

Care of Acutely Ill People

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1. Curriculum summary & learning outcomes
2. Topic:
 - Anaphylaxis
3. AKT questions

Summary

1. Recognition of red flag signs
2. Coordinating care
3. Prioritisation and differential diagnoses
4. Patient safety
5. Appropriateness of interventions
6. Mental state assessments
7. Responsibility for actions
8. Keeping resuscitation skills up to date
9. Keeping calm, following protocols
10. Urgent and unscheduled care
11. Complications of managing co-morbidities

WPBA capabilities with IPU

The Workplace Based Assessment (WPBA) component of the MRCGP exam is designed to test GP trainees' competence in 13 key areas derived from the core RCGP curriculum statement 'Being a GP'.

Competence means having the abilities, knowledge and skills necessary for professional practise. Our framework for WPBA is made up of 13 competences:

1. Communication and consultation skills – communication with patients, and the use of recognised consultation techniques
2. Practising holistically – operating in physical, psychological, socioeconomic and cultural dimensions, taking into account feelings as well as thoughts
3. Data gathering and interpretation – for clinical judgement, choice of physical examination and investigations and their interpretation
4. Making a diagnosis and making decisions – a conscious, structured approach to decision making
5. Clinical management – recognition and management of common medical conditions in primary care
6. Managing medical complexity and promoting health – aspects of care beyond managing straightforward problems, including management of co-morbidity, uncertainty, risk and focusing on health rather than just illness
7. Organisation, management and leadership - an understanding of the use of computer systems to augment the GP consultation and primary care at individual and systems levels, the management of change, and the development of organisational and clinical leadership skills
8. Working with colleagues and in teams – working effectively with other professionals to ensure good patient care, including sharing information with colleagues
9. Community orientation – management of the health and social care of the practice population and local community
10. Maintaining performance, learning and teaching – maintaining performance and effective CPD for oneself and others
11. Maintaining an ethical approach to practice – practising ethically, with integrity and a respect for diversity
12. Fitness to practise – the doctor's awareness of when his/her own performance, conduct or health, or that of others, might put patients at risk, and taking action to protect patients
13. Clinical examination and procedural skills – competent physical examination of the patient with accurate interpretation of physical signs and the safe practice of procedural skills

Fitness to practise

Having **insight**:

1. Providing effective care
2. Working under pressure

Maintaining an ethical approach

1. Awareness of yourself
2. Managing the differences between you and the patient/relative/carer
3. Attitude to others
4. Legal frameworks

Communication and consultation

1. Communicate **effectively**
2. Patient **autonomy**
3. Continuity of care
4. Social/cultural differences

Data gathering and interpretation

1. Identifying red flags
2. Emphasis on symptoms
3. Communication
4. Differential diagnoses

Making decisions

1. Urgent treatment
2. Taking **responsibility**
3. Giving advice v.s taking action
4. Reviewing patients
5. Safety-netting
6. **Type of care**

Clinical management

1. Protocols
2. Non-specificity in the very young/old patients
3. Reducing death/significant morbidity
4. Cardiovascular emergencies, acute respiratory problems

Managing medical complexity

1. Acute illness v.s. acute exacerbation of chronic disease
2. Underlying **risk factors**
3. Anticipating the need for acute care

Working with colleagues and in teams

1. **Sharing** information
2. Services navigation
3. Team skill mix
4. Flexibility

Maintaining performance, learning and teaching

1. Clinical decision support systems
2. Local v.s. National protocols
3. Continuing professional development (CPD)
4. Committee of General Practice Education Directors (COGPED)

Organisational management and leadership

1. Clinical governance
2. Team approach
3. Administrative and operating processes
4. Audit
5. Feedback

Practising holistically and promoting health

1. Emotional impact of illness
2. Managing consequences of acute illness
3. Varying patient beliefs
4. Pastoral support

Community orientation

1. OOH demand
2. Community factors
3. Resource awareness