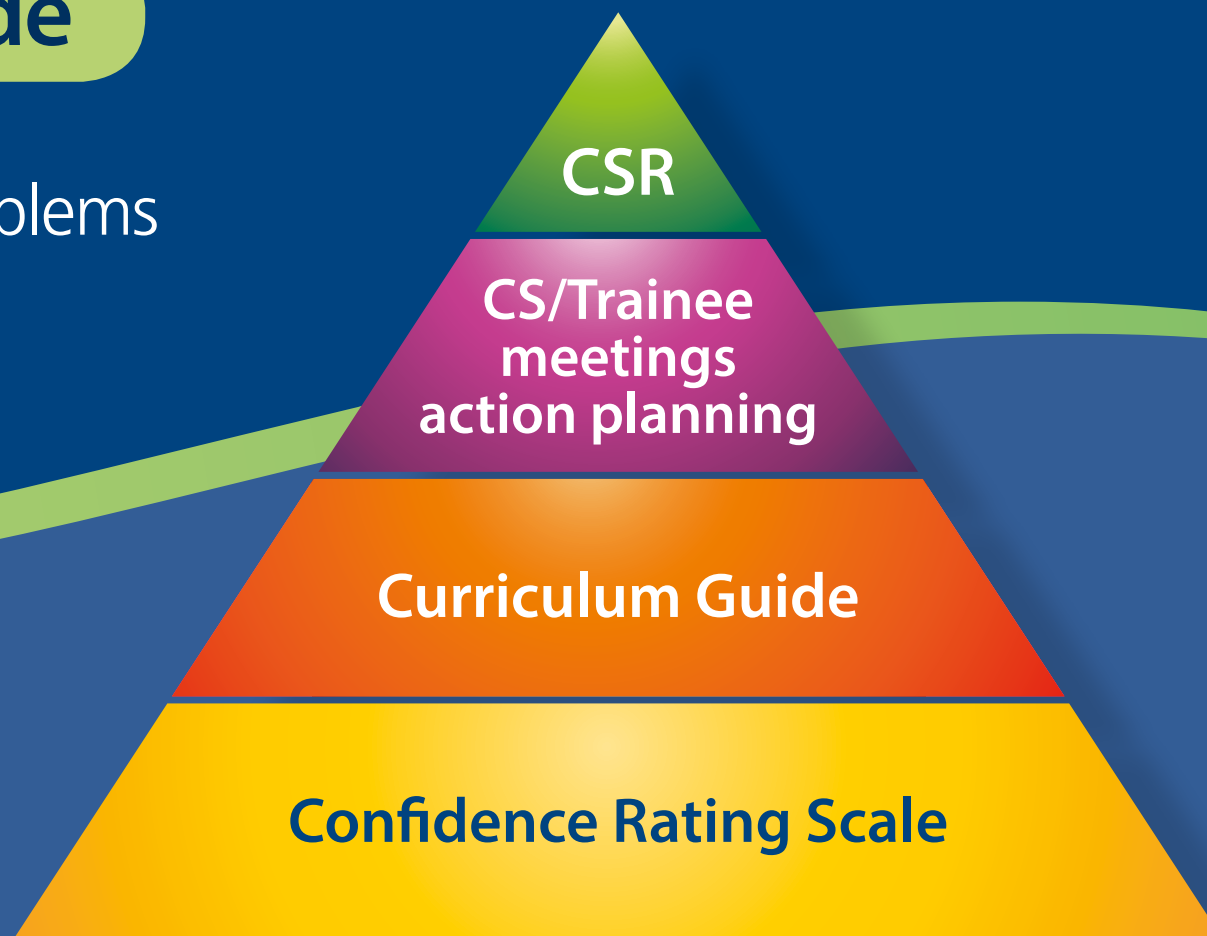


Super-Condensed

GP Curriculum Guide

> ENT, Oral and Facial Problems



Introduction

Rationale

The Super Condensed Curriculum Guide has been created as a package to be used by both Clinical Supervisor and GP Specialty Trainees in order to support hospital units and their attached Clinical Supervisors deliver an educational experience of the highest quality feasible that is relevant to the GP trainee, thus improving consistency of approach and outcome throughout the region.

The Confidence Rating Scale

The confidence rating document is designed for use by the trainee in preparing for the post and for the first meeting with the CS. Although not exhaustive, it provides a list of clinical conditions and issues pertinent to the specialty, requiring the trainee to rate their confidence in these areas at the start (and possibly middle and end) of the post. Areas for further development can be identified, and discussion promoted around these at the first CS meeting thereby providing a platform for negotiating how these needs could be met in the post. It also provides space to document points for action which can be recorded as part of a PDP in the eportfolio.

The Guide

The Guide highlights areas of curriculum relevant to the specialty and groups these into "geographical" areas where learning needs might be achieved e.g. acute, chronic, community, as well as including core skills and technical skills to be achieved. It also makes suggestions for additional learning opportunities within the post e.g. teaching and audit. Some posts offer opportunities for learning that relates to other areas of the curriculum, and these are highlighted. The idea is that this would inform the supervisor and stimulate discussion regarding possible learning needs and how these might be addressed -for example, that the trainee may need to attend outpatient clinics or community day hospitals to fulfill learning needs which cannot be met on the wards.

The flowchart

The supervisor meeting flowchart clearly lays out the tasks for each meeting and the preparation needed before and after each. This is to aid CS and trainee to create both a structure and a timeline for discussion and the workplace based assessments. The hope is that this would enable a more focussed and confident approach to identifying and meeting objectives in trainee education and assessment.

Clinical Supervisor Overview

Role and responsibilities of Clinical Supervisor for GPST

- Oversee day to day work of the trainee (direct contact or delegated)
- Hold 3 formative meetings with the trainee using the "Super Condensed" Curriculum Guide (gather and collate information from other sources)
- Sign off Workplace based assessments (WPBA)
 - 3 x Case Based discussions (CBD)
 - 3 x Mini-Clinical Evaluation Exercise (Mini-CEX)
 - Clinical Examination and Procedural Skills (CEPs)
 - Multi-source feedback (MSF) 5 clinicians only

NB assessments can be undertaken by other appropriate members of staff: Associate specialists, staff grades, enhanced nurse practitioners, specialty trainees >ST4

- Ensure trainees are aware of their responsibilities for patient safety
- Be the trainee's initial point of contact for specific issues relating to their post
- Support the trainee in attending GPST focussed educational opportunities: HBGL monthly meeting; GPST Core Curriculum Course.
- Communicate and record appropriately any concerns about a trainee's progress and development to their GP Educational Supervisor and TPD
- Complete a Clinical Supervisors report (CSR) at the end of placement

Guide to Clinical Supervisor Report

This report should be completed as part of the last appraisal meeting with your trainee prior to their 6 monthly review with their GP Educational Supervisor, or at the end of each 6 month placement (see timeline on flow chart). The e-Portfolio has a section for the Clinical Supervisor to write a short structured report on the trainee at the end of each hospital post.

This covers:

- The knowledge base relevant to the post;
- Practical skills relevant to the post

- The professional competencies, grouped into 4 - Relationships, Diagnostics, Clinical Management, Professionalism
- This is based on the level that you would expect an ST trainee to have i.e. ST1 or ST2.

The electronic form provides reminders of the definitions of the competences to make writing the report easier (word pictures). It may also be helpful to refer to the relevant curriculum statement(s) on the RCGP website in reporting on the knowledge and skills relevant to the post.

The report should identify and comment on:

- Any significant developmental needs identified during a placement, and also point out any areas where the trainee has shown particular strengths.
- The progress of the trainee in terms of the evidence of competence (it is not a pass/ fail report).

If there are serious issues of professional performance or ill health during a placement these will need to be handled by normal acute trust/ PCT/ Deanery mechanisms.

If you wish to raise any concerns regarding a trainee please contact gp.unit@nes.scot.nhs.uk in the first instance.

Completing assessments or CSR electronically

The simplest way is to go to:

<https://trainee.gpeportfolio.rcgp.org.uk>

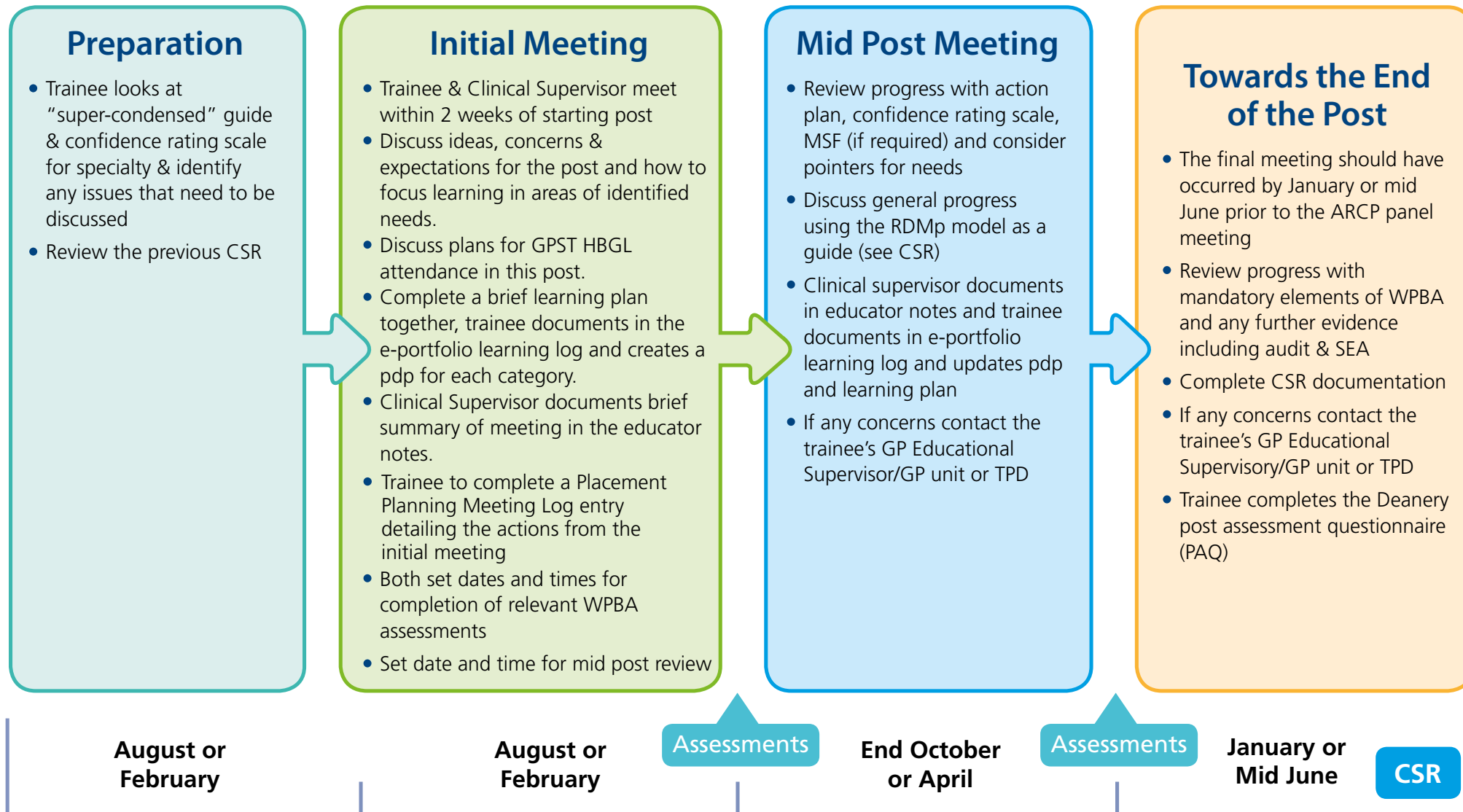
- click on the **Assessment form page**
- complete the details page and click on CSR at the bottom.
- complete the form with the trainee present and submit.

Or you can log in with your RCGP login details to:

<https://trainee.gpeportfolio.rcgp.org.uk>

- Select your trainee
- Left hand navigation bar > click **evidence**
- Scroll down to find the relevant post
- Click under CSR (hand with pen)
- Complete documentation with trainee present and submit

Timeline for Clinical Supervisor/Trainee Meetings



The Trainee's Responsibilities

The Trainee has agreed to the following responsibilities at the commencement of their training:

- to always have at the forefront of my clinical and professional practice the principles of **Good Medical Practice** for the benefit of safe patient care. Trainees should be aware that **Good Medical Practice** (2006) requires doctors to keep their knowledge and skill up to date throughout their working life, and to regularly take part in educational activities that maintain and further develop their competence and performance
 - to ensure that the care I give to patients is responsive to their needs, that it is equitable, respects human rights, challenges discrimination, promotes equality, and maintains the dignity of patients and carers
 - to acknowledge that as an employee within a healthcare organisation I accept the responsibility to abide by and work effectively as an employee for that organisation; this includes participating in workplace based appraisal as well as educational appraisal and acknowledging and agreeing to the need to share information about my performance as a doctor in training with other employers involved in my training and with the Postgraduate Dean on a regular basis
 - to maintain regular contact with my Training Programme Director (TPD) and the Deanery by responding promptly to communications from them, usually through email correspondence
 - to participate proactively in the appraisal, assessment and programme planning process, including providing documentation which will be required to the prescribed timescales
 - to ensure that I develop and keep up to date my learning portfolio which underpins the training process and documents my progress through the programme
 - to use training resources available optimally to develop my competences to the standards set by the specialty curriculum
 - to support the development and evaluation of this training programme by participating actively in the national annual GMC/COPMeD trainee survey and any other activities that contribute to the quality improvement of training
- In each placement the Trainee agrees to:**
- Complete the confidence rating scale prior to each meeting with their clinical supervisor.
 - Discuss with their clinical supervisor their learning needs based on their confidence ratings and create an action plan
 - Create a pdp, using SMART objectives, based on the action planning undertaken at any meeting with their clinical supervisor
 - Actively engage with my clinical supervisor in addressing any feedback or raising any issues which may impact on their performance
 - Actively engage with completing their required assessments in a timeous manner
 - Complete their e-portfolio as required by the Deanery and RCGP
 - Complete the annual GMC trainee survey.

Planning and conducting the CBD interview

Case based discussion is a structured interview designed to explore the professional judgement of a trainee using cases selected by the trainee and presented for evaluation. 6 cases should be explored in ST1 and 6 in ST2 with 3 before each educational review.

- During their hospital posts the trainee should select 2 cases and present them to the supervisor a week before the case discussion.
- Copies of relevant clinical entries and records should be provided and a template might be useful. (Possible copy attached)
- One of these two cases should be selected for discussion by the supervisor.
- There are descriptors of what constitutes insufficient evidence, needs further development, competent and excellent for each competency area in the e-portfolio and it is important that the assessor takes time to develop a clear understanding of what specific evidence will indicate each level of performance. A reminder of the competencies is attached.
- There is structured question guidance which should be used to develop appropriate questions to seek evidence. It is helpful to record planned questions for easy reference throughout the interview. A list of possible questions is attached.
- Some time should be available at the start of the CbD for both trainee and supervisor to remind themselves of the case and the starting point for the interview should be the written records and an assessment of the quality of these records should be made and recorded. Do not try and cover all the competencies in one case and be explicit with the trainee which competencies will be explored (usually a maximum of 4 competency areas).
- Using pre-prepared questions, explore the professional judgement demonstrated by the trainee paying particular attention to situations in which uncertainty has arisen, or where a conflict of decision-making has arisen. The questions are to look at competence of performance and are not just a measure of knowledge 20 minutes should be allowed per case.
- It is important for the progress of the trainee, that the interview is used to guide further development by offering structured feedback. The Discussions in years ST1 and ST2 should take no longer than 30 minutes, which allows about 10 minutes for feedback together with any recommendations for change.
- Record evidence on your notes sheet. This information can then be used to inform the judgement on the level of performance of the trainee against each competency area. At the end of each case, a judgement of the level of performance demonstrated by the registrar should be recorded on the marking grid along with recommendations for further development.
- One of two cases should be selected for the Discussions in years ST1 and ST2. Two out of four cases should be selected for Discussions in year ST3.
- There are descriptors of what constitutes insufficient evidence, needs further development, competent and excellent for each competency area in the Trainee ePortfolio and it is important that the assessor takes time to develop a clear understanding of what specific evidence will indicate each level of performance.
- The structured question guidance (**see below – p.2**) should be used to develop appropriate questions which will seek this evidence. It is helpful to record planned questions for easy reference throughout the interview.
- It is important to ensure that the Trainee has enough time to review the records and refresh their memory before the Discussion. The starting point for the interview should be the written records and an assessment of the quality of these records should be made and recorded.
- Using pre-prepared questions, explore the professional judgement demonstrated by the Trainee paying particular attention to situations in which uncertainty has arisen, or where a conflict of decision-making has arisen. 20 minutes should be allowed per case.
- It is important for the progress of the Trainee, that the interview is used to guide further development by offering structured feedback. The Discussions in years ST1 and ST2 should take no longer than 30 minutes, which allows about 10 minutes for feedback together with any recommendations for change.
- Throughout the Discussion, it is helpful to record evidence elicited on the notes sheet (see below – p.3). This information can then be used to inform the judgement on the level of performance of the Trainee against each competency area. At the end of each case, a judgement of the level of performance demonstrated by the registrar should be recorded on the marking grid along with recommendations for further development.

The RCGP gratefully acknowledges the help of the Oral Core Group of the MRCGP examination in developing this CBD tool

CBD Structured Question Guidance

Defines the problem

- What are the issues raised in this case?
- What conflicts are you trying to resolve?
- Why did you find it difficult/challenging?

Integrates information

- What relevant information had you available?
- Why was this relevant?
- How did the data/information/evidence you had available help you to make your decision?
- How did you use the data/information/evidence available to you in this case?
- What other information could have been useful?

Prioritises options

- What were your options? Which did you choose?
- Why did you choose this one?
- What are the advantages/disadvantages of your decision?
- How do you balance them?

Considers implications

- What are the implications of your decision?
- For whom? (e.g. patient/relatives/doctor/practice/society)
- How might they feel about your choice?
- How does this influence your decision?

Justifies decision

- How do you justify your decision?
- What evidence/information have you to support your choice?
- Can you give me an example?
- Are you aware of any model or framework that helps you to justify your decision?
- How does it help you? Can you apply it to this case?
- Some people might argue, how would you convince them of your point of view?
- Why did you do this?

Practises ethically

- What ethical framework did you refer to in this case? How did you apply it? -How did it help you decide what to do?
- How did you establish the patient's point of view?
- What are their rights? How did this influence your handling of the case?

Works in a team

- Which colleagues did you involve in this case? Why?
- How did you ensure you had effective communication with them?
- Who could you have involved? What might they have been able to offer?
- What is your role in this sort of situation?

Upholds duties of a doctor

- What are your responsibilities/duties? -How do they apply to this case?
- How did you make sure you observed them? Why are they important?

Case-based Discussion Summary Template For Trainees template for presenting your case

Patient's age:

Occupation:

PMH

Medication

Chronological Order of Events

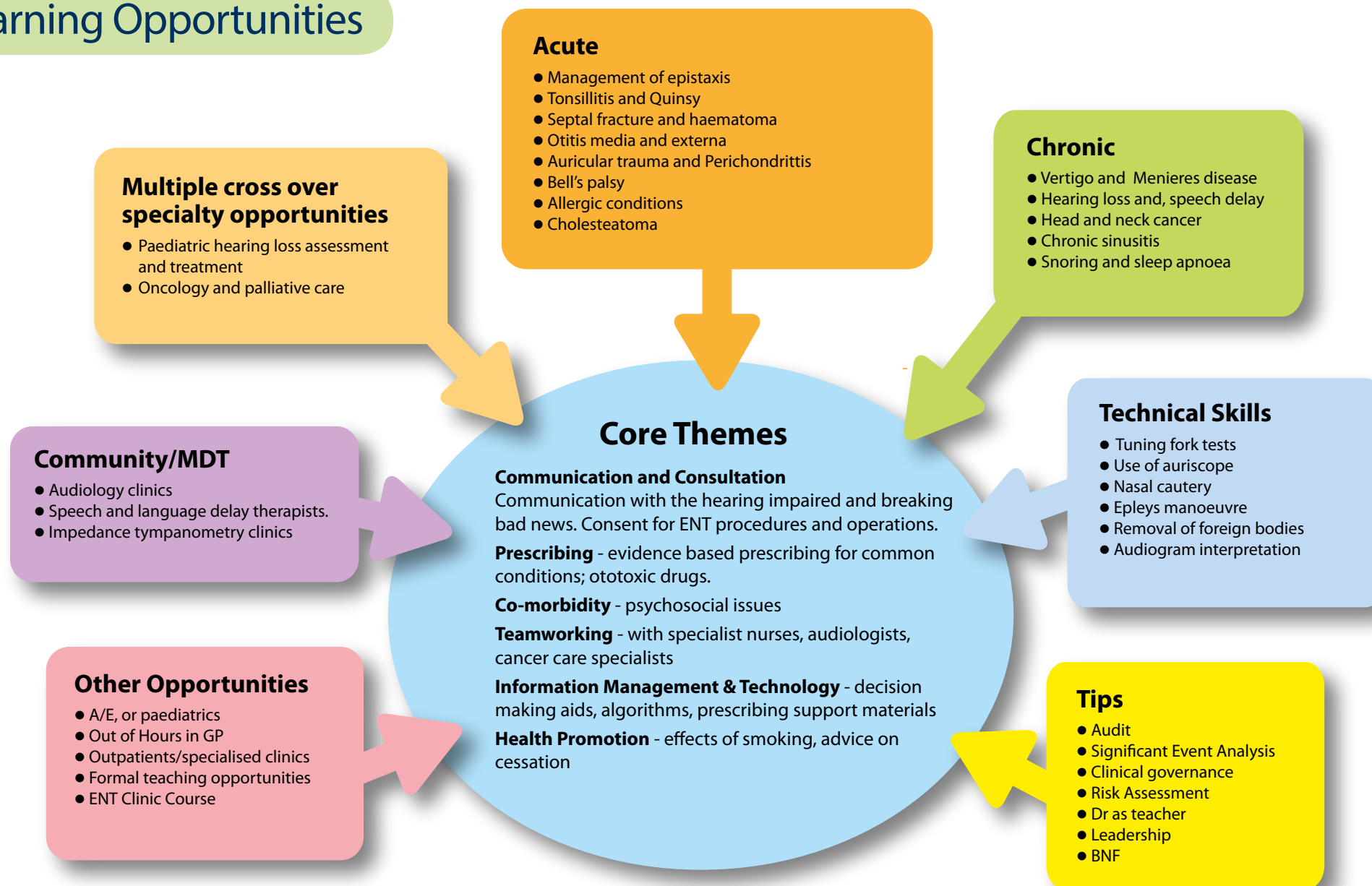
- Please tick the competency boxes below which you feel are demonstrated by this case (try and select 4 competencies which you think the case really demonstrates well or ones which you would like the focus to be)
- For those boxes you have ticked, write a brief explanation (in the right hand column) why you feel the case demonstrates this
- Give this template along with the other paper work 1 week before the discussion is scheduled (= to help the clinical supervisor devise questions)
- Remember, every case does not need to demonstrate every competence (but your final collection case based discussions should do)

Competence	your concise explanation (~ 50 words)
Practising holistically	
Data gathering and interpretation	
Making diagnoses & decisions	
Clinical Management	
Managing medical complexity	
Primary care administration and IMT	
Working with colleagues and in teams	
Community orientation	
Maintaining an ethical approach to practice	
Fitness to practise	

Case-based Discussion Summary Template

Thanks to Ramesh Mehay (Bradford VTS) for this CBD template

Learning Opportunities



Confidence Rating Scale

ENT, Oral and Facial Problems

Below are some of the issues pertinent to ENT. To help you to organise your thoughts they have been grouped into competency areas. The list has been drawn together from "highlights" from the GP Curriculum and RCGP Learning Outcomes for ENT and is by no means exhaustive. To ensure a rich experience it is important to think broadly around topics/experiences. This document is intended to help identify areas for further development and creation of specific learning needs for the post. Please record your level of confidence for each bullet point by ticking in the Red (no confidence), Amber (some confidence) or Green (confident) columns. This should be completed in preparation for your first meeting with your Clinical Supervisor and will help you create a baseline from which you can monitor your progress during the placement.

Clinical Management, Data Gathering, Making a Diagnosis, Managing Complexity			
<i>How confident do you feel in the assessment, investigation, diagnosis and management of the following conditions/situations? (Bear in mind this requires skills in acute, chronic, preventative, palliative and emergency care and a knowledge of the epidemiology of older people's problems).</i>	✓	✓	✓
• Awareness of guidance available for ENT conditions e.g. SIGN, NICE	Red	Amber	Green
SYMPTOMS – do you feel comfortable creating a differential diagnosis for the presentations below and a framework for further investigation?			
• Within range of normal e.g. cyclical blocking of nose, senile rhinorrhoea, small neck nodes in well children	Red	Amber	Green
• Hearing loss, Otagia, Discharging ear, Tinnitus	Red	Amber	Green
• Dizziness	Red	Amber	Green
• Epistaxis	Red	Amber	Green
• Sore throat, hoarseness, dysphagia	Red	Amber	Green
• Goitre and other neck swellings	Red	Amber	Green
• Speech delay	Red	Amber	Green
• Foreign bodiess	Red	Amber	Green

<i>How confident do you feel in the assessment, investigation, diagnosis and management of the following conditions/situations? (Bear in mind this requires skills in acute, chronic, preventative, palliative and emergency care and a knowledge of the epidemiology of older people's problems).</i>	✓	✓	✓
• Facial weakness	Red	Yellow	Green
• Systemic disease presenting with oral symptoms e.g. glossitis/iron deficiency	Red	Yellow	Green
CONDITIONS	Light Blue	Light Blue	Light Blue
• Otitis media and externa, perforated TM, cholesteatoma	Red	Yellow	Green
• Vertigo, Menieres disease	Red	Yellow	Green
• Bell's Palsy, TMJ pain, trigeminal neuralgia	Red	Yellow	Green
• Pharyngitis, tonsillitis, laryngitis, glandular fever, salivary stones	Red	Yellow	Green
• Rhinitis (allergic and infective), sinusitis, nasal polyps	Red	Yellow	Green
• Nasal fracture and septal haematoma	Red	Yellow	Green
• Snoring and sleep apnoea	Red	Yellow	Green
• Suspected head and neck cancer – awareness of red flags	Red	Yellow	Green
• Unilateral hearing loss	Red	Yellow	Green
ACUTE/EMERGENCY SITUATIONS AND CONDITIONS e.g.	Light Blue	Light Blue	Light Blue
• Septal haematoma	Red	Yellow	Green
• Epistaxis refractory to first aid measures	Red	Yellow	Green
• Tonsillitis with quinsy	Red	Yellow	Green
• Severe otitis externa	Red	Yellow	Green
• Auricular haematoma or perichondritis	Red	Yellow	Green
TECHNICAL AND ASSESSMENT SKILLS	Light Blue	Light Blue	Light Blue
• Otoscopy	Red	Yellow	Green
• Tuning fork tests	Red	Yellow	Green

<i>How confident do you feel in the assessment, investigation, diagnosis and management of the following conditions/situations? (Bear in mind this requires skills in acute, chronic, preventative, palliative and emergency care and a knowledge of the epidemiology of older people's problems).</i>	✓	✓	✓
• Nasal cautery			
• Awareness of audiometry/gram, speech audiometry, impedance tympanometry			
EXPLANATION TO PATIENT OF SURGICAL PROCEDURES INCLUDING TONSILLECTOMY, GROMMET INSERTION			
Communication/Working with Colleagues			
<i>How confident do you feel about communicating and working with the following groups?</i>	✓	✓	✓
• Colleagues e.g. handover arrangements			
• Patients with sensory disturbances e.g. deafness, speech impairment			
• ENT specialists – understanding of when appropriate to refer e.g. for tonsillectomy, TM, perforations			
• Audiologists			
• Specialist nurses including those in enhanced roles, cancer/palliative care services			
• Charitable organizations involved in helping those with sensory impairment			
Community Orientation/Practising Holistically			
<i>How confident do you feel about addressing issues related to, and co-ordinating the involvement of the following services?</i>	✓	✓	✓
• Empowerment of patients to adopt self treatment where possible e.g. nose bleeds, hayfever, dizziness and tinnitus			
• ENT presentations of systemic disease			
• Awareness of occupational exposure as a cause of ENT disease and the impact of this on the patient's work situation			
• Awareness of national screening programme for hearing loss			
• Awareness of possible psychological distress as underlying cause for some ENT symptoms e.g. globus in the patient who can swallow and dizziness in those who can walk without difficulty			
• Awareness of barriers to access for patient sensory impairment			

Maintaining an Ethical Approach/Medicolegal issues			
<i>How confident do you feel about your knowledge of the following issues and how to apply the theories in practice?</i>	✓	✓	✓
• Personal or professional attitudes towards patients with hearing impairment or deafness and its effect on the information gathered from, or communicated to, the patient			
• Disability discrimination act 1995			
• Use of and discussion around antibiotic prescribing in ENT conditions			
• Respect for values, beliefs, dignity and autonomy of the patient			
Maintaining Performance/Learning and Teaching			
<i>How confident do you feel with undertaking the following?</i>	✓	✓	✓
• Audit			
• Significant Event Analysis			
• Presenting			
• Dr as teacher			
• Leadership			

Summary of Learning Needs/Points for Action

Looking at the areas above which you have marked amber or red, make a note of specific learning needs to target during this post and how you might achieve these (including through outpatient clinic, home visits, hospital at night etc). If you are unsure how best to meet these needs discuss this with your Clinical Supervisor.



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