

# GP Specialty Training Programme

## GPStR Self-Assessment Tool

PSYCHIATRY

### How to use this tool

To help you identify your learning needs in relation to the GP Curriculum we have attached a list of the knowledge base and learning outcomes taken from section 13 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.

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

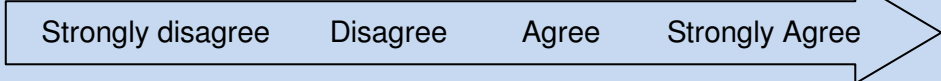
<b>WHAT learning needs identified?</b> ( where rated as less confident)	<b>HOW may this be addressed?</b> <b>Learning objective</b>	<b>How will you ASSESS your learning?</b> e.g. CbD / Mini-CEX / DOP

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;"> <span>Not Confident</span> <span>Slightly Confident</span> <span>Confident</span> <span>Very Confident</span> </div>			
<b>Symptoms</b>				
➤ tired all the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ insomnia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ anxiety and depression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ multiple somatic complaints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ somatic presentations: dizziness, palpitations, paraesthesiae, abdominal pain (children).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ early signs of possible psychotic illness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Common and/or Important conditions</b>				
➤ depression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ common diagnoses (see Appendix 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ eating disorders	<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;"> <span>Not Confident</span> <span>Slightly Confident</span> <span>Confident</span> <span>Very Confident</span> </div>			
➤ anxiety disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ ADHD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ post-traumatic stress disorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ alcohol and drug misuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Investigation</b>				
➤ use of depression rating scales, and other aids in the evaluation of possible diagnosis and severity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Treatment</b>				
➤ pharmacology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ problem-solving therapy and basis of systemic and strength-focused therapies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ cognitive behavioural therapy (CBT) and simple behavioural techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ self-administered therapy	<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;"> <span>Not Confident</span>   <span>Slightly Confident</span>   <span>Confident</span>   <span>Very Confident</span> </div>			
<b>Emergency Care</b>				
➤ threatened or attempted suicide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ delirium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ psychosis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ panic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ aggressive or violent patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ drug overdose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ alcohol withdrawal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Resources</b>				
➤ The family of the patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Specialist mental health services and non-medical agencies (non-professional, lay or voluntary resources).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ When and how the Mental Health Act is used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 13 CARE OF PEOPLE WITH MENTAL HEALTH PROBLEMS – LEARNING OUTCOMES

Please rate your confidence against the following statements taken from learning outcomes of the GP Curriculum				
<b>Primary Care Management</b>				
I can describe the varied ways that young people who are developing a first episode of psychosis present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Person-centred care</b>				
I can describe how to engage with people experiencing mental health problems to be able to elicit a person's unedited story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe how to enable people experiencing mental health problems to fully engage in delineating their difficulties and deciding on appropriate interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the special challenges of rapport-building with patients with mental health problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the concept of concordance that is particularly important in mental health care: <ul style="list-style-type: none"> <li>○ I am able to present individuals with choices as to which intervention may work best for themselves</li> <li>○ I understand that this ability to choose improves the effectiveness of the intervention.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the importance of continuity of care for people with mental health problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Please rate your confidence against the following statements taken from learning outcomes of the GP Curriculum</b>	<div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> <span>Strongly disagree</span> <span>Disagree</span> <span>Agree</span> <span>Strongly Agree</span> </div>			
<b>Specific problem-solving skills</b>				
I can describe how to screen and diagnose people experiencing mental health problems, using effective and reliable instruments where they are available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have an awareness of people at risk for mental health problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to understand and appreciate the difference between depression and emotional distress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to assess risk/suicidal ideation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of issues about the effectiveness of screening, early identification, watchful waiting and stepped models of intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe how to deal with uncertainty that certain patients produce: <ul style="list-style-type: none"> <li>o frequent attenders, patients who demand drugs, chronic suicidality in borderline personality disorder.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Community Orientation</b>				
I can describe the extent and implications of stigma and social exclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe how to challenge inequality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate how to work in partnership with other agencies to secure appropriate social interventions for individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the importance of avoiding medicalising some mental distresses.	<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;"> <span style="margin-right: 20px;">Strongly disagree</span> <span style="margin-right: 20px;">Disagree</span> <span style="margin-right: 20px;">Agree</span> <span style="margin-right: 20px;">Strongly Agree</span> </div>			
I can describe the ethical dilemma of the use of psychotropic drugs to sedate people for social reasons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A holistic approach</b>				
I can describe the impact that social circumstances can have on mental illness and that recovery is contingent on the effective management of those social circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand that a model of mental illness that creates an artificial separation between mind and body is often unhelpful – particularly in understanding psychosomatic complaints, psychological consequences of physical illness and somatisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate an understanding that mental illness is culturally determined and depends on assumptions that may not be universal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate cultural sensitivity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Contextual aspects</b>				
I can demonstrate sufficient knowledge of the current Mental Health Act to undertake the responsibilities that this requires of GPs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Attitudinal aspects</b>				
I understand that my own attitudes and feelings are important determinants of how they react to: <ul style="list-style-type: none"> <li>○ people who self-harm</li> <li>○ people who misuse drugs or alcohol</li> <li>○ people who know more about their illnesses than their doctors do</li> <li>○ people who engender strong emotions in us for many reasons..</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the need for GPs to have personal management plans for how they manage their own mental health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Please rate your confidence against the following statements taken from learning outcomes of the GP Curriculum</b>	<div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> <span>Strongly disagree</span> <span>Disagree</span> <span>Agree</span> <span>Strongly Agree</span> </div>			
I understand the need for reflective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the importance of self-awareness issues for the doctor such as family of origin issues and personal prejudices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Scientific aspects</b>				
I adopt a critical and research-based approach to practice; this is particularly important in mental health where evidence on effective treatment is often of poor quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I recognise the use of value judgements in psychiatric diagnosis and understand the concept of a values based approach to mental health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Psychomotor skills</b>				
I can perform a mental state assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can perform a suicide risk assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 14. CARE OF PEOPLE WITH LEARNING DISABILITIES

### Learning Outcomes

#### Person-centred care

- Demonstrate an awareness of the particular importance of a person-centred approach when consulting, often with communications involving carers.
- Demonstrate respect for the patient's autonomy, which may be limited, and an awareness of how communicating via carers may skew the doctor–patient relationship.
- Demonstrate an awareness of residential situations, and attendance at day centres.
- Demonstrate the ability to optimise communication through the use of consulting skills and communication aids.
- Demonstrate an understanding of the importance of continuity of care in this group.
- Demonstrate an awareness of the issues of capacity and consent, and the mechanisms by which these can be determined.

#### Specific problem-solving skills

- Describe how psychiatric and physical illness may present atypically in patients with learning disabilities who have sensory, communication and cognitive difficulties.
- Demonstrate an understanding of the need to use additional enquiry, appropriate tests and careful examination in patients unable to describe or verbalise symptoms.
- Demonstrate an awareness of the concept of diagnostic overshadowing (see Appendix 1).

#### A holistic approach

- Demonstrate a holistic approach to patients with learning disabilities, considering likely bio-psycho-social and cultural factors.
- Describe the impact of learning disabilities on family dynamics and the implications for physical, psychological and social morbidity in the patient's carers.

#### Contextual aspects

- Demonstrate an awareness of the need to provide more time in the consultation in order to deal more effectively with people with learning disabilities.
- Demonstrate an understanding of the impact of the doctor's working environment on the care provided to PWLD, e.g. the measures taken to compensate for sensory impairment.

#### Attitudinal aspects

- Demonstrate an understanding that integration is not simply a matter of healthcare professionals acquiring skills but rather of healthcare professionals showing commitment. Inclusion begins with commitment to the development of fully accessible services.
- Demonstrate an understanding that PWLD are more prone to the effects of prejudice and unfair discrimination, and that doctors have a duty to recognise this within themselves, other individuals and within systems, and to take remedial action.

#### Scientific aspects

- Demonstrate an awareness of the evidence regarding the health needs of people with learning disabilities (see Appendix 2).
- Demonstrate an understanding of the evidence regarding the effectiveness of routine health interventions.
- Demonstrate an understanding of the importance of developing and maintaining continuing learning on physician-based issues that are barriers to health care including:
  - a lack of specialist knowledge about health issues of people with intellectual disabilities
  - a lack of awareness of appropriate specialist support services (behavioural support teams or psychiatric or neurological assessment) and their availability.

#### Psychomotor skills

- Demonstrate the skills to conduct a physical and mental state assessment.

## The knowledge base

### Symptoms:

- Withdrawal, challenging behaviour, tearfulness, agitation, weight loss.

### Common and/or important conditions:

- Psychiatric problems – emotional and behavioural disorders, sexual and physical abuse, schizophrenia, bipolar affective disorder, Alzheimer's disease in Down's syndrome

### Emergency care:

- In urgent life-threatening cases, treatment needs to proceed without consent in the best interests of person with limited capacity.

### Treatment:

- Hurdles in the delivery of treatment due to difficulties reading instructions and treatment labels
- The risks of 'over the counter' prescriptions in some patients with a degree of independence, who may not fully understand how to take treatments or what the treatment is for
- Implementation depends on carers and the additional difficulties with drug delivery in inspected residential care homes
- Hard to identify side effects.

**NOTES:**