

GP Specialty Training Programme

GPStR Self-Assessment Tool



How to use this tool

To help you identify your learning needs in relation to the GP Curriculum we have attached a list of learning outcomes and the knowledge base taken from section 7 in the form of a confidence rating scale. You will then be able to use it to help you identify areas that require development. Then using the specialty handbook you can consider how you may be able to address these learning needs and how they could be assessed. Please complete this before your initial meeting with your Clinical Supervisor. In this meeting you will then be able to complete an educational plan for the post.

Please note that it may not be possible to cover all of these learning objectives within this post. By repeating the self-assessment tool at the end of the post you will be able to identify areas that you still need to cover. By sharing this with your Educational Supervisor they will be able to help you with finding ways to cover these potential gaps as part of your overall GP Specialty Training Programme.

WHAT learning needs identified? (where rated as less confident)	HOW may this be addressed? Learning objective	How will you ASSESS your learning? e.g. CbD / Mini-CEX / DOP

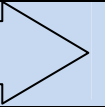
WHAT learning needs identified? (where rated as less confident)	HOW may this be addressed? Learning objective	How will you ASSESS your learning? e.g. CbD / Mini-CEX / DOP

7 CARE OF THE ACUTELY ILL PATIENT – KNOWLEDGE BASE

A+E

Please rate your confidence in your knowledge of the following areas	<div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between;"> Not Confident Slightly Confident Confident Very Confident </div>			
Symptoms				
➤ Cardiovascular – chest pain, haemorrhage, shock.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Respiratory – wheeze, breathlessness, stridor, choking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Central nervous system – convulsions, reduced conscious level, confusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Mental health – threatened self-harm, delusional states, violent patients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Severe pain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common and/or Important conditions				
➤ Shock (including no cardiac output), acute coronary syndromes, haemorrhage (revealed or concealed), ischaemia, pulmonary embolus, asthma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Dangerous diagnoses (see Appendix 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Common problems that may be expected with certain practice activities: anaphylaxis after immunisation, local anaesthetic toxicity and vaso-vagal attacks with, for example, minor surgery or intra-uterine contraceptive device insertion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Parasuicide and suicide attempts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate your confidence in your knowledge of the following areas	<div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between;"> Not Confident Slightly Confident Confident Very Confident </div>			
Investigation				
➤ Blood glucose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Other investigations are rare in primary care because acutely ill patients needing investigation are usually referred to secondary care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Care				
➤ The 'ABC' principles in initial management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Appreciate the response time required in order to optimise the outcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Understand the organisational aspects of NHS out-of-hours care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Understand the importance of maintaining personal security and awareness and management of the security risks to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources				
➤ Familiarity with available equipment in own car/bag and that carried by emergency services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Being able to organise and lead a response when required, which may include participation by staff, members of the public or qualified responders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Knowledge of training required for practice staff and others as a team in the appropriate responses to an acutely ill person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate your confidence in your knowledge of the following areas	Not Confident Slightly Confident Confident Very Confident 
Prevention	
➤ Advice to patients on prevention, e.g. with a patient with known heart disease, advice on how to manage ischaemic pain including use of glyceryl trinitrate (GTN), aspirin and appropriate first-line use of paramedic ambulance.	<input data-bbox="1335 325 1406 395" type="checkbox"/> <input data-bbox="1534 325 1606 395" type="checkbox"/> <input data-bbox="1727 325 1798 395" type="checkbox"/> <input data-bbox="1915 325 1986 395" type="checkbox"/>

7 CARE OF THE ACUTELY ILL PATIENT –LEARNING OUTCOMES

Please rate your confidence against the following statements taken from learning outcomes of the GP Curriculum	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Strongly disagree Disagree Agree Strongly Agree </div>			
Person-centred care				
I can describe ways in which the acute illness itself and the anxiety caused by it can impair communication between doctor and patient, and make the patient's safety a priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate a person-centred approach, respecting patients' autonomy whilst recognising that acutely ill patients often have a diminished capacity for autonomy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the challenges of maintaining continuity of care in acute illness and taking steps to minimise this by making suitable handover and follow-up arrangements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the needs of carers involved at the time of the acutely ill person's presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate an awareness of any conflict regarding management that may exist between patients and their relatives, and act in the best interests of the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific problem-solving skills				
I can describe differential diagnoses for each presenting symptom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can decide whether urgent action is necessary, thus protecting patients with non-urgent and self-limiting problems from the potentially detrimental consequences of being over-investigated, over-treated or deprived of their liberty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate your confidence against the following statements taken from learning outcomes of the GP Curriculum	<div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> Strongly disagree Disagree Agree Strongly Agree </div>			
A comprehensive approach				
I can recognise that an acute illness may be an acute exacerbation of a chronic disease.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the increased risk of acute events in patients with chronic and co-morbid disease.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can identify co-morbid diseases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the modifying effect of chronic or co-morbid disease and its treatment on the presentation of acute illness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contextual aspects				
I can demonstrate an awareness of the impact of the doctor's working environment and resources on the care provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitudinal aspects				
I can demonstrate an awareness of my personal values and attitudes to ensure that they do not influence my professional decisions or the equality of patients' access to acute care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can identify patients for whom resuscitation or intensive care might be inappropriate and take advice from carers and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate a balanced view of benefits and harms of medical treatment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate an awareness of the emotional and stressful aspects of providing acute care and an awareness that I need to have strategies for dealing with personal stress to ensure that it does not impair the provision of care to patients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate your confidence against the following statements taken from learning outcomes of the GP Curriculum	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Strongly disagree Disagree Agree Strongly Agree </div>			
Scientific aspects				
I can demonstrate an understanding of written protocols that are available from national bodies and how these may be adapted to unusual circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can evaluate my performance in regard to the care of the acutely ill person; including an ability to conduct significant event analyses and take appropriate action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychomotor skills				
I can perform and interpret an electrocardiogram.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can perform cardiopulmonary resuscitation of children and adults including use of a defibrillator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can control a haemorrhage and suture a wound.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can pass a urinary catheter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use a nebuliser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES: