

The individual practitioner has to have appropriate attitudes and behaviours that help deal with complex situations and to work effectively providing leadership and working as part of the healthcare team.

CC24 Personal behaviour

To develop the behaviours that will enable the doctor to become a senior leader able to deal with complex situations and difficult behaviours and attitudes. To work increasingly effectively with many teams and to be known to put the quality and safety of patient care as a prime objective To develop the attributes of someone who is trusted to be able to manage complex human, legal and ethical problem. To become someone who is trusted and is known to act fairly in all situations		
Knowledge	Assessment Methods	GMP Domains
<p>Recall and build upon the competences defined in the Foundation Programme:</p> <p>Deal with inappropriate patient and family behaviour</p> <p>Respect the rights of children, elderly, people with physical, mental, learning or communication difficulties</p> <p>Adopt an approach to eliminate discrimination against patients from diverse backgrounds including age, gender, race, culture, disability, spirituality and sexuality</p> <p>Place needs of patients above own convenience</p> <p>Behave with honesty and probity</p> <p>Act with honesty and sensitivity in a non-confrontational manner</p> <p>The main methods of ethical reasoning: casuistry, ontology and consequentialist</p> <p>The overall approach of value-based practice and how this relates to ethics, law and decision making</p>	ACAT, C, Mi, M, PS	1, 2, 3, 4
Define the concept of modern medical professionalism	C	1
Outline the relevance of professional bodies (Royal Colleges, JRCPTB, GMC, Postgraduate Dean, BMA, specialist societies, medical defence organisations)	C	1

Skills		
Practise with: <ul style="list-style-type: none"> • integrity • compassion • altruism • continuous improvement • excellence • respect for cultural and ethnic diversity • regard to the principles of equity 	ACAT, C, Mi, M, PS	1, 2, 3, 4
Work in partnership with members of the wider healthcare team	ACAT, C, Mi, M	3
Liaise with colleagues to plan and implement work rotas	ACAT, M	3
Promote awareness of the doctor's role in utilising healthcare resources optimally	ACAT, C, Mi, M	1, 3
Recognise and respond appropriately to unprofessional behaviour in others	E, ACAT, C	1
Be able to provide specialist support to hospital and community based services	ACAT, C, M	1
Be able to handle enquiries from the press and other media effectively	C, D	1, 3
Behaviours		
Recognise personal beliefs and biases and understand their impact on the delivery of health services	ACAT, C, Mi, M	1
Recognise the need to use all healthcare resources prudently and appropriately	ACAT, C, Mi	1, 2
Recognise the need to improve clinical leadership and management skill	ACAT, C, Mi	1
Recognise situations when it is appropriate to involve professional and regulatory bodies	ACAT, CbD, Mini-CEX	1
Show willingness to act as a mentor, educator and role model	ACAT, C, Mi, M	1
Be willing to accept mentoring as a positive contribution to promote personal professional development	ACAT, CbD, Mini-CEX	1
Participate in professional regulation and professional	C, Mi, M	1

development			
Takes part in 360 degree feedback as part of appraisal		C, M	1, 2, 4
Recognise the right for equity of access to healthcare		ACAT, C, Mi,	1
Recognise need for reliability and accessibility throughout the healthcare team		ACAT, C, Mi, M	1
Level Descriptor			
1	<p>Works work well within the context of multi-professional teams</p> <p>Listens well to others and takes other viewpoints into consideration</p> <p>Supports patients and relatives at times of difficulty e.g. after receiving difficult news</p> <p>Is polite and calm when called or asked to help</p>		
2	<p>Responds to criticism positively and seeks to understand its origins and works to improve. Praises staff when they have done well and where there are failings in delivery of care provides constructive feedback</p> <p>Wherever possible involves patients in decision making</p>		
3	<p>Recognises when other staff are under stress and not performing as expected and provides appropriate support for them. Takes action necessary to ensure that patient safety is not compromised</p>		
4	<p>Helps patients who show anger or aggression with staff or with their care or situation and works with them to find an approach to manage their problem</p>		
5	<p>Engenders trust so that staff feel confident about sharing difficult problems and feel able to point out deficiencies in care at an early stage</p>		

Emergency department context	
1	Remains calm and professional during times of surges in numbers of patients or acuity Retains concentration during quiet periods of work Seeks help appropriately and acts on advice
2	Works well with the nursing staff dealing with individual patients – both supporting them and also seeking their viewpoint
3	Takes responsibility for the department for a shift recognising the need to distribute work and support decision making by others Monitors the wellbeing of other staff – identifying staff in difficulty (including nurses, receptionists and porters) to the relevant senior member of staff
4	Provides an acceptable role model for the junior staff even under pressure or when not at work, demonstrating integrity and adherence to professional standards
Leadership	Specialty trainees should demonstrate competence in all elements of domains, with some evidence in setting direction
Demonstrating personal qualities	Completes multi-source feedback for others when asked Is consistent in manner and mood whatever the departmental status **
Working with others	Encourages others including patients, to contribute to management discussions on board rounds or in resuscitation situations, and accepts their viewpoints **
Managing the service	Contributes to actions that will allow the ED to meet all targets including infection control, patient experience and four-hour target – by personal role modelling and support of others **
Improving services	Implements changes to meet departmental aspirations including new rotas, new models of working, acquiring new skills *
Setting direction	Contributes to annual departmental strategic vision - including discussions on the role of the consultant, collaboration with primary care and working with specialities in hospital at night ***