

6.2. Personal Professional Development Stream

[Person in Charge- Coordinator for PPDS]

6.2.1. Course Description

The objective of the Personal and Professional Development Stream (PPDS) is to develop personal skills and personality of the students with a view to improve their learning abilities during the studentship and afterwards for continuous professional development and to improve the quality of the health service provided.

The course is divided into four thematic areas covered in a spiral manner throughout the phases:

- Personal development
- Professional development
- Leadership and management
- Ethics

The course will be conducted by visiting staff and staff of the Faculty. The teaching learning activities include discussions and group activities.

Students are evaluated by the portfolio, which includes assignments and presentations, and the end of course assessment by OSCE at the end of Phase II. Students must obtain a satisfactory grade in all portfolio activities, including the final portfolio assessment, to sit for the OSCE (refer to section 5.2.5 for the minimum thresholds for a satisfactory grade). Students should also maintain a minimum of 80% attendance in PPDS teaching-learning activities specified in the curriculum to sit for the OSCE.

Students should pass the OSCE by obtaining a score of 50% or more to proceed to Phase III. Those who do not pass may sit a second examination which will be conducted 6 weeks later. Students who do not meet these requirements must follow the course with the subsequent batch.

6.2.2. Intended Learning Outcomes

1. Demonstrate essential life skills that support personal wellbeing, resilience, and professional medical practice.
2. Explain the role and responsibilities of the medical profession within the broader social, cultural, and healthcare context.
3. Demonstrate the principles and behaviours of medical professionalism in academic and clinical settings.
4. Reflect on personal learning needs and develop strategies for lifelong learning, continuing professional development, and self-appraisal.
5. Demonstrate effective leadership, teamwork, and collaboration within healthcare teams.
6. Apply effective time management strategies to balance academic, clinical, and extra-curricular activities.
7. Apply the ethical principles of autonomy, beneficence, non-maleficence, and justice in personal life and professional practice.
8. Discuss the importance of diversity, equity, inclusion and principles of human rights in relation to personal development and professional practice.

6.2.3. Content areas

1. Introductory Programme

A. Personal development

Improving life skills by enhancing effectiveness in all aspects of personal development and interactions by

- Developing yourself by
 - Knowing your “self” and its key attributes
 - Learning as a discipline
 - Enhancing personality and knowing the importance of achievement
- Reducing stress by
 - Knowing relaxation techniques, mindfulness and stress and coping with stress
- Building effective relationships and enriching the relationships
- Modifying lifestyle to optimize health and wellbeing
- Learning about sexual health
- Enhancing the management of time
- Enhancing communication skills
- Developing attributes and soft skills to enhance personal role in the practice of medicine

B. Professional Development

- Understanding the medical profession in the context of society
 - Identifying the perspective of a doctor
 - Identifying and practicing etiquette in medicine
- Developing the attributes of medical professionalism
 - Defining medical professionalism
 - Identifying basics of the doctor-patient relationship
- Recognising that medicine involves life-long learning, continued professional development and ongoing appraisal of self-performance and quality of the practice
 - Demonstrating self-care, self-reflection and self-assessment
 - Knowing the bodies that maintain professional conduct in Sri Lanka
 - Identifying online behaviour that is inconsistent with professionalism

C. Leadership and Management

- Identifying effective time management
- Identifying clinical leadership
- Formulating a self-development plan
- Identifying the principles of teamwork in medicine

D. Ethics

The course provides a simple, accessible, and culturally neutral approach to thinking about

ethical issues in health care. It includes respect for autonomy, beneficence, non-maleficence, and justice. It offers a common, basic moral analytical framework and language that can help budding doctors to make decisions when reflecting on moral issues that arise at work.

- Understanding etiquette in the medical field
- Identifying appropriate behavior in the Faculty and public domains
- Identifying and implementing the dress code
- Fostering a healthy learning environment free of discrimination
- Explaining the concept of punctuality
- Selecting appropriate communication styles with colleagues and community
- Describing the use of social media/IT
- Identifying self-discipline

2. Phase I

A. Personal development

- Developing the self by
 - Motivation
 - Learning as a discipline, memory and enhancing memory
 - Enhancing personality
 - Knowing the importance of extracurricular activities in healthy lifestyle
- Managing emotions
- Cultivating good behaviour
 - Changing individual behaviour
 - Moral judgement and behaviour
 - Dynamics of popularity
 - Improving interpersonal communication
 - Being an active listener
 - Developing presentation skills

B. Professional development

- Understanding the medical profession in the context of society
 - Identify medicine as a practice of science and art
- Developing the attributes of medical professionalism
 - Describe professional conduct
 - Identify interpersonal professionalism
 - Adopt an ethical standard of practice
- Recognising that medicine involves life-long learning, continued professional development and ongoing appraisal of performance of self and quality of practice
- Identifying principles of life-long learning

C. Leadership and management

- Demonstrating the ability to work as a team
- Consolidating the self-development plan
- Identifying the principles of leadership and the application in medical practice

D. Ethics

Understanding the principles of ethics and their application in medical practice

- Discuss the social ethics
- Explain research ethics
- Identify human rights/rights of patients
- Recognize gender equality

3. Phase II

A. Personal development

- Improving life skills by enhancing effectiveness in all aspects of personal development and interactions
 - Manage emotions
 - Cultivate good behaviour
 - Demonstrate empathy
 - Anger management
- Developing attributes and soft skills to enhance personal role in the practice of medicine
 - Learn effective presentation skills
 - Learn how to prepare for examinations

B. Professional development

- Understanding the medical profession in the context of society
 - Demonstrate healthy doctor-patient relationship
 - Identify patient centredness
- Developing the attributes of medical professionalism
 - Identify collective professionalism
 - Identify values and behaviors related to patient centered care
 - Relate to honesty, integrity, empathy and altruism as ethical practice
 - Interpret role modelling in medical practice
 - Know the types of professional deficits in clinical environments
- Recognising that medicine involves life-long learning, continued professional development and ongoing appraisal of performance of self and quality of practice
 - Analyse in-depth self-evaluation and self-assessment in the clinical context
 - Demonstrate social responsibility
 - Demonstrate life-long learning

C. Leadership and management

- Developing the ability to work with many stakeholders and other healthcare professionals
- Identifying leadership skills and decision-making skills

- Formulating own leadership skill development plan
- Identifying the challenges of being a leader
- Identifying the concepts of conflict resolution
- Identifying clinical governance

D. Ethics

- Understanding the principles of ethics and their application in medical practice
 - Discuss social ethics
 - Discuss research ethics
 - Identify human rights/rights of patients
 - Recognize gender equality

6.2.4. Detailed Syllabus

Introductory Period		
1	Discussion/group work	Introduction to PPDS: Curriculum and exam methods
2	Discussion/group work	Medical Profession: A different perspective
2	Discussion/group work	Ethics and Etiquettes in the medical field
2	Discussion/group work	Planning and managing time
2	Discussion/group work	Know thyself, motivation, enhancing personality, achievement
2	Discussion/group work	Learning basic and applied medical science in phase I
2	Discussion/group work	Building effective relationships / enriching the relationships
2	Discussion/group work	Managing stress - I
2	Discussion/group work	Diversity and inclusion
2	Discussion/group work	Relaxation techniques
1	Discussion/group work	Mindfulness
2	Discussion/group work	Responsibility and accountability during studentship
2	Discussion/group work	Growing with life: the role of extra-curricular activities in the medical field
2	Discussion/group work	Written communication
Term 1		
2	Discussion/group work	Maintaining a portfolio
2	Discussion/group work	Sexual and reproductive health
2	Discussion/group work	Healthy Lifestyle
2	Discussion/group work	Managing emotions
		<i>Cultivating good behavior I</i>
2	Discussion/group work	Developing a self-development plan

2	Discussion/group work	Dynamics of Popularity
		<i>Enhancing communication skills I</i>
2	Discussion/group work	Interpersonal communication skills
2	Discussion/group work	Exam – viva voce
2	Discussion/group work	Reflection and self-assessment
Term 2		
2	Discussion/group work	Problem solving skills
2	Discussion/group work	Negotiation & Mediation
2	Discussion/group work	Human Rights
		<i>Cultivating good behavior II</i>
2	Discussion/group work	Managing Stress - II
2	Discussion/group work	Demonstrating empathy
2	Discussion/group work	Anger management
2	Discussion/group work	Cooperation
2	Discussion/group work	Preparation for Examinations
2	Discussion/group work	Presentation Skills
Term 3		
2	Presentation -1	Common topic – 5 minutes

Summary of Phase I

Activity	Introductory	Term 1	Term 2	Term 3	Total
Discussion/ Group work	26	18	18	02	64

Phase II

Term 5		
		<i>Medical Professionalism I</i>
2	Discussion/group work	Dealing with conflict
		<i>Enhancing Communication Skills II</i>
2	Discussion/group work	Communication with patients
2	Discussion/group work	Doctor patient relationship
2	Discussion/group work	Social Ethics - I
2	Discussion/group work	Gender Equality – I
2	Discussion/group work	Gender Equality - II
Term 6		
2	Discussion/group work	Emotional Intelligence

2	Discussion/group work	Medical Ethics – I (Informed consent)
2	Discussion/group work	Developing a social support system for stress management
2	Discussion/group work	Teamwork
4	Presentation - II	Research group presentations
2	Discussion/group work	Group dynamic and dynamics of popularity
2	Discussion/group work	Medical ethics – II (Privacy and confidentiality)
Term 7		
2	Discussion/group work	Time Management in clinical setting
2	Discussion/group work	Medical Ethics – III (Patient autonomy)
2	Discussion/group work	Social Ethics -II
2	Discussion/group work	Confidentiality / Data privacy
2	Discussion/group work	Medical ethics – IV (Conflicts of interest)
2	Discussion/group work	Managing complaints
Term 8		
		Enhancing Communication Skills III
2	Discussion/group work	Advanced communication skills
2	Discussion/group work	Prevention and management of accidental needle stick injury (Dept. of Microbiology)
2	Discussion/group work	Audits of practice environment
		Medical Professionalism II
2	Discussion/group work	Leadership – decision making, conflict resolution, assertiveness
Term 10		
2	Presentation - III	Popular medicine topic – 5 minutes

Summary of Phase II

	Term 5	Term 6	Term 7	Term 8	Term 9	Term 10	Total
Discussion/Group work	12	16	12	8	0	2	50

6.2.5. PPDS Portfolio

Students should satisfactorily complete total of 03 presentations, 04 reflective writing assignments and 04 extracurricular activities and perform a total of 04 self-evaluations. Breakdown of portfolio assignments by phase is given below;

Phase I

- Presentation 1: Common topic
- Reflecting writing 1: Personal development
- Reflective writing 2: Team work
- Extracurricular activity 1 and 2
- Self-evaluation 1 and 2

Phase II

- Presentation 2: Community Medicine Research Group Presentation
- Presentation 3: Popular medicine
- Extracurricular activities 3 and 4
- Reflective writing 3: Ethical behaviour
- Reflecting writing 4: Leadership
- Self-evaluation 3 and 4

A final portfolio assessment is conducted at the end of Phase II by the PPDS Supervisor.

6.2.6. Evaluation

Type of Assessment		Details of evaluation
1	Formative	
	Portfolio [†]	
	<i>Phase I</i> Presentation* (1) Reflective writing* (2) Extracurricular activities (2) Self-evaluation (2)	• At least satisfactory grade in presentation and reflective writing. Satisfactory grade is 3 or more in the marking rubrics in the portfolio. • Acceptable evidence as described in the portfolio should be attached for extracurricular activities to be considered satisfactory. • Write 2 self- evaluations and obtain feedback from the supervisor to demonstrate satisfactory completion.
	<i>Phase II</i> Presentation* (2) Reflective writing* (2) Extracurricular activities (2) Self-evaluation (2)	• At least satisfactory grade in presentation and reflective writing. Satisfactory grade is 3 or more in the marking rubrics in the portfolio. • Acceptable evidence as described in the portfolio should be attached for extracurricular activities to be considered satisfactory. • Write 2 self- evaluations and obtain feedback from the supervisor to demonstrate satisfactory completion.
	Final portfolio assessment	• Satisfactory grade in all portfolio activities.

2	Summative	
	OSCE	• 06 stations (5 minutes per station) • Students should obtain 50% to pass.

† Students should complete the portfolio with satisfactory grade in all portfolio activities and maintain a minimum of 80% attendance in PPDS sessions to sit for the end of course OSCE

* Students are expected to repeat the presentation/ reflective writing until they get satisfactory grade

End-of-course OSCE

- Eligibility to sit for the end of course OSCE in PPDS:
 - A minimum of 80% attendance in PPDS sessions must be maintained.
 - Satisfactory completion of the portfolio with satisfactory grade in all portfolio activities.
- End-of-course assessment will be held at the end of Phase II. It will be assessed by six OSCE stations; each station will assess skills such as effective communication, team work, ethical practice, professional conduct, leadership, managerial skills, etc.
- Candidates should get minimum 50 marks to pass the examination.
- A second examination will be conducted 6 weeks after the results of the first examination are released.

6.2.7. References

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7. Principles of Management and Administration. D.Chandra Bose, Printice Hall of India, 2004.
8. Management: Meeting and Exceeding customer expectations. Warren. R. Plunkett, Raymond F. Attner and Gemmy S. Allen, South Western College, 2007
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