

Global Health Portfolio

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**The Global Health Portfolio was designed by Dr Jayne Ellis and was prepared for publication with feedback from the Alma Mata working group (including Dr Clare Shortall, Dr Danni Kirwan and Dr Colin Brown) and the NHS volunteering group.**

Global health portfolio

**Background:**

Research has shown that engagement in global health and gaining experience working in low and middle-income countries can and does provide opportunities for professional development in terms of new knowledge, skills and attitudes. In their report ‘Engaging in Global Health – the framework for voluntary engagement in global health by the UK health sector’ the UK government formally recognises these opportunities and acknowledges that engagement in global health can be beneficial to the training of doctors with subsequent positive knock-on effects for the National Health Service (NHS).

Within the NHS to date however, it has been difficult for doctors to formally document and provide evidence of the skills they develop (whilst working in global health settings) in a format that is helpful for employers or recruitment bodies. This portfolio has been developed to support the collection of such evidence.

**“The Global Health Portfolio”:**

**What?**

* A tool kit to support doctors working in global health to document the knowledge, attitudes and skills they develop whilst working in global health settings.

**For whom?**

* All doctors who are interested in working in global health.
* The portfolio may be of particular use for doctors not currently attached to a training scheme and therefore without access to a college portfolio.
* Please note, this portfolio has been designed primarily for use by doctors. If you are not a doctor, but a healthcare worker working in global health and would like access to a toolkit to support your professional development we refer you to the ‘Toolkit for the collection of evidence of knowledge and skills gained through participation in an international health project’ available on the Health Education England (HEE) website (URL).

**Aim:**

* To encourage increased documentation of the skills developed by doctors working in global health and therefore promote recognition of the value of such experience in the training of doctors.
* To contribute to the creation of a supportive environment for doctors working in global health settings, where engagement in global health is recognised as being of value and seen as a central part of the training of doctors rather than the exception.

**Objectives:**

* To facilitate and encourage doctors to document their experience and skills gained whilst working in global health.
* To support doctors to demonstrate their continued professional development whilst out of programme and to frame their experience in a way that is recognised by recruitment bodies.

**“A Global Health curriculum”**

Below is a list of the broad skill areas encompassed within the global health portfolio. The curriculum is not intended to be exhaustive rather it is intended to function as a foundation upon which doctors can think about their professional development whilst working overseas and what skills they have the opportunity to develop. Throughout there is a focus on highlighting the skills that are somewhat specific to working within an unfamiliar health system in a global health setting and therefore would not otherwise be achieved in mainstream UK training.

For each skill area, a template has been designed (e.g. an assessment form structured around a specific case) to help you to explore the skill area in more detail and to gather evidence of your specific competencies.

1. Clinical decision making / problem solving
2. Clinical skills
3. Communication skills / ability to translate cultural understanding into appropriate skills and behaviour
4. Team working / flexibility and ability to work within a range of diverse teams
5. Adaptability – ability to work effectively in unfamiliar settings
6. Resourcefulness / development of a cost conscious approach to healthcare
7. Insight - Demonstrate awareness of the non-clinical determinants of health, including social, political, economic, environmental, and gender disparities
8. Human rights and Ethics
9. Teaching
10. Quality improvement projects / Service design
11. Research skills
12. Management
13. Leadership

**How may these be demonstrated within a portfolio?**

Below we explore each of the 13 skill areas in more detail and have suggested how each of these skills may be evidenced using the templates the global health portfolio provides.

|  |  |
| --- | --- |
| **Clinical decision making / problem solving** | **Case based discussion:**   * History taking * Examination skills * Clinical judgement * Was there any notable demonstration of problem solving capacity?   **Clinical supervisor’s review:**   * Ability to take a history and examine a patient? * Clinical decision-making? * Ability to prescribe safely and effectively? * Medical record keeping? * Ability to recognise and manage the acutely ill patient? * Ability to manage chronic diseases? * Ability to plan for discharge?   **Reflective practice** |
| **Clinical skills** | **DOPS**  **Log book**  **Reflective practice** |
| **Communication skills** | **Case based discussion:**   * Communicated eﬀectively with patient +/- family * Demonstrated awareness of the range of factors which impact upon patient’s health decisions e.g. lost earnings, absence from the homestead * Provided culturally sensitive compassionate care   **Clinical supervisor’s review:**   * Ability to translate cultural understanding into appropriate skills and behaviour e.g. recognition of cultural variations in health beliefs / recognition of cultural variations in family and societal structures |
| **Team working** | **Case based discussion:**   * Worked effectively within the colleagues +/- referrals   **Clinical supervisor’s review:**   * Ability to work and communicate effectively with colleagues * Awareness of the role traditional healers play within the local health system |
| **Adaptability** | **Clinical supervisor’s review:**   * Capacity to develop new skills quickly and to manage conditions infrequently encountered at home * Insight into the country and region specific disease burden * Ability to provide culturally specific relevant health promotion information |
| **Resourcefulness** | **Case based discussion:**   * Ability to make clinical decisions with appropriate consideration of cost and resource allocation   **Clinical supervisor’s review:**   * Ability to make effective investigation and management plans appropriate to a resource constrained setting |
| **Insight** | **Clinical supervisor’s review:**   * Demonstrates awareness of the non-clinical determinants of health, including social, political, economic, environmental, and gender disparities   **Reflective practice:**   * Variation in health system structure and financing, and recognition of the impact this has on access to healthcare and population health * Cultural variations in health belief systems * Variation in end of life care in different socio-cultural settings |
| **Human rights and Ethics** | **Clinical supervisor’s review:**   * Demonstrates ethics and probity in their interactions with patients and their family   **Reflective practice:**   * Exhibits understanding of the concept of the 'Right to Health' and appreciates the role of health professionals within this * Demonstrate awareness of the ethical issues involved in short-term global health placements overseas |
| **Teaching** | **Clinical supervisor’s review**  **Teaching Assessment**  **Feedback forms**  **Teaching plans / evaluations** |
| **Quality improvement projects / Service design** | **Audit / project report** |
| **Research** | **Research report:**   * Formulation of research question * Project management including budget management * Qualitative / quantitative methodologies * Laboratory methods * Data analysis * Drawing conclusions and formulating policy recommendations |
| **Management** | **Project report**  **Agendas for meetings organised / attended**  **Reflection on management roles** |
| **Leadership** | **Leadership Assessment** |

**Guidelines for using the global health portfolio:**

The global health portfolio contains 13 template tools each of which have a particular focus to support you to evidence the key skill areas as listed above. It is intended however, that the portfolio is a flexible toolkit for you to use as you wish to meet your own training requirements.

The format of the portfolio is designed so that you will be able to use it as evidence of ongoing continued professional development (CPD) and revalidation evidence.

**Mentoring:**

Mentoring whether in person (with a colleague in your host country) or remotely (with a colleague or contact from your home country) can provide invaluable support and professional advice whilst working in an unfamiliar setting. Having a named mentor can help you evidence the new skills you develop and review your progress against agreed objectives.

Although not essential to use this global health portfolio, we would encourage you to identify a mentor / supervisor prior to departure or early following your arrival.

Personal development plan:

**Name:**

**GMC number/ equivalent:**

**What specific objectives do you hope to achieve whilst working overseas?**

**When do you hope to achieve these objectives by?**

**How do you plan to meet these objectives?**

**How will you demonstrate that you have successfully met these objectives?**

Case based discussion:

**Name:**

**GMC number/ equivalent:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessor's name: |  | | | | |
| Assessor's position: |  | | | | |
| Clinical setting: |  | | | | |
| Clinical problem category: |  | | | | |
| Assessor’s rating of complexity of case: |  | | | | |
| **Please grade the following:** | **Poor** | **Satisfactory** | **Good** | **Very good** | **Excellent** |
| **Clinical decision making / problem solving:** | | | | | |
| History taking |  |  |  |  |  |
| Examination skills |  |  |  |  |  |
| Clinical judgement |  |  |  |  |  |
| **Communication skills:** | | | | | |
| Communicated eﬀectively with patient +/- family |  |  |  |  |  |
| Demonstrated awareness of the range of factors which impact upon patient’s health decisions e.g. lost earnings, absence from the homestead |  |  |  |  |  |
| Provided culturally sensitive compassionate care |  |  |  |  |  |
| Worked effectively with colleagues +/- referral |  |  |  |  |  |
| **Resourcefulness:** | | | | | |
| Made clinical decisions with appropriate consideration of cost and resource allocation |  |  |  |  |  |

**Was anything especially good? Was there any notable demonstration of problem solving capacity?**

**Suggestions for development:**

**Agreed action:**

Clinical Supervisor’s report:

**Name:**

**GMC Number / equivalent:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessor's name: |  | | | | |
| Assessor's position: |  | | | | |
|  | **Poor** | **Satisfactory** | **Good** | **Very good** | **Excellent** |
| **Good clinical care:** | | | | | |
| **How do you rate this doctor’s:** | | | | | |
| Ability to take a history and examine a patient |  |  |  |  |  |
| Clinical decision making |  |  |  |  |  |
| Ability to prescribe safely and effectively |  |  |  |  |  |
| Medical record keeping |  |  |  |  |  |
| Ability to recognise and manage the acutely ill patient |  |  |  |  |  |
| Ability to manage chronic diseases |  |  |  |  |  |
| Ability to plan for discharge |  |  |  |  |  |
| **Maintaining Good Medical Practice:** | | | | | |
| Use of evidence and guidelines to improve patient care |  |  |  |  |  |
| **Communication skills:** | | | | | |
| Ability to communicate with patients +/- family |  |  |  |  |  |
| Ability to translate cultural understanding into appropriate skills and behaviour e.g. recognition of cultural variations in health beliefs / recognition of cultural variations in family and societal structures |  |  |  |  |  |
| **Team work:** | | | | | |
| Ability to work and communicate effectively with colleagues |  |  |  |  |  |
| Awareness of the role traditional healers play within the local health system |  |  |  |  |  |
| **Adaptability:** | | | | | |
| Capacity to develop new skills quickly and to manage conditions infrequently encountered in their home country |  |  |  |  |  |
| Insight into the country and region specific disease burden |  |  |  |  |  |
| Ability to provide culturally specific relevant health promotion information |  |  |  |  |  |
| **Resourcefulness:** | | | | | |
| Ability to make effective investigation and management plans appropriate to a resource constrained setting |  |  |  |  |  |
| **Insight:** | | | | | |
| Demonstrated awareness of the non-clinical determinants of health, including social, political, economic, environmental, and gender disparities |  |  |  |  |  |
| **Human Rights and Ethics:** | | | | | |
| Demonstrated ethics and probity in their interactions with patients and their family |  |  |  |  |  |
| **Teaching and Training:** | | | | | |
| Effectiveness when teaching colleagues |  |  |  |  |  |
| **Overall rating:** | | | | | |
|  |  |  |  |  |  |

**Was there anything that was particularly good?**

**Suggestions for development:**

**Agreed action:**

Developing the clinical teacher assessment:

**Name:**

**GMC Number / equivalent:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessor's name: |  | | | | |
| Assessor's position: |  | | | | |
| Teaching setting: |  | | | | |
| Topic of teaching session: |  | | | | |
| Participants: |  | | | | |
| **Please grade the following:** | **Poor** | **Satisfactory** | **Good** | **Very good** | **Excellent** |
| Preparation and setting: creating an appropriate environment for teaching, including utilisation of available resources |  |  |  |  |  |
| Appropriately assessed the students baseline understanding and experience |  |  |  |  |  |
| Delivered relevant teaching at a level appropriate to the students’ knowledge base |  |  |  |  |  |
| Teaching: clarity, logical sequence |  |  |  |  |  |
| Subject knowledge and ability to answer questions |  |  |  |  |  |
| Interaction with group: gained their attention, facilitated group participation |  |  |  |  |  |

**Please use this space to record what went well and why:**

**Please use this space to record what areas need further development:**

**Please use this space to record an overall assessment of the teaching given:**

Leadership Assessment:

**Name:**

**GMC Number / equivalent:**

**Please provide a brief description of the case/project:**

|  |  |
| --- | --- |
| **Recognition of need for change / setting direction** |  |
| **Motivating colleagues / team building skills to achieve the desired change** |  |
| **Delegating tasks and responsibilities / demonstrating respect for others** |  |
| **Supporting others / conflict resolution** |  |
| **Decision making skills / ability to weigh evidence to come to conclusion** |  |
| **Readiness to champion change / quality improvements projects to enhance clinical services** |  |

**Areas for discussion / development:**

Audit report:

**Name:**

**GMC Number / equivalent:**

|  |  |
| --- | --- |
| **Title of audit:** |  |
| **Role within audit:** |  |
| **Background:** |  |
| **Methods / audit standards:** |  |
| **Results:** |  |
| **Conclusions:** |  |
| **Future actions:** |  |
| **Impact of audit:** |  |

Research report:

**Name:**

**GMC Number / equivalent:**

|  |  |
| --- | --- |
| **Title of research:** |  |
| **Role within project:** |  |
| **Abstract:**  **(approx. 200 words)** |  |

Reflective practice:

**Name:**

**GMC Number / equivalent:**

|  |  |
| --- | --- |
| **Title:** |  |
| **Description of event:** |  |
| **Why was the event noteworthy?** |  |
| **How did it affect you?** |  |
| **How did it affect the patient / family?** |  |
| **What did you learn?** |  |
| **What would you do differently in the future?** |  |

Teaching feedback form:

**Title of teaching session:**

**On a scale of 1 – 10 (1 = poor, 10 = excellent) how would you rate?**

**Relevance of topic:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
|  |  |  |  |  |  |  |  |  |  |

**Quality of content:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
|  |  |  |  |  |  |  |  |  |  |

**Quality of presentation:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
|  |  |  |  |  |  |  |  |  |  |

**Was the tutor approachable for questions? Yes**  **No**

**What did you learn from this teaching session?**

**How will this change your practice?**

**Suggestions for improvements:**

Directly observed procedure:

**Name:**

**GMC Number / equivalent:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessor's name: |  | | | | |
| Assessor's position: |  | | | | |
| Procedure type: |  | | | | |
| **Please grade the following:** | **Poor** | **Satisfactory** | **Good** | **Very good** | **Excellent** |
| Demonstrates understanding of indications, relevant anatomy, technique of procedure |  |  |  |  |  |
| Preparation for procedure |  |  |  |  |  |
| Communication skills |  |  |  |  |  |
| Technical ability |  |  |  |  |  |
| Ability to deal with complications |  |  |  |  |  |
| Post procedure care |  |  |  |  |  |

Procedure Log Book:

**Name:**

**GMC Number / equivalent:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Procedure** | **Observed** | **Supervised** | **Independent** | **Tally** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Meeting our objectives together:

***“To contribute to the creation of a supportive environment for doctors working in LMICs, where engagement in global health is recognised as being of value and seen as a central part of the training of doctors rather than the exception.”***

For the UK government, deaneries and NHS employers to make consistent, informed decisions about doctors working in global health, they need robust evidence of whether and how it contributes to our performance as clinicians. To help build this invaluable evidence base, please fill in a short, anonymous questionnaire once you have had your first appraisal / PDR / revalidation following your volunteering experience. The information is being collected by the Tropical Health Education Trust (THET) and Health Education England. It will take 5-10 minutes. To access it, please type this address into your web browser: <https://www.surveymonkey.com/s/VolunteeringAppraisal>.

The information you send will be stored on a database and may be made available to wider partners and referred to in future published research on volunteering and appraisal. All information will be held in accordance with the statutory requirements of the Data Protection Act 1998, the Human Rights Act 1998 and Freedom of Information Act 2000. Any information contained in your response may be subject to publication or disclosure if requested under the Freedom of Information Act 2000.