

Cambridge University Press

978-1-909-72620-8 — Passing the ARCP

Samuel P. Dearman , Adam B. Joiner , Samantha Abbott , Damien Longson

Frontmatter

[More Information](#)

Passing the ARCP

Successful portfolio-based learning

Cambridge University Press

978-1-909-72620-8 — Passing the ARCP

Samuel P. Dearman , Adam B. Joiner , Samantha Abbott , Damien Longson

Frontmatter

[More Information](#)

Cambridge University Press

978-1-909-72620-8 — Passing the ARCP

Samuel P. Dearman , Adam B. Joiner , Samantha Abbott , Damien Longson

Frontmatter

[More Information](#)

Passing the ARCP

Successful portfolio-based learning

By Samuel P. Dearman, Adam B. Joiner,
Samantha Abbott and Damien Longson

RCPsych Publications

Cambridge University Press

978-1-909-72620-8 — Passing the ARCP

Samuel P. Dearman , Adam B. Joiner , Samantha Abbott , Damien Longson

Frontmatter

[More Information](#)

© The Royal College of Psychiatrists 2014

RCPsych Publications is an imprint of the Royal College of Psychiatrists,
21 Prescot Street, London E1 8BB
<http://www.rcpsych.ac.uk>

All rights reserved. No part of this book may be reprinted, reproduced or utilised in any form or by any electronic, mechanical or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

British Library Cataloguing-in-Publication Data.

A catalogue record for this book is available from the British Library.
ISBN 978 1 909726 20 8

Distributed in North America by Publishers Storage and Shipping Company.

The views presented in this book do not necessarily reflect those of the Royal College of Psychiatrists, and the publishers are not responsible for any error of omission or fact.

The Royal College of Psychiatrists is a charity registered in England and Wales (228636) and in Scotland (SC038369).

Printed by Bell & Bain Limited, Glasgow, UK.

Contents

Authors	vi
List of figures, boxes and tables	viii
Foreword	ix
<i>Professor Jacky Hayden CBE</i>	
Preface	x
<i>Dr Samuel P. Dearman</i>	
Acknowledgements	xi
List of abbreviations	xii
How to use this guide	xiii
1 Quick reference guide	1
2 What is a portfolio?	4
3 Lessons learned so far	12
4 Organising the portfolio	24
5 Managing your workplace-based assessments	28
6 Reflective practice and self-appraisal of learning	33
7 Audit and research	39
8 Teaching	45
9 Psychotherapy experience	48
10 Management and leadership experience	53
11 Appraisal reports, planning meetings and educational objectives	56
12 Other experiences, achievements and documents	58
13 The future of portfolios	61
Index	63

Authors

Dr Samuel P. Dearman is now a consultant psychiatrist in working-age adult services in Cumbria as well as Director of Medical Education, but began this book during year 6 specialty training (ST6). He was a student at the University of Manchester at the undergraduate and postgraduate level. He has been involved in research in mental health legislation, epidemiology and evidence-based service provision, and has published in peer-reviewed journals. He has a special interest in education and has been involved in a variety of projects integrating contemporary learning theory into individual, team-based and organisational learning as well as the delivery of mental health training to psychiatric trainees, mental health service staff and other professionals outside mental health.

Dr Adam B. Joiner is currently working as an ST5 in general adult psychiatry in the North West. He completed his undergraduate medical degree at King's College London, where he also intercalated a BSc in neuroscience and neuropsychology. He has done psychiatry training in North West England, throughout Lancashire and Cumbria. He has been involved in medical education throughout training and is currently completing the postgraduate diploma in medical education before undertaking a Masters in medical education. He sits on the council for Manchester Medical Society's Section of Psychiatry.

Mrs Samantha Abbott is the medical education manager for the North Western Deanery School of Psychiatry, supporting and coordinating training for 250 trainees, from Cheshire to Cumbria. He has a background in business studies and has overseen the design, implementation and support for the first psychiatry e-portfolio in the UK. She has also built strong expertise in helping trainees manage their portfolios and prepare for the annual review of competence progression (ARCP).

Cambridge University Press

978-1-909-72620-8 — Passing the ARCP

Samuel P. Dearman , Adam B. Joiner , Samantha Abbott , Damien Longson

Frontmatter

[More Information](#)

THE AUTHORS

Dr Damien Longson is the Head of School of the North Western Deanery School of Psychiatry, a consultant liaison psychiatrist and an active member of several education committees at the Royal College of Psychiatrists. He also chairs all the psychiatry ARCPs for the North Western Deanery. After doing basic training in medicine and psychiatry, he received a Wellcome Foundation Research Scholarship and studied the glutamate hypothesis of schizophrenia for a PhD in California and Boston, USA, before becoming a senior trainee in Manchester, UK.

Figures, boxes and tables

Figures

2.1	Kolb's experiential learning cycle	5
2.2	Miller's pyramid	8

Boxes

4.1	Example of a portfolio table of contents	24
5.1	Example of a WPBA cover page	30
5.2	Example of a mini-Assessed Clinical Encounter (mini-ACE)	31
6.1	Contents page for reflective practice	34
6.2	Example of a poor reflection	36
6.3	Example of a good reflection	37
7.1	Example of an audit abstract	40
7.2	Example of a summary of experience	42
7.3	Example of a structured abstract for a project	43
8.1	Example of linking an assessment to a reflective note	46
9.1	Example of presentation of psychotherapy experience	49
10.1	Example of list of experience and corresponding explanations	54

Tables

9.1	A detailed example of psychotherapy experience	51
11.1	Record of on-call activity	57

Foreword

Professor Jacky Hayden CBE

I was delighted to be invited to write the foreword for this book, which I hope will encourage many trainees to approach their learning with greater understanding and present themselves in the best light at the annual review of competence progression (ARCP).

Knowing how to maintain a portfolio as a useful record of learning and reflection can be difficult for any doctor new to specialty training, and understanding how to demonstrate learning through the portfolio to present at the ARCP can be particularly challenging. This slim volume describes the importance of collecting and collating information about a doctor's experiences so that the portfolio will easily demonstrate that the competencies expected for that period of training have been completed. It outlines the importance of reflection and how to write reflectively so that learning can be achieved and retrieved from daily experiences, and how to present materials in a logical manner. Chapter 3 is written as an interview with two key figures in the school of psychiatry in one deanery. Together, the interviewer, the head of school and the medical education manager describe how they use the information presented to them to judge whether or not a trainee is making adequate progress. The style enables the authors to identify many of the pitfalls for trainees approaching their ARCP.

This book will aid any medical trainee in their ARCP preparation and will be particularly useful for those training in psychiatry.

Preface

When we first decided to write this book, I was enthused and optimistic that we should be able to set out a framework for putting together a developmental portfolio that is logical and informative for the benefit of all psychiatric trainees, and indeed trainers. As a group, we want to pool perspectives and experience from training, administration and the ARCP panel, bringing together a coherent set of guiding principles. When I was a trainee, I often wondered whether the portfolio was a friend or an enemy. It is accepted that the portfolio, and ultimately the ARCP, requires a huge amount of work by trainees in terms of time, effort and planning. The successful portfolio can represent physical evidence of development over time, abilities and achievements. Equally, however, the portfolio is a source of anxiety and uncertainty for many trainees, especially when it comes to the ARCP. One of the difficulties is that there is no 'right' way to demonstrate competence and guidance has been sketchy. It is for these reasons that I am confident that this book is a useful guide for all trainees throughout their years in specialty training as well as being a reference material for trainers and educational supervisors.

Dr Samuel P. Dearman

Acknowledgements

We would like to thank the following people for their help and support:
Professor Else Guthrie, Joanne Waddington, Dr Andrew Morgan, Karen
March and Leanne Dearman.

Abbreviations

ACE	Assessment of Clinical Expertise
ARCP	annual review of competence progression
CbD	case-based discussion
CCT	Certificate of Completion of Training
CRHT	crisis resolution and home treatment
CPD	continuing professional development
CT	core trainee/training
CV	curriculum vitae
DONCS	Direct Observation of Non-Clinical Skills
GMC	General Medical Council
GP	general practitioner
ILO	intended learning objective
LETB	local education and training board
mini-PAT	mini Peer Assessment Tool
NHS	National Health Service
PDP	personal development plan
ST	specialty trainee/training
WPBA	workplace-based assessment

How to use this guide

This book is a guide and not a set of rules – there will be alternative approaches to organising and populating a portfolio. Across the UK different programmes will use different portfolios, in paper or electronic versions, allowing varying amounts of freedom in terms of structure and presentation. Throughout this book there are repeated references to planning, assessment, reflective practice, development and evidence. This is intentional, reminding the reader of the guiding principles underlying the successful negotiation of the ARCP. There is an emphasis on using the portfolio as a tool that catalogues evidence and drives learning, and because the portfolio will change and improve over time, some educationalists refer to it as a living document. However, it is equally important that the portfolio is readable and well structured.

The first chapters of this book provide the reader with an insight into the background of the present approach to psychiatric training and how the portfolio fits into this. Included are lessons learned following the first years of specialty training and the ARCP process, which includes perspectives from training, administration and the ARCP panel. The book then looks at the individual sections of the psychiatric training portfolio in some detail. Each chapter, as far as possible, aims to follow the same structure such that trainees can translate its content into a method of using the portfolio to communicate evidence of competence effectively. Chapters begin with basic principles, often followed by bullet points in the form of prompts or questions. The methods suggested are then applied to specific examples, where possible comparing good and less successful practice. Because there is no ‘right’ way to produce the portfolio, the hope is to illustrate the issues early in each chapter by use of examples and not simply to spoon-feed directives. Trainees can apply the basic principles and prompts to see why the examples are informative, or uninformative, and then use this as a framework to structure their own work.

If this book helps trainees develop a conceptual framework as to how to plan their learning according to curriculum competencies and structure their portfolio to follow training, making each section logical and informative, then it has achieved its goal.