

Guide for PPDS Supervision

1. Introduction

The Personal Professional Development Stream (PPDS) commences in the Introductory Phase (Year 1) and continues through Phase 1 and ends in Phase II (Year 4). The overall aim of the PPDS course is to develop the personal skills and personality of medical students in view of improving their learning abilities during the studentship and thereafter for continuous professional development and to improve the quality of the service provided.

Activities of PPDS course are conducted under four themes;

1. **Personal development:** To demonstrate an understanding of the self and its role in society and in the practice of medicine by
 - a. improving **life skills** to enhance effectiveness in all aspects of personal development and interactions by developing the self, managing emotions, reducing stress, enhancing time management, building effective relationships and cultivating good behaviour.
 - b. developing attributes and **soft skills**, including communication skills, active listening skills, and effective presentation skills.
2. **Professional development:** To demonstrate an understanding of the medical profession in a changing environment, and the role of doctors and other healthcare practitioners in the practice of medicine by understanding the medical profession in the context of society.
3. **Leadership and management skills:** To recognise the role of the doctor in a dynamic and multifunctional environment across multiple stakeholders by
 - a. demonstrating the ability to work effectively in teams by understanding that the practice of medicine requires the ability to work and make decisions with many stakeholders including other healthcare professionals and work within the limits of one's competence and capability and to seek help as needed.
 - b. displaying qualities of leadership by understanding the principles of leadership and their application to medical practice.
4. **Ethics:** To understand the principles of ethics and its application to medical practice and demonstrate the ability to assess an ethical problem.

The PPDS course bridges the gaps in the academic curriculum in developing the right attributes and behaviour during transformation of students into medical professionals.

2. Teaching-learning activities

The course is conducted mainly as discussions and group activities (114 hours across four years). The sessions span Terms 1 through 10 with breaks in Term 3 and 9 when barrier exams are held. Details of the sessions are available in the [MBBS Curriculum](#).

3. Assessment

Assessment is both formative and summative.

- i) Formative - PPDS Portfolio
- ii) Summative - End-of-course objective structured clinical examination (OSCE)

Note:

- *Students must have at least 80% attendance in the PPDS teaching learning activities and obtain a satisfactory grade in the portfolio assessment to be eligible to sit for the OSCE.*
- *Students must pass (obtain 50% marks or more) the OSCE to proceed to Phase III.*

4. The PPDS Portfolio

- All students are expected to maintain a portfolio for PPDS from the introductory phase till the end of Phase II.
- Each student is assigned a PPDS supervisor (who also serves as a mentor) whose role is to guide their personal and professional development activities.
- Students must carry out the following activities and record them in the portfolio:

Phase I

- Presentation 1: Common topic (individual presentation)
- Reflective writing assignment 1
- Reflective writing assignment 2
- Self-review 1
- Self-review 2
- Extracurricular activity 1
- Extracurricular activity 2

Phase II

- Presentation 2: Research project (group presentation)
- Reflective writing assignment 3
- Reflective writing assignment 4
- Self-review 1
- Self-review 2
- Presentation 3: Popular medicine (individual presentation)
- Extracurricular activity 3
- Extracurricular activity 4

- Students should obtain satisfactory grade in all assignments, extracurricular activities and presentations and may repeat the assignment/presentation till they obtain a satisfactory grade.
- Students are expected to report to their supervisor at least once every six months. Each meeting should be recorded in the meeting log in the portfolio.
- Students are expected to communicate professionally and initiate the meetings based on the timeframe below.

Meeting	Timeframe	
1	Introductory phase	Arranged by PPDS
2	Term 1	Student-initiated
3	Term 2/3	Student-initiated
4	Term 5/6	Student-initiated
5	Term 7/8	Student-initiated
6	Term 10	Student-initiated

- Progress should be reviewed by the supervisor within the specified timeframe and recorded in the portfolio in the progress review sections.

At the end of Phase II, students should submit the portfolio to the supervisor on or before the deadline, which will be informed by the Office of the Dean. The supervisor should then complete the Portfolio Evaluation and submit the form in a sealed envelope to the Office of the Dean (attn. Coordinator/PPDS).

5. Supervisor's role

Supervisors are assigned to guide the students and are responsible for:

- Guiding students to complete the PPDS portfolio tasks successfully
 - Assessing the reflective writing assignments (Annexures 1& 2)
 - Monitoring completion of self-reviews and extracurricular activities
- Monitoring academic progress
- Providing feedback and completing the progress reviews (Annexure 3)
- Portfolio evaluation at the end of Phase II (Annexure 4).

Annexure 1: A Guide to Reflective Writing

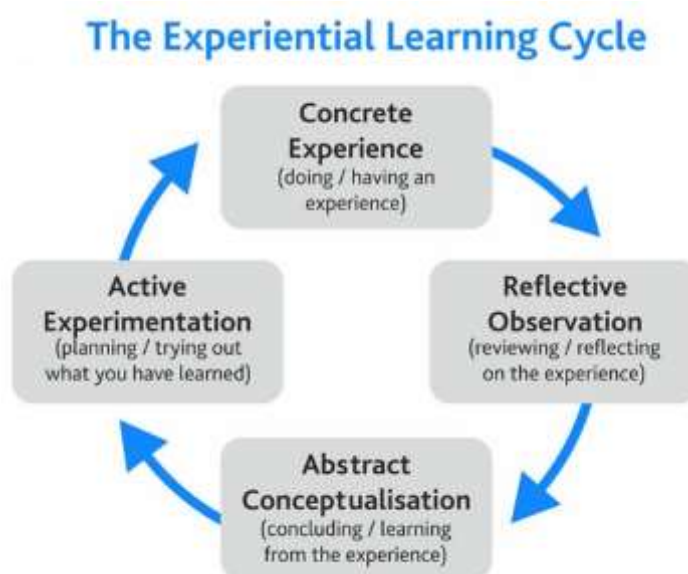
What is reflection?

Reflection could mean any one of the following:

- Learning from experience and verbalising the outcome
- Analysing our actions and applying concepts and theories to problems
- Applying previous experience to new situations
- Challenging our assumptions
- A process to identify gaps or learning needs

What is the purpose of reflection?

- Reflection allows us to continually build on learning from previous experiences, developing the notion of lifelong learning.
- Reflection encourages us to challenge our own practice, and avoid habitual actions which may not evolve with the changing evidence base.
- Healthcare professionals must be able to incorporate new ideas and experiences into practice to ensure practice remains ethical and in line with the latest evidence.



- In the first phase, the learner has an experience.
- A phase of reflection follows, which involves recalling and reviewing the experience and leads to a third phase of 'abstract conceptualisation'. This is a time when the learner attempts to understand their actions or reactions to the experience. There is often an emphasis on the identification of learning needs, such as new information that has to be obtained or new skills that need to be acquired before facing a similar situation in the future.
- Application of the new knowledge and skills occurs in the fourth phase. This can be a cyclical process and be repeated several times, with increased learning obtained through each cycle.

On what should a student reflect?

Students may reflect on positive or negative experiences.

- **Positive experiences** encourage them to see what they have been doing well in their education and career and how they can use this to their advantage in the future. It is natural to want to repeat successes and by analysing the things they did well they can form a plan to make this happen again. However, if they only look at the positives they may overlook problems and this can lead to more issues in the future.
- **Negative experiences** are often easier to learn from as students can pick them apart and think about what they can change to improve. There is always something to improve on and this is an excellent basis for making a future plan. However, focusing too much on what went wrong can be demotivating and cause negativity. For this reason, it is important that they maintain a balance in what they focus on in the reflections.

What to include in a reflection?

- What happened?
Discuss the situation (what activity was the student doing?), the task (what specifically was the student working on?), the action (what action did the student take?), and the result (what was the outcome?)
- How did this event make the student feel? What went well? What could have been done better?
- What has the student learnt from this?
- How will this information be useful in the future?

How to write up a reflection?

There are many ways to do this. Two sample templates are provided below.

Template 1

1. Title and description of activity or event
 - Date(s) of activity(ies) or event(s)
2. What has the student learned?
 - The student should describe how this activity contributed to the development of knowledge, skills or professional behaviours.
3. How has this influenced the student's practice?
 - How has the student's knowledge, skills and professional behaviours changed?
 - Have any skills and knowledge gaps relating to professional practice been identified?
 - What changes to professional behaviour have been identified as desirable?
 - How will this activity or event lead to improvements in patient care or safety?
 - How will the student's current practice change as a result?

4. Looking forward, next steps?

- Further learning or development needs need to be identified.
- How will they be addressed?
- If changes in professional practice (individual or team/department) have been identified as necessary, how will they be addressed?

Template 2 (Adapted from Gibb's Reflective cycle)

- Describe the experience.
- Write about feelings and thoughts related to the experience.
- Evaluate the experience, both good and bad.
- Analyse the experience further to make sense of the situation.
- Write about what was learned and what could have been done differently.
- Write up an action plan for how similar situations could be dealt with in the future, or general changes that may be appropriate.

[This brief guide is adapted from a more detailed guide to reflective practice for medical students compiled by Prof. Gitanjali Sathiadas]

Annexure 2: Marking rubric for reflective writing (included in the Portfolio)

Please tick against the number that represents your observation.

5 – Excellent

4 – Good

3 – Satisfactory

2 – Need improvement

1 – Poor

	Score				
	5	4	3	2	1
Is the experience relevant to the objective?					
Is the most important / relevant aspect of the experience been clearly analysed?					
Has the student expressed his/her feelings about the experience and/or how he or she may have experienced it differently from others?					
Has the student described what he or she has learned 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 would handle a similar situation in future for better outcome?					
Language and presentation					
Overall score					
Additional comments:					
Signature of the supervisor					
Date					

Annexure 3: Progress review (included in the Portfolio)

Feedback on progress

Strengths	
Areas identified for improvement/further development	

Review of portfolio entry

Portfolio entry			
Presentation	Reflective writing	Self-review	Extracurricular activities

Review of academic performance

Signature	
Date	

Annexure 4: Summary of PPDS portfolio evaluation

Name of the student			
Registration number			
Batch			
Activity	Satisfactory	Unsatisfactory	
Presentation 1: Common topic			
Presentation 2: Research Group Presentation			
Presentation 3: Popular Medicine			
Reflecting writing 1: Personal development			
Reflective writing 2: Team work			
Reflecting writing 3: Ethical behaviour			
Reflective writing 5: Leadership			
Extracurricular activity 1			
Extracurricular activity 2			
Extracurricular activity 3			
Extracurricular activity 4			
Self-review 1			
Self-review 2			
Self-review 3			
Self-review 4			
	Satisfactory	Unsatisfactory	
Overall performance			
Signature of the Supervisor			
Name of the Supervisor			
Date			