

MSc Physician Associate Studies: Year 2 Mental health placement sign off sheet

Year Cohort: .....

Student Name.....Student number.....

## Supervisor meeting: Initial meeting at beginning of placement

Date: .....

Objectives set:

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.....  
.....

## Supervisor meeting: final meeting at end of placement

Please refer to the appendix before signing off the student for the components below.

### A: Knowledge

A: 1 History taking and consultation skills

Has the student achieved what you would expect at their stage of training? Yes / No

A: 2 Working with young children and families

Has the student achieved what you would expect at their stage of training? Yes / No

A: 3 Interpreting evidence

Has the student achieved what you would expect at their stage of training? Yes / No

A: 4 Clinical judgement in diagnosis and management

Has the student achieved what you would expect at their stage of training? Yes / No

A: 5 Therapeutics and prescribing

Has the student achieved what you would expect at their stage of training? Yes / No

A: 6 Maintenance of good practice

Has the student achieved what you would expect at their stage of training? Yes / No

### Section B: Skills

B: 1 Examination

Has the student achieved what you would expect at their stage of training? Yes / No

B: 2 Procedural skills

Have they achieved any procedural skills and been signed off separately on these on the Procedural Skills sign off sheet? Yes / No

Section C: Professional attitudes and behaviour

Has the student demonstrated what you would expect at their stage of training in all the categories pertaining to professional behaviour (please see the appendix)? Yes / No

If no, please elaborate below:

.....  
.....

Any additional comments:

.....  
.....  
.....  
.....  
.....

Name of supervisor: .....

Signature: ..... Date: .....

## **Appendix: Guidance on signing off student for their placement**

### Section A: Knowledge

#### A: 1 History taking and consultation skills

Can the student take and present a structured full mental health history?

#### A: 2 Working with young children and families

Can the student demonstrate effective communication and engagement with children and families?

Can the student recognise when to take appropriate action in safeguarding and promoting the welfare of the child and vulnerable adults?

Can the student demonstrate effective multi agency working through awareness of roles and responsibilities within other services, including when to share information bearing in mind the legislation around confidentiality?

#### A: 3 Interpreting evidence

Can the student understand and justify what investigations would be necessary for mental health conditions defined within their matrix and start to interpret any relevant investigations?

#### A: 4 Clinical judgement in diagnosis and management

Can the student give a list of differentials (certainly to identify red flags) within a presentation?

Are they able to formulate and implement a management plan in collaboration with the patient, the carers and health care professionals?

Are they able to monitor and follow up any changes in the patient's condition and responses to treatment (recognising indicators of patient responses)?

#### A: 5 Therapeutics and prescribing

Does the student know which medication to give for common mental health conditions? Do they know the side effects and contraindications of common medications? The students do have a list of common and core drugs.

#### A: 6 Maintenance of good practice

Does the student use evidence to support their suggested practice, and reflect on their own learning needs?

### Section B: Skills

#### B: 1 Examination

Can the student undertake a full examination (in relation to mental health) and present their findings to you? They must be able to identify abnormal from normal.

#### B: 2 Procedural skills

Have they achieved any procedural skills and been signed off separately on these on the Procedural Skills sign off sheet?

### Section C: Professional attitudes and behaviour

#### C: 1. Professional behaviour

Does the student have a professional manner towards patients and clinicians?

Are they on time?

Do they exhibit integrity?

C: 2. The patient relationship

Is the student an effective and empathic listener and communicator, showing sensitivity to situations where required?

C: 3 Risk management

Does the student show some insight into recognising risky situations and ask for help?

Does the student appreciate diligent note keeping and partake in this?

Does the student work within their limitations?

C: 4 Team work

Does the student recognise their role as part of a team, valuing contributions of each team member for the patient's welfare?

C: 5 NHS Principles

Does the student practice in a manner which is grounded in the underpinning principles of the NHS as a patient centred service, free at the point of delivery?

C: 6 Ethical and legal issues

Does the student recognise basic ethics e.g. Confidentiality, gaining consent from patients?

C: 7 Equality and diversity

Does the student respect patient diversity and background and accommodate this where possible?

C: 8 Time and resource management

Are the students able to prioritise workload using time and resources effectively?

Are they able to recognise economic constraints to the NHS and seek to minimise waste?