

GP Specialty Training Programme

GPStR Self-Assessment Tool

MEDICINE

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 sections 15.1, 15.2, 15.6, 15.7 and 15.8 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

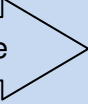
15.1 CARDIOVASCULAR – Knowledge Base

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; align-items: center;"> Not Confident Slightly Confident Confident Very Confident </div>			
Symptoms				
➤ Chest pain (cardiac causes, e.g. ischaemic heart disease, pericarditis and aortic dissection, <i>versus</i> non-cardiac causes, e.g. chest wall/musculoskeletal, psychological, respiratory, gastrointestinal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Breathlessness (heart failure, respiratory problems, thromboembolism, anaemia, obesity, malignancy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Ankle swelling (heart failure, thromboembolism, venous stasis, varicose veins, deep vein thrombosis (DVT), leg ulcers, lymphoedema, anaemia, obesity, malignancy, hypoproteinemia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Symptoms or signs thought to be due to peripheral vascular disease (arterial and venous)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Palpitations and silent arrhythmias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Signs and symptoms of cerebrovascular disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Collapse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common and/or important conditions:				
➤ Coronary heart disease (angina, acute coronary syndromes, cardiac arrest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Heart failure	<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: inline-block;"> Not Confident Slightly Confident Confident Very Confident </div>			
➤ Arrhythmias (ectopic beats, atrial fibrillation and flutter, narrow and broad complex tachycardias, bradyarrhythmias)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Other heart disease (valve disease, cardiomyopathy, congenital)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Peripheral vascular disease (arterial and venous)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Cerebrovascular disease (stroke and TIA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Thromboembolic disease.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Investigations:				
➤ Blood pressure measurement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Electrocardiogram (12-lead ECG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ 24-hour ambulatory blood pressure measurement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Venous dopplers and ankle brachial pressure index (ABPI) measurement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Knowledge of secondary care investigations and treatment including echocardiography, 24-hour arrhythmia monitoring, venography, invasive procedures such as angioplasty, coronary artery bypass grafting.	<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: inline-block;"> Not Confident Slightly Confident Confident Very Confident </div>			
Treatment				
➤ Treatment of people at risk from cardiovascular problems including specific management of raised blood pressure and lipids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Chronic disease management including specific disease management, systems of care, multidisciplinary teamwork for people with established cardiovascular problems, rehabilitation and also palliative care for those with end stage cardiac failure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Communication with patients and their families and interprofessional communication both within the primary health care trust (PHCT) and between primary and secondary care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency care:				
➤ Acute treatment of people presenting with cardiovascular problems or symptoms thought to be due to cardiovascular problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15.1 CARDIOVASCULAR - Learning Outcomes

Please rate your confidence against the following statements taken from learning outcomes of the GP Curriculum	<div style="display: flex; justify-content: space-between; align-items: center;"> Strongly disagree Disagree Agree Strongly Agree </div> 			
Person-centred care				
I can identify the patient's health beliefs regarding cardiovascular problems and either reinforce, modify or challenge these beliefs as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognise that non-concordance is common for many preventative cardiovascular medicines and respect the patient's autonomy when negotiating management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can communicate the patient's risk of cardiovascular problems clearly and effectively in a non-biased manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific problem-solving skills				
I can intervene urgently when patients present with a cardiovascular emergency, e.g. myocardial infarction, stroke and critical ischaemia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate an understanding of the importance of risk factors in the diagnosis and management of cardiovascular problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate a reasoned approach to the diagnosis of cardiovascular symptoms (e.g. chest pain – see above) using history, examination, incremental investigations and referral.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A comprehensive approach				
I can prioritise interventions for multiple risk factors and symptoms of cardiovascular problems according to their severity and prognostic risk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can advise patients appropriately regarding lifestyle interventions according to their cardiovascular risk and level of disability.	<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>			
I can advise patients appropriately regarding driving according to their cardiovascular risk and DVLA guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A holistic approach				
I can appreciate the importance of the social and psychological impact of cardiovascular problems on the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can appreciate the importance of the social and psychological impact of cardiovascular problems on the patient's family, friends, dependants and employers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognise the impact cardiovascular problems have on disability and fitness to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognise the cultural significance that people attach to the heart as a seat of emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contextual aspects				
I can describe how geographical distance influences the treatment of cardiovascular emergencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitudinal aspects				
I can ensure that personal opinions regarding risk factors for cardiovascular problems (e.g. smoking, obesity, exercise, alcohol, age, race) do not influence management decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific aspects				
I can describe and be able to implement the key national guidelines that influence healthcare provision for cardiovascular problems.	<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;"> Strongly disagree Disagree Agree Strongly Agree </div>			
I can describe the key research findings that influence management of cardiovascular problems (e.g. heart protection study).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychomotor skills				
I have clinical skills including cardiovascular examination and blood pressure measurement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can perform calculation of cardiovascular risk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can perform an ECG and basic interpretation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can perform resuscitation for children and adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15.2 DIGESTIVE PROBLEMS – Knowledge Base

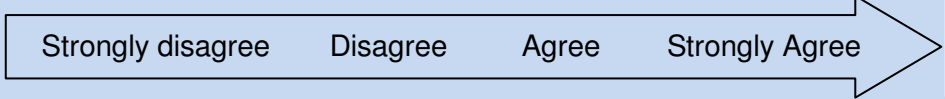
Please rate your confidence in your knowledge of the following areas	<div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between;"> Not Confident Slightly Confident Confident Very Confident </div>			
Symptoms				
➤ Dyspeptic symptoms (epigastric pain, heartburn, regurgitation, nausea, bloating)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Abdominal pain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Nausea, vomiting, anorexia, weight loss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Haematemesis and melaena	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Rectal bleeding, tenesmus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Jaundice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Diarrhoea and constipation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Dysphagia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common and/or important conditions:				
➤ GORD	<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: inline-block;"> Not Confident Slightly Confident Confident Very Confident </div>			
➤ Non-ulcer dyspepsia, gastritis, peptic ulceration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Gallstones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Irritable bowel syndrome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Gastroenteritis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Constipation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Coeliac disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ GI cancers (oesophageal, gastric, hepatic, pancreatic, colonic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Inflammatory bowel disease ⊕ Diverticulosis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Acute abdominal conditions, e.g. appendicitis, cholecystitis, pancreatitis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Perianal disease (e.g. haemorrhoids, perianal haematoma, pilonidal sinus).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

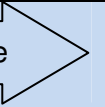
Please rate your confidence in your knowledge of the following areas	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Not Confident Slightly Confident Confident Very Confident </div>			
Investigations:				
➤ Liver function tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Amylase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ <i>H. pylori</i> testing – serology, breath test, stool antigen testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Coeliac antibody screening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Stool testing ➤ Faecal occult bloods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Abdominal ultrasound	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Knowledge of secondary care investigations including endoscopy (oesophago-gastro-duodenoscopy, sigmoidoscopy, colonoscopy), abdominal imaging techniques (barium swallow, barium enema, computed tomography), liver biopsy, endoscopic retrograde cholangio-pancreatography and jejunal biopsy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treatment				
➤ Be aware of secondary care management of digestive problems, including surgical options.	<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: inline-block;"> Not Confident Slightly Confident Confident Very Confident </div>			
Emergency care:				
➤ Recognition of the acute abdomen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Acute management of haematemesis and melaena.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prevention:				
➤ Dietary advice to include five portions of fruit or vegetables daily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Smoking cessation and alcohol reduction to prevent GI cancers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. 2 DIGESTIVE PROBLEMS - Learning Outcomes

Please rate your confidence against the following statements taken from learning outcomes of the GP Curriculum				
Person-centred care				
I can recognise that some patients may find digestive problems, particularly lower GI, difficult to discuss openly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate a non-judgemental, caring and professional consulting style to minimise embarrassment of patients with digestive problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific problem-solving skills				
I can intervene urgently when patients present with an acute abdomen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognise and respond urgently to red-flag symptoms, which may indicate GI cancer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate a structured, logical approach to the diagnosis of abdominal pain, e.g. to enable a positive diagnosis of irritable bowel syndrome to be made, rather than making the diagnosis by exclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A comprehensive approach				
I can advise patients appropriately regarding lifestyle interventions that have an impact on gastrointestinal health, such as advice on diet and on stress reduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the gastrointestinal side effects of common medicines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can modify the form or modalities of treatment to cater for the patient's GI function and preferences.	<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;"> Strongly disagree Disagree Agree Strongly Agree </div>			
A holistic approach				
I can recognise the effects psychological stress can have upon the gastrointestinal tract, especially with functional disorders, e.g. non-ulcer dyspepsia, irritable bowel syndrome, abdominal pain in children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognise the impact of social and cultural diversity, and the important role of health beliefs relating to diet, nutrition and gastrointestinal function.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contextual aspects				
I can recognise how common digestive problems are in the general population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can summarise the debate about the role of upper gastrointestinal endoscopy in the management of dyspepsia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can summarise the debate about the role of rapid-access GI investigation, including imaging and endoscopy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitudinal aspects				
I can recognise the embarrassment and reluctance of some patients to undergo rectal examination and respect the patient's autonomy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific aspects				
I can demonstrate an understanding of the key national guidelines that influence healthcare provision for digestive problems.	<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	Strongly disagree Disagree Agree Strongly Agree 			
Psychomotor skills				
I can demonstrate complete abdominal examination, including rectal examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can perform proctoscopy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

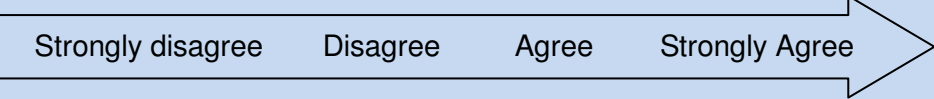
15.6 METABOLIC PROBLEMS – Knowledge Base

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; align-items: center;"> Not Confident Slightly Confident Confident Very Confident </div>			
Symptoms				
➤ Diabetes mellitus – tiredness, polydipsia, polyuria, weight loss, infections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Hypothyroidism – tiredness, weight gain, constipation, hoarse voice, dry skin and hair, menorrhagia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Hyperthyroidism – weight loss, tremor, palpitations, hyperactivity, exophthalmos, double vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Hyperlipidaemia – xanthelasma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Hyperuricaemia – gout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Individual endocrine disorders have typical symptom complexes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common and/or important conditions:				
➤ Obesity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Diabetes mellitus – Type 1 and 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Impaired glucose tolerance	<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: inline-block;"> Not Confident Slightly Confident Confident Very Confident </div>			
➤ Thyroid disorders – hypothyroidism, hyperthyroidism, goitre, nodules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Hyperlipidaemia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Hyperuricaemia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Endocrine problems – pituitary disease (e.g. prolactinoma, acromegaly, diabetes insipidus), adrenal disease (e.g. Cushing’s syndrome, hyperaldosteronism, Addison’s disease, pheochromocytoma) and parathyroid disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Investigations:				
➤ Body mass index calculation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ WHO diagnostic criteria for diabetes mellitus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Near patient capillary glucose measurement (including patient self-monitoring)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ HbA1c and fructosamine to assess glycaemic control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Albumin: creatinine ratio or dipstick for microalbuminuria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Interpret serum electrolyte and urate results, thyroid function tests and understand their limitations – TSH, T4, free T4, T3, auto-antibodies, lipid profile tests – total cholesterol, HDL, LDL, triglycerides	<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="display: flex; justify-content: space-between; align-items: center;"> Not Confident Slightly Confident Confident Very Confident </div>			
➤ Visual acuity and retinal photography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Knowledge of secondary care investigations including the glucose tolerance test, thyroid ultrasound and fine needle aspiration, specialised endocrine tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treatment				
➤ Communication with patients and their families, and interprofessional communication both within the primary healthcare team and between primary and secondary care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency care:				
➤ Acute management of diabetic emergencies – hypoglycaemia, hyperglycaemic ketoacidosis and hyperglycaemic hyperosmolar non-ketotic coma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Acute management of thyroid emergencies – myxoedema coma and hyperthyroid crisis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prevention:				
➤ Health promotion activities include dietary modification and exercise advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Understand when prevention of hyperuricaemia is appropriate, e.g. patients treated for myelo/proliferative disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. 6 METABOLIC PROBLEMS - Learning Outcomes

Please rate your confidence against the following statements taken from learning outcomes of the GP Curriculum				
Person-centred care				
I can recognise that non-concordance is common for chronic metabolic conditions (e.g. diabetes) and respect the patient's autonomy when negotiating management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can communicate the patient's risk of complications from obesity and diabetes mellitus clearly and effectively in a non-biased manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific problem-solving skills				
I can intervene urgently when patients present with a metabolic emergency, e.g. hypoglycaemia and hyperglycaemic conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognise that patients with metabolic problems are frequently asymptomatic or have non-specific symptoms, and that diagnosis is often made by screening or recognising symptom complexes and arranging appropriate investigations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate a logical, incremental approach to investigation and diagnosis of metabolic problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A comprehensive approach				
I can recognise that patients with diabetes often have multiple co-morbidities and consequently polypharmacy is common.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can develop strategies to simplify medication regimes and encourage concordance with treatment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can advise patients appropriately regarding lifestyle interventions for obesity, diabetes mellitus, hyperlipidaemia and hyperuricaemia.	<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 holistic approach				
I can recognise the psychosocial impact of diabetes and other long-term metabolic problems, e.g. risk of depression, restrictions on employment and driving for diabetes, sexual dysfunction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognise that stigma is associated with obesity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitudinal aspects				
I can ensure that a patient's weight does not prejudice the information communicated or the doctor's attitude towards the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ensure that the risks of diabetic complications are not overstated in order to coerce a patient into complying with treatment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific aspects				
I can describe the role of particular groups of medication in the management of diabetes (e.g. antiplatelet drugs, angiotensin-converting enzyme inhibitors, angiotensin-II receptor antagonists, and lipid-lowering therapies).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychomotor skills				
I can calculate body mass index.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate lower-leg examination for complications of diabetes mellitus.	<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	Strongly disagree Disagree Agree Strongly Agree 			
I can demonstrate capillary glucose measurement using a near-patient test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate clinical examination of the neck.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15.7 NEUROLOGY – Knowledge Base

MEDICINE

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; align-items: center;"> Not Confident Slightly Confident Confident Very Confident </div>			
Symptoms				
➤ Headache	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Vertigo/dizziness (neurological, otological, psychological and cardiovascular causes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Tremor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Neuropathies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Abnormal movements/chorea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Seizures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Drowsiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Loss of consciousness and coma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common and/or important conditions:				
➤ Epilepsy	<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="display: flex; justify-content: space-between; align-items: center;"> Not Confident Slightly Confident Confident Very Confident </div>			
➤ Common causes of headache – tension headache, migraine, cluster headache, cervical neuralgia, sinusitis, dental pain, drug rebound headache	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Important causes of headache – raised intracranial pressure, thunderclap headache (subarachnoid haemorrhage, enlarging aneurism or migraine), temporal arteritis, trigeminal neuralgia, herpes zoster, cancers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Brain infections – meningitis, encephalitis, brain abscess, tuberculosis, HIV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Neurological causes of vertigo – stroke (brainstem and cerebellar haemorrhage/infarction), multiple sclerosis, trauma and concussion, acoustic neuroma, brain tumours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Mononeuropathies – trigeminal neuralgia, Bell's palsy, carpal tunnel syndrome, nerve entrapments, e.g. ulnar, sciatic and femoral nerves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Polyneuropathies – metabolic causes (diabetes, alcohol, vitamin B12 and folate, porphyria, uraemia, infectious causes (e.g. Guillain-Barré, post viral, HIV), drugs induced neuropathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Multiple sclerosis ➤ Amyotrophic lateral sclerosis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Essential tremor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Parkinson's disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Congenital conditions, e.g. cerebral palsy, spina bifida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Genetic conditions, e.g. Huntingdon's disease.	<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: inline-block;"> Not Confident Slightly Confident Confident Very Confident </div>			
Investigations:				
<ul style="list-style-type: none"> ➤ Knowledge of secondary care investigations and treatment including: electroencephalography (EEG), computerised tomography (CT) and magnetic resonance imaging (MRI), nerve conduction studies. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treatment				
<ul style="list-style-type: none"> ➤ Understand principles of treatment for common conditions managed largely in primary care – epilepsy, headaches, vertigo, neuropathic pain, mononeuropathies, essential tremor and Parkinson’s disease. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency care:				
<ul style="list-style-type: none"> ➤ Acute management of meningitis and meningococcal septicaemia 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ➤ Acute management of people presenting with collapse, loss of consciousness or coma. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ➤ Understand indications for emergency referral of people with stroke, intracranial haemorrhage, raised intracranial pressure and temporal arteritis. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prevention:				
<ul style="list-style-type: none"> ➤ Health education and accident prevention advice for people with epilepsy 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ➤ Vaccination for meningococcal disease 	<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: inline-block;"> Not Confident Slightly Confident Confident Very Confident </div>			
➤ Understand avoidance of triggers and prophylaxis for migraine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Investigation of people with family history of genetic neurological disease, e.g. Berry aneurysm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. 7 NEUROLOGY - Learning Outcomes

MEDICINE

Please rate your confidence against the following statements taken from learning outcomes of the GP Curriculum	<div style="display: flex; justify-content: space-between; align-items: center;"> Strongly disagree Disagree Agree Strongly Agree </div> 			
Person-centred care				
I can communicate prognosis truthfully and sensitively to patients with incurable disabling neurological conditions, such as Parkinson's disease and multiple sclerosis, and share uncertainty when the patient wants this information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate empathy and compassion towards patients with incurable disabling neurological conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the importance of continuity of care for patients with chronic neurological conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific problem-solving skills				
I can describe the functional anatomy of the nervous system to aid diagnosis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate a structured, logical approach to the diagnosis of 'difficult' symptoms with multiple causes, e.g. headache, dizziness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use time as a diagnostic tool for chronic neurological conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A comprehensive approach				
I can counsel patients appropriately regarding epilepsy medication drug interactions and side effects, including contraceptive and pregnancy advice.	<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;"> Strongly disagree Disagree Agree Strongly Agree </div>			
A holistic approach				
I can recognise that neurological conditions often affect patients during their working lives, and consequently have a large impact on the family's social and economic wellbeing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognise the stigma associated with neurological disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contextual aspects				
I can recognise that the higher death rate amongst patients with epilepsy may be related to poor seizure control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitudinal aspects				
I can describe the ethical principles involved when treating an incompetent patient (e.g. unconsciousness), and when treating a patient who is unable to communicate (e.g. dysphasia).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ensure that a patient's neurological disability does not prejudice the doctor's attitude towards or the information communicated to the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific aspects				
I can describe the key national guidelines that influence healthcare provision for neurological problems (e.g. the NICE guidelines on epilepsy diagnosis and management).	<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	Strongly disagree Disagree Agree Strongly Agree 
Psychomotor skills	
I can demonstrate complete neurological examination of the cranial and peripheral nervous system including visual acuity, visual fields and fundoscopic examination.	<input data-bbox="1335 352 1406 421" type="checkbox"/> <input data-bbox="1534 352 1606 421" type="checkbox"/> <input data-bbox="1727 352 1798 421" type="checkbox"/> <input data-bbox="1917 352 1989 421" type="checkbox"/>

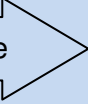
15.8 RESPIRATORY PROBLEMS – Knowledge Base

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				
➤ breathlessness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ cough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ wheeze	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ chest pain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ sputum production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ haemoptysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common and/or important conditions:				
➤ Upper respiratory tract infections: sore throats and colds, tonsillitis, peritonsillar abscess, epiglottitis, laryngitis and tracheitis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Lower respiratory tract infections: influenza, bronchiolitis, bronchitis and pneumonia (of any cause)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Acute non-infective respiratory problems: allergy and anaphylaxis, hypersensitivity pneumonitis, pulmonary embolus, pneumothorax, aspiration of a foreign body	<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="display: flex; justify-content: space-between; align-items: center;"> Not Confident Slightly Confident Confident Very Confident </div>			
<ul style="list-style-type: none"> ➤ Chronic lower respiratory problems: chronic cough, asthma, COPD, tuberculosis, cystic fibrosis, chronic interstitial lung diseases 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Investigations:				
<ul style="list-style-type: none"> ➤ Serial peak flow measurement, including patient diaries 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ➤ Reversibility testing using peak flow meter 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ➤ Spirometry 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ➤ Knowledge of secondary-care investigations and treatment including lung function assessment, computerised tomography (CT) and magnetic resonance imaging (MRI). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency care:				
<ul style="list-style-type: none"> ➤ Acute management of people presenting with shortness of breath 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ➤ Acute management of anaphylaxis 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ➤ Management of exacerbations of asthma and COPD 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ➤ Understand indications for emergency referral of people with asthma, COPD and anaphylaxis. 	<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: inline-block;"> Not Confident Slightly Confident Confident Very Confident </div>			
Prevention:				
➤ Smoking cessation assessment, advice and management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Understand avoidance of triggers and prophylaxis for allergic conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Investigation of people with family history of genetic respiratory disease, e.g. cystic fibrosis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. 8 RESPIRATORY PROBLEMS - Learning Outcomes

Please rate your confidence against the following statements taken from learning outcomes of the GP Curriculum	<div style="display: flex; justify-content: space-between; align-items: center;"> Strongly disagree Disagree Agree Strongly Agree </div> 			
Person-centred care				
I can identify the patient's health beliefs regarding smoking and either reinforce, modify or challenge these beliefs as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can negotiate a patient self-management plan for asthma in partnership with the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can communicate prognosis truthfully and sensitively to patients with incurable disabling respiratory conditions, such as COPD and metastatic lung cancer, and share uncertainty when the patient wants this information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate empathy and compassion towards patients with incurable disabling respiratory conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific problem-solving skills				
I can describe the alarm symptoms for lung cancer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognise particular groups of patients at higher risk of acquiring a respiratory infection, e.g. asthmatics and those with other underlying lung pathology, HIV/AIDS, immune-compromised, alcoholics, the frail (old and young).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain the role of serial peak flow measurement, reversibility testing and spirometry in the diagnosis of asthma and COPD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can intervene urgently when patients present with a respiratory emergency, e.g. anaphylaxis, inhaled foreign body, epiglottitis, etc.	<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 breathlessness may have several coexisting causes (e.g. simultaneous cardiac and respiratory disease) and determine optimum management for these.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can consider safety issues when prescribing home oxygen therapy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A holistic approach				
I can appreciate the importance of the social and psychological impact of respiratory problems on the patient's family, friends, dependants and employers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can appreciate the disability suffered by people with chronic respiratory problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can empower patients to self-manage their conditions as far as practicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognise the stigma associated with smoking when giving health promotion advice to ensure the doctor-patient relationship is not damaged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contextual aspects				
I can recognise that suboptimal care and poor adherence to medication contribute to unnecessary deaths from asthma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognise that lung cancer is the leading cause of cancer deaths in both men and women, often affecting young 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: flex; justify-content: space-between; align-items: center;"> Strongly disagree Disagree Agree Strongly Agree </div>			
Attitudinal aspects				
I can ensure that personal opinion regarding smoking does not influence management decisions for people with respiratory problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific aspects				
I can understand and implement the key national guidelines that influence healthcare provision for respiratory problems (e.g. the BTS/SIGN guidelines on asthma management, the NICE guidelines on COPD management).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychomotor skills				
I can demonstrate peak flow measurement technique using child and adult meters, and interpret the results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe how to use peak flow diaries and evaluate the results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate the use of a hand-held spirometer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can interpret the results from spirometry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>