we do expect you to help with the through-put of patients in Majors.

Quickly assess the patients as they arrive with a focused history and an ABCDE assessment. We will expect you to discuss each patient with the resus registrar/consultant with a quick plan using an SBAR format. Should the patient be critically unwell, you should be there to support the resus registrar/consultant in the managing of these patients and learn from their experience and clinical skills.

## ST3 grade

### Training expectations (ED six months):

Six resus cases including at least one trauma (1 in first three months; 3 mini-CEX)  
Fourteen remaining acute presentations  
Two ESLEs (one in first three months)  
Complete 45 DOPS  
MSF  
QIP/Audit  
Management project

As a ST3, you have the option of wearing the registrar uniform (dark green scrubs). This can be a difficult time for trainees as they are stepping up from being a junior doctor to the middle grade level. Because you are wearing dark green scrubs you may be approached by both junior doctors and nursing staff in the same way they would approach a more established middle grade for opinions and support. If you feel unable to provide this please direct them to a consultant or more established middle grade.

Despite wearing dark green you will be on the SHO rota.

Please inform the clinical tutor prior to or during the induction if you do not feel capable to step up into this role. If you are having difficulties we may ask you wear lime green (junior grade scrubs). This is not a failure or a punishment and the aim will be to try and step you back up to the dark green middle grade scrubs once you have achieved the goals set by your clinical supervisor and your clinical supervisor and yourself are happy with your progress.

As an ST3 wearing dark green, we expect you to complete the first two pages of the SINGLE CLERKING proforma rather than the complete proforma. You in a similar way to the ST1s will have assigned resus shifts.

In addition to the above we expect you to be in resus during you arranged resus shifts. Please inform the consultant on arrival that you are the resus SHO. While in resus, you should be the first port of call during that period for all patients coming into resus. If resus is too busy you should have a named registrar to help support you. If resus is quiet then we do expect you to help with the through-put of patients in Majors.

Quickly assess the patients as they arrive with a focused history and an ABCDE assessment. We will expect you to discuss each patient with the resus registrar/consultant with a quick plan using an SBAR format. Should the patient be critically unwell, you should be there to support the resus registrar/consultant in the managing of these patients and learn from their experience and clinical skills.

In addition to a QIP/Audit project agreed with your clinical supervisor/audit lead, you should aim to perform a BestBet or take part in a research project during your time.

## ST4 grade

### Training expectations:

27 Curriculum topics 3 complex Paediatric Major or Acute presentations 3 x ESLEs (one within 3 months and a second within 6 months) Level one ultrasound MSF Start QIP Progress on Management Portfolio
---

As an ST4 within the Emergency department in BSUH, you will be on the middle grade rota. This will involve a four monthly rota meeting to agree shifts with the other registrars. You may have no experience of being a registrar grade and this can be difficult time, stepping up into this role. Because you are wearing dark green scrubs you may be approached by both junior doctors and nursing staff in the same way they would approach a more established middle grade for opinions and support. If you feel unable to provide this please direct them to a consultant or more established middle grade.

If you are having difficulties we may ask you wear lime green (junior grade scrubs). This is not a failure or a punishment and the aim will be to try and step you back up to the dark green middle grade scrubs once you have achieved the goals set by your clinical supervisor and your clinical supervisor and yourself are happy with your progress.

As part of your middle grade role we expect you to perform some assessments, which may not be part of the WPBAs required for your ARCP but which are important to help build you up to become a consultant.

Every six months, expect you to complete some assessments in relation to trauma, resuscitation, leadership, management and education. Please see the ST4 sign off page in the appendix.

In addition, to the above if you wish to do sedation within the department without a consultant presence you need to complete the sedation booklet. All sedations you complete should have the sedation proforma on PANDA completed.

## ST5 grade

### Training expectations:

27 Curriculum topics 3 complex Paediatric Major or Acute presentations 3 x ESLEs (one within 3 months and a second within 6 months) Complete level one ultrasound (if not done already) MSF Progress on QIP Progress on Management Portfolio
--

As an ST5 within the Emergency department in BSUH, you will be on the middle grade rota. This will involve a four monthly rota meeting to agree shifts with the other registrars. You will already have experience of being a registrar grade. RSCH is a major trauma centre and you may never have had experience working in this environment. One of the focuses of your time in BSUH should be to gain experience in trauma management. This may be your only chance to experience this prior to becoming a consultant. You are expected to provide opinions and support for junior doctors and nursing staff. If you feel unable to provide this please direct them to a consultant.

As part of your middle grade role we expect you to perform some assessments, which may not be part of the WPBAs required for your ARCP but which are important to help build you up to become a consultant.

Every six months, we expect you to complete some assessments in relation to trauma, resuscitation, leadership, management and education. Please see the ST5 sign off page in the appendix.

In addition, to the above if you wish to do sedation within the department without a consultant presence you need to complete the sedation booklet. All sedations you complete should have the sedation proforma on PANDA completed.

## ST6 grade

### Training expectations:

All Curriculum topics completed
3 complex Paediatric Major or Acute presentations
2 x ESLEs (one within 6 months)
Complete level one ultrasound (if not done already)
MSF
FRCEM passed
QIP completed
Ultrasound level one completed
Management Portfolio completed

As an ST6 within the Emergency department in BSUH, you will be on the middle grade rota. This will involve a four monthly rota meeting to agree shifts with the other registrars. You will already have experience of being a registrar grade. RSCH is a major trauma centre and you may never have had experience working in this environment. One of the focuses of your time in BSUH should be to gain experience in trauma management. This may be your only chance to experience this prior to becoming a consultant. You are expected to provide opinions and support for junior doctors and nursing staff. If you feel unable to provide this please direct them to a consultant.

As part of your middle grade role we expect you to perform some assessments, which may not be part of the WPBAs required for your ARCP but which are important to help build you up to become a consultant.

Every six months, we expect you to complete some assessments in relation to trauma, resuscitation, leadership, management and education. Please see the ST5 sign off page in the appendix.

In addition, to the above if you wish to do sedation within the department without a consultant presence you need to complete the sedation booklet. All sedations you complete should have the sedation proforma on PANDA

## Appendix one

### Assessments to complete as a middle grade in BSUH:

	<b>Assessment</b>	<b>Signature/date</b>	
<b>Trauma</b>	Primary Survey		
	Observed Trauma team lead		
	Be present at Code Red trauma		
	Trauma e-FAST		
	Attend a paediatric trauma		
	Chest drain (trauma)		
<b>Resuscitation</b>	Ketamine sedation		
	Propofol sedation		
	Elderly patient CT sedation		
	I/O access		
	Ultrasound guided IV access		
	Chest drain (seldinger)		
	Lead a cardiac arrest		
<b>Leadership</b>	Leadership self assessment		
	Agreed leadership training (see appendix 2)		
	Run UCC x 4		
	Be PAT – Registrar x 4		
Hold the consultant phone x4			

	Lead PRH shift x 4	
	Perform CDU ward round (RSCH)	
	Perform CDU ward round (PRH)	
<b>Management</b>	Attend a coroner's inquest/SUI	
	Present at Clinical governance	
	Present at Trauma governance	
	Attend Trauma meeting	
	Attend 08:45 meeting	
	Lead an audit	
<b>Education</b>	Teach at junior teaching	
	Present a case at registrar teaching	
	Teach at registrar teaching	
	Attend a SPEED session	
	Mentor a junior trainee	
	Attend LFG	

## Appendix 2

Health care leadership self assessment module via  
[www.leadershipacademy.nhs.uk/](http://www.leadershipacademy.nhs.uk/)

	ST1	ST3-5	ST6
Leadership programme	Edward Jenner	Edward Jenner/ Mary Seacole	
Mentor juniors	Locally available	Mentor a junior trainee – discuss with clinical supervisor	
Develop self awareness	Read teaching modules - <a href="http://www.londonleadershipacademy.nhs.uk">www.londonleadershipacademy.nhs.uk</a> Health care leadership self assessment module via <a href="http://www.leadershipacademy.nhs.uk">www.leadershipacademy.nhs.uk</a>	Health care leadership self assessment module via <a href="http://www.leadershipacademy.nhs.uk">www.leadershipacademy.nhs.uk</a>	
Develop quality improvement skills	Transparency, Compassion and Truth in Medical Errors – Leilani Schweitzer - TEDx University of Nevada NHS Improvement academy, interactive guide to using data to drive improvement <a href="http://www.patientsafety.health.org.uk">www.patientsafety.health.org.uk</a> Read - the free online book: 'Safer Healthcare: Strategies for the Real World' by Charles Vincent & René Amalberti Read - Black Box Thinking by Matthew Syed and a podcast from him called ; Learning from life and death - <a href="http://www.bbc.co.uk/programmes/b08wmpnl">http://www.bbc.co.uk/programmes/b08wmpnl</a> Read- Free online book. Complications; - A Surgeon's Notes on an Imperfect Science <a href="#">here</a>	Learn how to project manage - <a href="https://alison.com/course/diploma-in-project-management-revised-2017">https://alison.com/course/diploma-in-project-management-revised-2017</a>	Introduce/support a QIP within the department
Learn about leadership skills	<b>General Leadership-</b> Podcast- "The Future of Leadership" by Margaret Heffernan <a href="http://www.bbc.co.uk/programmes/b06shyrrh">http://www.bbc.co.uk/programmes/b06shyrrh</a>  Simon Sinek ; Why good leaders make you feel safe How Great Leaders Inspire Action  Brene Brown - The power of vulnerability  Dare to Disagree - Margaret Heffernan  <b>Teams</b> Super Chickens - Margaret Heffernan  Teamwork a user's guide. BMJ learning  <b>Followership</b> Dancing guy <a href="https://www.youtube.com/watch?v=fW8amMCVAIQ">https://www.youtube.com/watch?v=fW8amMCVAIQ</a>	Read- Faculty of Medical Leadership and Management (FMLM) leadership and management standards  Introverted Leaders Toolkit via <a href="http://www.introvertedleaders.co.uk">www.introvertedleaders.co.uk</a>  Watch and reflect Susan Cain- The power of Introverts TED talk – via <a href="http://www.ted.com">www.ted.com</a>  Compassionate Leadership read- Kings Fund – <a href="http://www.kingsfund.org.uk">www.kingsfund.org.uk</a>  Watch, reflect and discuss- Building a psychologically safe workplace: Amy Edmondson - <a href="https://www.youtube.com/watch?v=LhoLuui9gX8">https://www.youtube.com/watch?v=LhoLuui9gX8</a>  <b>Teamwork and Leadership-</b> Build a tower, build a team- Tom Wujes , The Marshmallow Challenge - <a href="http://www.ted.com">www.ted.com</a> Baba Shiv – give up the driving seat – <a href="http://www.ted.com">www.ted.com</a>	Dealing with difficult doctors BMJ module- <a href="https://learning.bmj.com/learning/search-result.html?moduleId=5001068">https://learning.bmj.com/learning/search-result.html?moduleId=5001068</a>  Undertake a formal leadership course



	<p><b>Personal Impact,</b> Amy Cuddy - Your Body Language may shape who you are</p> <p><b>The power of Failure,</b> JK Rowling</p> <p><b>Mindfulness,</b> Read Ruby Wax Frazzled</p>	<p>Innovation- <i>Got a meeting? - Take a walk</i> Nilofer Merchant - <a href="http://www.ted.com">www.ted.com</a></p>	
Learn/manage about Risk Management	Attend clinical governance quarterly meeting	Investigate an SUI Investigate a complaint Support new doctors induction Write a evidence based local guideline	Write an evidence based local guideline
Human factors training	Locally provided	Locally provided	
Understand health informatics	Via <a href="http://www.skilldevelopmentnetwork.com">www.skilldevelopmentnetwork.com</a>	Healthcare finance module via <a href="http://e-lfh.org.uk">e-lfh.org.uk</a> Perform a business case	
Time management		Business balls - <a href="http://www.businessballs.com/self-management">www.businessballs.com/self-management</a>	