

# JCHMT

JOINT COMMITTEE ON HIGHER MEDICAL TRAINING

HIGHER MEDICAL TRAINING

GENERIC

CURRICULUM

1 January 2003

Joint Committee on Higher Medical Training  
5 St Andrews Place  
Regent's Park  
London NW1 4LB

Tel: 020 7935 1174  
Fax: 020 7486 4160

Email: [HMT@replondon.ac.uk](mailto:HMT@replondon.ac.uk)

This curriculum is available on the ICHMT website  
<http://www.jchmt.org.uk>

## TABLE OF CONTENTS

INTRODUCTION	3
1. GOOD CLINICAL CARE	4
2. COMMUNICATION SKILLS:	6
3. MAINTAINING GOOD MEDICAL PRACTICE	7
4. MAINTAINING TRUST	8
5. WORKING WITH COLLEAGUES:	11
6. TEAM WORKING & LEADERSHIP SKILLS	12
7. TEACHING AND EDUCATIONAL SUPERVISION:	12
8. RESEARCH	13
9. CLINICAL GOVERNANCE	14
10. STRUCTURE OF THE NHS AND THE PRINCIPLES OF MANAGEMENT	16
11. INFORMATION USE AND MANAGEMENT	17
12. CROSS-SPECIALTY TOPICS	18

## INTRODUCTION

Defining the objectives of the generic skills of the SpRs in training in any of the medical specialties has relied on two documents; the first is "Good Medical Practice" produced by the GMC; the second is the generic curriculum being developed for the SHOs. We have set out the generic knowledge skills and attitudes (or, more readily assessed, behaviour) that we believe are common to all of the medical specialties. It is intended that the document should be included at the front of all specialty curricula, amended if appropriate to individual specialty requirements. All SpRs must be able to meet these objectives. No time scale is offered for these competencies but they must all be attested for before completion of training. However failure to achieve satisfactory progress in meeting many of these objectives at an early stage would be cause for concern about the SpRs ability to be adequately trained.

The generic curriculum has been set out in the following headings:

1. Good clinical care
  - a) History, Examination, Investigations, Treatment (therapeutics) and Correspondence
  - b) Managing chronic disease
  - c) Time management and decision making
2. Communication skills.
3. Maintaining good medical practice.
  - a) Learning
4. Maintaining trust
  - a) Professional behaviour
  - b) Ethics and Legal Issues
  - c) Patient education and disease prevention
5. Working with Colleagues
6. Team working and Leadership skills
7. Teaching
8. Research
9. Clinical Governance
  - a) Risk management
  - b) Evidence, Audit & Guidelines
10. Structure and Principles of management
11. Information use and management
12. Cross specialty skills
  - a) Admissions and discharges
  - b) Discharge planning
  - c) Resuscitation
  - d) Nutrition

**1. GOOD CLINICAL CARE**

**A) HISTORY, EXAMINATION, INVESTIGATIONS, TREATMENT [THERAPEUTICS] & NOTEKEEPING SKILLS:**

**Objective: To be able to carry out specialist assessment of patients by means of clinical history taking and physical examination and use of relevant treatments and investigations.**

<b>Subject</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes</b>
<b>(i) History</b>	Define the patterns of symptoms found in patients presenting with disease.	Be able to take and analyse a clinical history in a relevant succinct and logical manner. Be able to overcome difficulties of language, physical and mental impairment. Use interpreters and advocates appropriately.	Show empathy with patients. Appreciate the importance of psychological factors of patients and relatives. Appreciate the interaction of social factors and the patient's illness.
<b>(ii) Examination</b>	Define the pathophysiological basis of physical signs. Define the clinical signs found in diseases.	Be able to perform a reliable and appropriate examination.	Respect patients' dignity and confidentiality. Acknowledge cultural issues. Appropriately involve relatives. Appreciate the need for a chaperone.
<b>(iii) Investigations including imaging</b>	Define the pathophysiological basis of investigations. Define the indications for investigations. Define the risks and benefits of investigations. Know the cost effectiveness of individual investigation.	Ability to interpret the results of investigations. Ability to perform investigations competently where relevant. Ability to liaise and discuss investigations with colleagues and to order them appropriately.	Understand the importance of working with other health care professionals and team working. Show a willingness to provide explanation to patient as to rationale for investigations, and possible unwanted effects.
<b>(iv) Treatment (Therapeutics)</b>	Explain the scientific theory relating to Pharmacology and the pathophysiology of pain.	Ability to accurately assess the patients needs. Ability to initiate the appropriate prescription of analgesia, blood products and medication. Ability to manage transfusion reactions and side-effects.	Show appropriate attitudes towards patients and their symptoms and be conscious of religious or other philosophical contexts particularly in the arena of blood products. Clearly and openly explain treatments and side effects of drugs.

<p>(v) Note keeping, letters etc</p>	<p>Be able to write discharge summaries, discharge letters, outpatient letters, medico-legal reports. Use of email, internet and the telephone. Define the structure, function and legal implications of medical records &amp; medico-legal reports. Know the relevance of the data protection pertaining to patient confidentiality</p>	<p>Record concisely, accurately, confidentially and legibly the appropriate elements of the history, examination, results of investigations, differential diagnosis and management plan. Date and sign all records.</p>	<p>Appreciate the importance of timely dictation cost effective use of medical secretaries and the growing use of electronic communication. Be aware of the need for prompt and accurate communication with primary care and other agencies. Show courtesy towards medical secretaries and clerical staff.</p>
--	--	---	--

## B) MANAGING CHRONIC DISEASE

**Objective: To be able to carry out specialist assessment and treatment of patients with chronic disease and to demonstrate effective management of chronic disease states**

Subject	Knowledge	Skills	Attitudes
<p>Management of chronic disease.</p>	<p>Define the clinical presentation and natural history of patients with chronic disease. Define the role of rehabilitation services, pain control and palliative care. Define the concept of quality of life and how it can be measured.</p>	<p>Maintain hope whilst setting long term realistic goals. Develop long term management plans. Act as patient advocate in negotiations with support services. Have skills in palliative care including care of the dying.</p>	<p>Treating each patient as an individual. Appreciate the effects of chronic disease states on patients and their relatives. Develop and sustain supportive relationships with patients with chronic disease. Appreciate the impact of chronic disease on patients and their relatives. Appreciate the importance of co-operation with primary care.</p>

### C) TIME MANAGEMENT AND DECISION MAKING:

**Objective: To demonstrate that the trainee has the knowledge, skills and attitudes to manage time and problems effectively.**

Subject	Knowledge	Skills	Attitudes
(i) Time management	Know which patients/tasks take priority.	Start with the most important tasks. Work more efficiently as clinical skills develop. Recognise when he/she is falling behind and re-prioritise or call for help.	Have realistic expectations of tasks to be completed by self and others. Willingness to consult and work as part of a team.
(ii) Decision making	Understand clinical priorities for investigation and management.	Analyse and manage clinical problems.	Be flexible and willing to change in the light of changing conditions. Be willing to ask for help.

### 2. COMMUNICATION SKILLS:

**Objective: Demonstrate effective communication with patients, relatives and colleagues in the circumstances outlined below.**

Circumstance	Knowledge	Skills	Attitudes
(i) Within a consultation	Know how to structure the interview to identify the patient's: <ul style="list-style-type: none"> <li>• concerns / problem list / priorities</li> <li>• expectations</li> <li>• understanding</li> <li>• acceptance</li> </ul>	Listen. Use open questions followed by appropriate closed questions. Avoid jargon and use familiar language. Be able to communicate both verbally and in writing to patients whose first language may not be English in a manner that they understand. Use interpreters appropriately. Give clear information and feedback to patients and share information with relatives when appropriate Reassure 'worried well' patients.	Demonstrate an understanding of the need for: <ul style="list-style-type: none"> <li>• involving patients in decisions</li> <li>• offering choices</li> <li>• respecting patients views</li> <li>• dress and appearance should be appropriate to the clinical situation and patient sensibility</li> </ul>
(ii) Breaking bad news	Know how to structure the interview and where it should take place. Be aware of the normal bereavement process and behaviour.	Be able to break bad news in steps appropriate to the understanding of the individual and be able to support distress. Avoid jargon and use familiar language. Encourage questions. Maintain appropriate hope whilst avoiding	Act with empathy, honesty and sensitivity.

	Have awareness of organ donation procedures and role of local transplant co-ordinators.	inappropriate optimism.	
(iii) Complaints	Have awareness of the local complaints procedures. Have an awareness of systems of independent review.	Manage dissatisfied patients / relatives. Anticipate potential problems.	Act with honesty and sensitivity and promptly. Be prepared to accept responsibility.
(iv) Communication with Colleagues	Know: <ul style="list-style-type: none"> <li>• how to write a problem orientated letter &amp; discharge summary</li> <li>• to communicate with members of the MDT</li> <li>• and when to phone a GP</li> <li>• and when to phone a patient at home</li> </ul>	Use appropriate language. Select an appropriate communication method.	Be prompt and respond courteously and fairly.

### 3. MAINTAINING GOOD MEDICAL PRACTICE

#### A) LEARNING:

**Objective: To inculcate the habit of life long learning**

Subject	Knowledge	Skills	Attitudes
Life long learning	Define continuing professional development.	Recognise and use learning opportunities. To use the potential of study leave to keep oneself up to date.	Be: <ul style="list-style-type: none"> <li>• self motivated.</li> <li>• eager to learn,</li> </ul> Show: <ul style="list-style-type: none"> <li>• Willingness to learn from colleagues.</li> <li>• willingness to accept criticism.</li> </ul>

#### 4. MAINTAINING TRUST

##### A) PROFESSIONAL BEHAVIOUR:

**Objective: To ensure that the trainee has the knowledge, skills and attitudes to act in a professional manner at all times.**

Subject	Knowledge	Skills	Attitudes
(i) Continuity of care	Understand the relevance of continuity of care.	Ensure satisfactory completion of reasonable tasks at the end of the shift/day with appropriate handover Documentation of/for handover. Make adequate arrangements to cover leave.	Recognise the importance of: <ul style="list-style-type: none"> <li>• punctuality</li> <li>• attention to detail.</li> </ul>
(ii) Doctor-patient relationship	Understand all aspects of a professional relationship. Establish the limiting boundaries surrounding the consultation. Deal with challenging behaviour in patients which transgress those boundaries, eg aggression, violence, racism and sexual harassment.	Help the patient appreciate the importance of cooperation between patient and doctor. Develop the relationship that facilitates solutions to patient's problems. Deal appropriately with behaviour falling outside the boundary of the agreed doctor patient relationship. in patients, e.g. aggression, violence, sexual harassment.	Adopt a non-discriminatory attitude to all patients and recognise their needs as individuals. Seek to identify the health care belief of the patient. Acknowledge patient rights to accept or reject advice. Secure equity of access to health care resources for minority groups.
(iii) Recognises own limitations	Know the extent of one's own limitations and know when to ask for advice.		Be willing to consult. and to admit mistakes.
(iv) Stress	Know the effects of stress Have a knowledge of support facilities for doctors.	Develop appropriate coping mechanisms for stress and ability to seek help if appropriate.	Recognise the manifestations of stress on self & others.
(v) Relevance of outside bodies	Have an understanding of the relevance to professional life of: <ul style="list-style-type: none"> <li>• The Royal Colleges</li> <li>• GMC</li> </ul>	Recognise situations when appropriate to involve these bodies/individuals.	Be open to constructive criticism. Accept professional regulation.

	<ul style="list-style-type: none"> <li>• Postgraduate Dean</li> <li>• Defence unions</li> <li>• BMA</li> <li>• Specialist Societies</li> </ul>		
<b>(vi) Personal health</b>	Know of occupational health services. Know of one's responsibilities to the public. Know not to treat oneself or one's family.	Recognise when personal health takes priority over work pressures and to be able to take the necessary time off.	Recognise personal health as an important issue.

## B) ETHICS AND LEGAL ISSUES:

**Objective: To ensure the trainee has the knowledge and skills to cope with ethical and legal issues which occur during the management of patients with general medical problems.**

Subject	Knowledge	Skills	Attitudes
(i) Informed consent	Know the process for gaining informed consent Understand appropriateness of consent to post mortem. How to gain consent for a research project	Give appropriate information in a manner patients understand and be able to gain informed consent from patients  Appropriate use of written material	Consider the patient's needs as an individual
(ii) Confidentiality	Be aware of relevant strategies to ensure confidentiality. Be aware of situations when confidentiality might be broken	Use and share all information appropriately  Avoid discussing one patient in front of another  Be prepared to seek patients wishes before disclosing information	Respect the right to confidentiality.
(iii) Legal issues, particularly those relating to: • death certification	Know the legal responsibilities of completing death certificates. Know the types of deaths	Completion of death certificates. Liaison with the Coroner/Procurator Fiscal. Check whether the patient has an advance directive or living will. Able to obtain suitable evidence or know whom	Show attention to detail and recognise pressures of time. Respect living wills and advance directives. Act with compassion at all times.

<ul style="list-style-type: none"> <li>• role of the Coroner/ Procurator Fiscal</li> <li>• mental illness</li> <li>• advance directives and living wills</li> <li>• DVLA</li> </ul>	<p>that should be referred to the Coroner/ Procurator Fiscal.</p> <p>Know the indications for section under the mental health act.</p> <p>Know the conditions that patients should report to the DVLA.</p> <p>Know responsibilities in serious criminal matters.</p>	to consult if in doubt.	
---	--	-------------------------	--

### C) PATIENT EDUCATION AND DISEASE PREVENTION:

**Objective: To ensure that the trainee has the knowledge, skills and attitudes to be able to educate patients effectively.**

Subject	Knowledge	Skills	Attitudes
(i) Educating patients about: <ul style="list-style-type: none"> <li>• disease</li> <li>• investigations</li> <li>• therapy</li> </ul>	Know investigation procedures including possible alternatives / choices. Be aware of strategies to improve adherence to therapies.	Give information to patients clearly in a manner that they can understand including written information. Encourage questions. Negotiate individual treatment plans including action to be taken if patient deteriorates or improves.	Consider involving patients in developing mutually acceptable investigation plans. Encourage patients to access: <ul style="list-style-type: none"> <li>• further information</li> <li>• patient support groups</li> </ul>
(ii) Environmental & lifestyle risk factors	Understand the risk factors for disease including: <ul style="list-style-type: none"> <li>• diet</li> <li>• exercise</li> <li>• social deprivation</li> <li>• occupation</li> <li>• substance abuse</li> <li>• behaviour</li> </ul>	Advise on lifestyle changes. Involve other health care workers as appropriate.	Suppress any display of personal judgement.
(iii) Smoking	Know: <ul style="list-style-type: none"> <li>• Effects of smoking on health</li> </ul>	To be able to advise on smoking cessation and supportive measures. Identify 'ready to quit' smokers.	Consider the importance of support during smoking cessation.

	<ul style="list-style-type: none"> <li>• Implications of addiction</li> <li>• Smoking cessation strategies</li> </ul>		
(iv) Alcohol	Understand the effects of alcohol on health and psychosocial well-being. Know of local support groups /agencies.	Advise on drinking cessation.	Suggest patient support groups as appropriate. Suppress any display of personal judgement.
(v) Illicit Drugs	Know the effects of common illicitly taken drugs. Legislation and Support Services. What to do if a patient takes an overdose of drugs.	Be able to use detoxification services. Understand prevention policies and liaise with psychiatric services. Deal with other prevention and liaison services.	Provide sympathetic help. Suppress any display of personal judgement.
(vi) Epidemiology & screening	Know the methods of data collection and their limitations. Know diseases that are notifiable. Know principles of 1 <sup>o</sup> & 2 <sup>o</sup> prevention & screening.	Assess an individual patient's risk factors. Encourage participation in appropriate disease prevention or screening programmes.	Consider the: <ul style="list-style-type: none"> <li>• positive &amp; negative aspects of prevention</li> <li>• importance of patient confidentiality</li> </ul> Respect patient choice.

## 5. WORKING WITH COLLEAGUES:

**Objective: To demonstrate good working relationships with Colleagues**

Subject	Knowledge	Skills	Attitudes
(i) Interactions between: <ul style="list-style-type: none"> <li>• hospital &amp; GP</li> <li>• hospital &amp; other agencies e.g. social</li> </ul>	Know the roles and responsibilities of team members. Know how a team works effectively. Know the roles of other clinical specialties and their limitations.	Delegate, show leadership and supervise safely Be able to communicate effectively. Handover safely. Seek advice if unsure. Recognise when input from another specialty is required for individual patients. Be able to work effectively with GPs, other medical and surgical specialists and other health	Show respect for others opinions. Be conscientious and work co-operatively. Respect colleagues, including non medical professionals, and recognise good advice. Recognise own limitations.

<ul style="list-style-type: none"> <li>services</li> <li>• medical and surgical specialties</li> </ul>	Know the role of surgery and its limitations.	care professionals.	
--	---	---------------------	--

## 6. TEAM WORKING & LEADERSHIP SKILLS

**Objective: To demonstrate the ability to work in clinical teams and to have the necessary leadership skills**

Subject	Knowledge	Skills	Attitudes
Clinical teams. Respect others opinion Effective leadership skills	Roles & responsibilities of team members. How a team works. Ensuring colleagues understand the individual roles and responsibilities of each team member. Own professional status and specialty A knowledge of the field. The capacity to perceive the need for action and initiate that action	Respect skills and contribution of colleagues to be conscientious and work constructively. Respect for others opinion. To recognise your own limitations Objective setting; Lateral thinking; Planning; Motivating; Organising; Setting example; Negotiation skills.	Recognise own limitations. Enthusiasm; integrity; courage of convictions; imagination; determination; energy; and professional credibility.

## 7. TEACHING AND EDUCATIONAL SUPERVISION:

**Objective: To demonstrate the knowledge, skills and attitudes to provide appropriate teaching, learning and assessment opportunities**

Subject	Knowledge	Skills	Attitudes
(i) To have the skills, attitudes and practices of a competent teacher	Identify adult learning principles. Identify learner needs. Structure of a teaching activity. Varied teaching strategies.	Facilitate learning process. Identify learning outcomes. Construct educational objectives. Design and deliver an effective teaching event. Communicate effectively with the learners. Use effective questioning techniques.	Demonstrate a willingness and enthusiasm to teach. Show respect for the learner. Demonstrate a professional attitude towards teaching. Show commitment to teach.

	Identify learning styles. Principles of evaluation.	Teach large and small groups effectively. Select and use appropriate teaching resources. Give constructive effective feedback. Evaluate programmes and events Use different media for teaching that are appropriate to the teaching setting.	Demonstrate a learner centred approach to teaching.
(ii) Assessment	Know the principles of assessment Know different assessment methods Define formative and summative assessment	Use appropriate assessment methods Give constructive, effective feedback	Be honest and objective when assessing performance.
(iii) Appraisal	Know the principles of appraisal Know the structure of the appraisal interview	Conduct effective appraisals	Show respect for the person being appraised.

## 8. RESEARCH

[Where undertaken]

Trainees are encouraged to undertake a period of full time research and have a good knowledge of research methodology.

There should be active involvement with research projects throughout the training period.

Subject	Knowledge	Skills	Attitudes
To be able to plan and analyse a research project.	Know how to design a research study. Know how to use appropriate statistical methods. Know the principles of research ethics. Know how to write a scientific paper. Sources of research funding.	Undertake systematic critical review of scientific literature. Ability to frame questions to be answered by a research project. Develop protocols and methods for research. Be able to use databases. Be able to accurately analyse data. Be able to write a scientific paper. Have good written and verbal presentation skills.	Demonstrate curiosity and a critical spirit of enquiry. Ensure patient confidentiality. Demonstrate a knowledge of the importance of ethical approval and patient consent for clinical research. Humility.

## 9. CLINICAL GOVERNANCE

**Objective: Demonstrate an understanding of the context, the meaning and the implementation of Clinical Governance.**

Subject	Knowledge	Skills	Attitudes
<p>(i) The organisational framework for Clinical Governance at local, health authority and national levels.</p> <p>Understanding of the benefits a patient might reasonably expect from Clinical Governance.</p> <p>Creating an environment where mistakes and mismanagement of patients can be openly discussed and learned from</p>	<p>Define the important aspects of Clinical Governance.</p> <ul style="list-style-type: none"> <li>• Medical and clinical audit.</li> <li>• Research and Development.</li> <li>• Integrated care pathways.</li> <li>• Evidenced based practice.</li> <li>• Clinical effectiveness.</li> <li>• Clinical risk systems.</li> <li>• To define the procedures and the effective action when things go wrong in own practice or that of others.</li> <li>• Complaints Procedures.</li> </ul>	<p>Be an active partaker in clinical governance.</p> <p>Be able to undertake medical and clinical audit.</p> <p>Be actively involved in audit cycles.</p> <p>Be active in research and development.</p> <p>Critically appraise medical data research. Practice evidence based medicine.</p> <p>Aim for clinical effectiveness (best practice) at all times.</p> <p>Educate self, colleagues and other health care professionals.</p> <p>Be able to handle and deal with complaints in a focused and constructive manner. Learn from complaints.</p> <p>Develop and institute clinical guidelines and integrated care pathways. Be aware of advantages and disadvantages of guidelines.</p> <p>Report and investigate critical incidents.</p> <p>Take appropriate action if you suspect you or a colleague may not be fit to practice.</p>	<p>Make the care of your patient your first concern.</p> <p>Respect patients privacy, dignity and confidentiality.</p> <p>Be prepared to learn from mistakes, errors and complaints.</p> <p>Recognise the importance of team work.</p> <p>Share best practice with others.</p>
<p>(ii) Risk management</p>	<p>Knowledge of such matters as H&amp;S policy, policies on needlestick injuries, note keeping,</p>	<p>Confidently and authoritatively discuss risks with patients and to obtain informed consent.</p> <p>Able to balance risks and benefits with patients.</p>	<p>Willingness to respect and accept patients views and choices</p> <p>Willingness to be truthful and to admit error to patients, relatives and colleagues.</p>

	communications and staffing numbers. Knowledge of risk assessment, perception and relative risk Know the complications and side effects of treatments.		
(iii) Evidence	Know & understand: <ul style="list-style-type: none"> <li>• the principles of evidence based medicine</li> <li>• the types of clinical trial</li> <li>• the types of evidence</li> </ul>	Able to critically appraise evidence. Ability to be competent in the use of databases, libraries and the internet. Able to discuss the relevance of evidence with individual patients	Display a keenness to use evidence in the support of patient care and own decisions therein.
(iv) Audit	Know & understand: <ul style="list-style-type: none"> <li>• the audit cycle</li> <li>• data sources</li> <li>• data confidentiality</li> </ul>	Involvement in on-going audit. Undertake at least one audit project	Consider the relevance of audit to: <ul style="list-style-type: none"> <li>• benefit patient care</li> <li>• clinical governance</li> </ul>
(v) Guidelines	Know the advantages and disadvantages of guidelines Methods of determining best practice	Ability to utilise guidelines Be involved in guideline generation, evaluation, review and updating.	Show regard for individual patient needs when using guidelines Willingness to use guidelines as appropriate

## 10. STRUCTURE OF THE NHS AND THE PRINCIPLES OF MANAGEMENT

**Objective: To display a knowledge of the structure and organisation of the NHS Nationally and locally.**

Subject	Knowledge	Skills	Attitudes
<p><b>Structure of the NHS and the principles of management</b></p>	<p>Know the structure of the NHS, primary care groups, Trusts and Hospital Trusts.            Know the local Trusts structure including Chief Executives, Medical Directors, Clinical Directors and others. Know the role of postgraduate deaneries, specialist societies, the royal colleges and the general medical council.            Know finance issues in general in the Health Service, especially budgetary management.            Know the appointments procedures and the importance of equal opportunities.            Know of Central Government health regulatory agencies (eg NICE, CHI, NCAA)</p>	<p>Develop skills in managing change and managing people.            Develop interviewing techniques and those required for performance reviews.            Be able to build a business plan.</p>	<p>Show an awareness of equity in health care access and delivery.            Demonstrate an understanding of the importance of a health service for the population.            Show respect for others, ensuring equal opportunities.</p>

## 11. INFORMATION USE AND MANAGEMENT

**Objective: Demonstrate competence in the use and management of health information**

Subject	Knowledge	Skills	Attitudes
<p>To demonstrate good use of information technology for patient care and for own personal development.</p>	<p>Define how to retrieve and utilize data recorded in clinical systems.</p> <p>Define main local and national projects and initiatives in information technology and its applications.</p> <p>Define the stages of evaluation that new technology needs to go through.</p> <p>Demonstrate an understanding of the range of possible uses for clinical data and information and appreciate the dangers and benefits of aggregating clinical data.</p> <p>Define the main features, responsibilities and liabilities in the UK and Europe pertaining to confidentiality</p>	<p>Demonstrate competent use of database, word processing and statistics programmes.</p> <p>Define how to undertake searches and access web sites and health related databases.</p> <p>To critically appraise available software</p> <p>To apply the principles of confidentiality and their implementation in terms of clinical practice in the context of information technology.</p>	<p>Demonstrate the acquisition of new attitudes in patient consultations in order to make maximum use of information technology.</p> <p>Demonstrate appropriate techniques to be able to share information on computer with the patient in a constructive manner</p> <p>Adopt proactive and enquiring attitude to new technology.</p>

## 12. CROSS-SPECIALTY TOPICS

### A) ADMISSIONS AND DISCHARGES

#### Management of the 'take'

**Objective: To provide the trainee with the knowledge and skills to be able to safely manage the general medical 'take'.**

Subject	Knowledge	Skills	Attitudes
(i) 'Take' management	Medical indications for urgent investigation and therapy Skills and capabilities of members of the 'on-take' team When to seek help or refer to other specialties Knowledge of support available in the community	Ability to prioritise Interact effectively with other health care professionals Keep patients and relatives informed Receive referrals appropriately Cope with stress Delegate effectively and safely Keep an accurate patient list Handover safely with appropriate documentation	Sympathetic handling of acutely ill patients. Aware of the pressures on other members of staff.

## B. Discharge Planning

**Objective:** To provide the trainee with the knowledge and skills to be able to plan difficult discharges for patients, particularly the elderly.

Subject	Knowledge	Skills	Attitudes
Discharge planning	Impact of physical problems on activities of daily living. Roles and skills of members of the multidisciplinary team including nurses, OTs, Physio's, speech therapists and psychologists discharge co-ordinators and social workers. Impact of unnecessary hospitalisation Available support in primary care .	Recognise when in-patient care is not required Effective contribution to discharge planning meetings. Liaison and communication with patient, family and primary care. Write reports for appropriate bodies.	Display empathy. Show an awareness of family dynamics and socio-economic factors influencing success of discharge

### C. Resuscitation

**Objective: To provide the trainee with the knowledge and skills to be able to recognise critically ill patients, take part in advanced life support, feel confident to lead a resuscitation team under supervision and use the local protocol for deciding when not to resuscitate patients.**

Subject	Knowledge	Skills	Attitudes
(i) Recognise when a patient is critically ill.	Know how life threatening emergencies present and how to treat them.	Perform initial assessment Manage life threatening emergencies Recognise when to call for help from seniors or other specialties e.g. ITU	Keep calm Recognise priorities. Recognise the dignity of patients. Keep relatives informed.
(ii) Advanced life support	Advanced life support algorithms. Role and side effects of commonly used anti-arrhythmics and cardiac support drugs.	Recognise cardiac arrhythmias. Perform emergency defibrillation. Perform emergency endo-tracheal intubation.	Display a calm and confident demeanour
(iii) Lead a cardiac arrest team	Role and responsibilities of the team leader.	Safe and effective communication and delegation	Be calm and realistic
(iv) Do not resuscitate orders (DNR)	Know local and national protocols for DNR orders. Know legal and ethical considerations.	Support patients and families.	Ability to empathise with relatives and to explain the consequences of DNR orders with compassion and without giving undue hope Act with empathy and sensitivity. Respect living wills and advance directives.

## D. Nutrition

**Objective: To provide the trainee with the knowledge and skills in the nutritional issues listed below.**

Subject	Knowledge	Skills	Attitudes
(i) Nutritional status	Impact of: <ul style="list-style-type: none"><li>• disease on nutritional status</li><li>• malnutrition on clinical outcomes</li></ul>	Assessment of nutritional status	Recognise cultural and religious issues
(ii) Nutrition support	Principles and routes of nutrition support Role of nutrition support team (NST) Indications and arrangement of PEG tubes	Naso-gastric intubation Central venous access	Identify those needing nutrition support or advice and the significance of the doctor in providing such advice. Recognise: <ul style="list-style-type: none"><li>• the skills of others e.g. specialist nurses, pharmacist, dieticians</li><li>• when to consult NST</li></ul>