

PPDS Supervisors' Guide

Introduction to PPDS program

Teaching and learning

Personal Professional Development Stream (PPDS) is an independent module in the Medical Curriculum of Faculty of medicine, University of Jaffna. The aim of the PPDS course is to develop students' personnel skills and personality in order to enhance their learning abilities during the studentship and afterwards

The PPDS model starts in the introductory period and spreads throughout the Phase I and Phase II. The course is conducted mainly by discussions and group activities under **four themes**. Such as;

1. **Personal development:** Objective of this theme is to demonstrate the understanding of self and its role in practice of medicine
2. **Professional development:** Objective of this theme is to demonstrate the understanding of the medical profession in a changing environment as well as -the role of doctors and other Healthcare Practitioners in "Practice of Medicine".
3. **Leadership and management skills:** Objective of this theme is to recognise the role of the doctor in a dynamic and multifunctional environment across multiple stakeholders
4. **Ethics:** Objective of this theme is to understand the principles of ethics and its application in medical practice

Assessment

- Formative – Portfolio
- Summative – End of Module objective structured clinical examination (OSCE)

Students should obtain satisfactory grade in portfolio assessment and pass (should obtain 50% marks or more) the OSCE to get into final year.

Portfolio an Overview

Portfolio is not only an assessment tool but a learning tool through self reflection.

The expected entries are listed below.

Phase I

- o Assignment 1: Reflective writing on personal development
- o Assignment 2: Reflective writing on team work
- o Presentation 1: Common topic 1
- o Extracurricular activity 1
- o Extracurricular activity 2

Phase II

- o Assignment 3: Reflective writing on ethical behavior
- o Assignment 4: Reflective writing on professional development
- o Assignment 5: Reflective writing on clinical leadership/ team work
- o Presentation 2: Research project
- o Presentation 3: Family attachment
- o Presentation 4: Common topic 2
- o Extracurricular activity 3
- o Extracurricular activity 4
- o Extracurricular activity 5

Supervisors duties and responsibilities

Supervisors are assigned to guide the students. All senior lecturers are appointed as supervisors. The number of students assigned to each supervisor in a given batch will be determined by the batch's total number of students. However, each student will be assigned to a supervisor, who will be responsible for guiding the student through phase I and phase II:-

-Duties of the supervisor

- Monitoring-student's academic progress continuously
- Guiding students whenever needed
- Motivating and facilitating the students to complete the tasks successfully

Responsibilities of the supervisors

1. Continuously encouraging the student to actively involved in preparing the portfolio
2. Assessing the following tasks
 - a. reflective writings
 - b. performance in extracurricular activities
3. **Reviewing** and providing feedback on the following
 - a. self-assessment reports
 - b. academic performance

Portfolio evaluation

1. Reflective writing: There are two (2) reflective writing assignments in Phase I, and three reflective writing in phase II, These assessments will be led by a Structured assessment form (annexed). Students will be graded as Excellent, Good, and Satisfactory, Needs improvement or Poor. Furthermore their strengths and weaknesses should be documented. If a student does not obtain satisfactory grade, the activity should be repeated until the student achieves a satisfactory grade.
2. Extracurricular activities: Students are expected to engage in at least two (2) extracurricular activities in phase I and three (3) in phase II. It is the supervisors' responsibility to verify the genuineness of the evidence for extracurricular activities. If the supervisor is not satisfied with the evidence provided by the student, then the supervisor has to request the student to submit another activity with evidence.
3. Reviewing academic performance of the student has to be recorded and feedbacks should be given by the supervisor.
4. Supervisors should provide the overall grading as either satisfactory or unsatisfactory. Students with satisfactory grade only will be allowed to proceed further.

Assessment tool

- 5 – Excellent
- 4 – Good
- 3 – Satisfactory
- 2 – Needs improvement
- 1 – Poor

| Reflective writing: Personal development | 5 | 4 | 3 | 2 | 1 |
|---|----------|----------|----------|----------|----------|
| Is the experience relevant to the objective (personal development)? | | | | | |
| Is the most important / relevant aspect of the experience that has helped for personal development clearly analysed? | | | | | |
| Is similarity or difference in the experience compared to other students described? | | | | | |
| Has the student described what he or she has learnt from the experience? | | | | | |
| Has the student stated how he or she would have handled the situation differently for better outcome? Or Has the student stated how he or she will handle the similar situation in future for better outcome? | | | | | |
| Language and presentation | | | | | |
| | | | | | |
| Overall Score | | | | | |

| Reflective writing: Team work | 5 | 4 | 3 | 2 | 1 |
|---|----------|----------|----------|----------|----------|
| Is the experience relevant to the objective (team work)? | | | | | |
| Is the most important / relevant aspect of the experience that has helped for team work clearly analysed? | | | | | |
| Is similarity or difference in the experience compared to other students described? | | | | | |
| Has the student described what he or she has learnt from the experience? | | | | | |
| Has the student stated how he or she would have handled the situation differently for better outcome? Or Has the student stated how he or she will handle the similar situation in future for better outcome? | | | | | |
| Language and presentation | | | | | |
| | | | | | |
| Overall Score | | | | | |

| Reflective writing: Ethical behaviour | 5 | 4 | 3 | 2 | 1 |
|---|----------|----------|----------|----------|----------|
| Is the experience relevant to the objective (ethical behaviour)? | | | | | |
| Is the most important / relevant aspect of the experience that has helped for ethical behaviour clearly analysed? | | | | | |
| Is similarity or difference in the experience compared to other students described? | | | | | |
| Has the student described what he or she has learnt from the experience? | | | | | |
| Has the student stated how he or she would have handled the situation differently for better outcome? Or Has the student stated how he or she will handle the similar situation in future for better outcome? | | | | | |
| Language and presentation | | | | | |
| | | | | | |
| Overall Score | | | | | |

| Reflective writing: Professional development | 5 | 4 | 3 | 2 | 1 |
|---|----------|----------|----------|----------|----------|
| Is the experience relevant to the objective (professional development)? | | | | | |
| Is the most important / relevant aspect of the experience that has helped for professional development clearly analysed? | | | | | |
| Is similarity or difference in the experience compared to other students described? | | | | | |
| Has the student described what he or she has learnt from the experience? | | | | | |
| Has the student stated how he or she would have handled the situation differently for better outcome? Or Has the student stated how he or she will handle the similar situation in future for better outcome? | | | | | |
| Language and presentation | | | | | |
| | | | | | |
| Overall Score | | | | | |

| Reflective writing: Clinical leadership/ Clinical team work | 5 | 4 | 3 | 2 | 1 |
|---|----------|----------|----------|----------|----------|
| Is the experience relevant to the objective (clinical leadership/ clinical team work)? | | | | | |
| Is the most important / relevant aspect of the experience that has helped for clinical leadership/ clinical team work clearly analysed? | | | | | |
| Is similarity or difference in the experience compared to other students described? | | | | | |
| Has the student described what he or she has learnt from the experience? | | | | | |
| Has the student stated how he or she would have handled the situation differently for better outcome? Or Has the student stated how he or she will handle the similar situation in future for better outcome? | | | | | |
| Language and presentation | | | | | |
| | | | | | |
| Overall Score | | | | | |