

**ROYAL COLLEGE OF OBSTETRICIANS AND
GYNAECOLOGISTS**

AND

**FACULTY OF FAMILY PLANNING AND REPRODUCTIVE
HEALTH CARE**

**SUBSPECIALTY TRAINING CURRICULUM
FOR
SEXUAL AND REPRODUCTIVE HEALTH CARE**

November 2006

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Note - Shaded sections in logbooks indicates that these activities are optional

Name of Trainee:

Name of Training Programme Director:

Name of Educational Supervisor:

Name of the Training Centre:

National Training Number:

Note: Where levels of service within the National Sexual Health Strategy are referred to, this is as published for England. When the equivalent for Scotland, Northern Ireland and Wales is published, they should be substituted where appropriate.

INTRODUCTION TO THE CURRICULUM AND LOGBOOKS

How to use for Sexual and Reproductive Health Care

1. Introduction

The format of this curriculum and logbooks are similar to the core curriculum and logbooks in Obstetrics and Gynaecology and needs to be used in conjunction with it as the competences listed in this Logbook are only those that:

- a) Do not appear in the Core documents
- b) Require an advanced level of competency

As the curriculum for subspecialty training is aimed at those who will not only perform but also manage and lead services in the community, there will be an overlap with clinical competencies in the Core Logbook.

2. When to start this Subspecialty Training Logbook

This should be commenced at the start of your subspecialty training programme and should be taken to your induction assessment along with the Core Obstetrics and Gynaecology Logbook.

3. Purpose of this Logbook

Training and assessment for this subspecialty is competency not skills based. The purpose of this document is to bring together what you achieved beyond the targets set in Core Obstetrics and Gynaecology training and to identify clearly the other targets that are required to be completed during the subspecialty training programme. The training programme should emphasise the attitude, skills and knowledge required to lead a clinical service as well as providing one to one care.

It must be noted although the curriculum is laid out in modules each module does not stand entirely on its own but will link, through elements, with other modules, for example genitourinary medicine and domestic

violence; service leadership and development and health needs assessment.

4. Levels of Competence

Each module has specific competencies. Each must be achieved which, in the context of subspecialty training, is as a service leader. Once you have achieved the target your Trainer needs to sign it off.

5. Induction Interview

You need to meet with your subspecialty training supervisor within a short time of the start of your programme in order to plan effectively the acquisition of the skill targets required in each of the modules. Please take your Core Obstetrics and Gynaecology Logbook and your Postgraduate Training File with you to this interview.

You should also have read through the curriculum of the subspecialty training programme and then you will be able to agree with the trainer the various clinical placements that are required to complete your programme.

6. Mid-Term Assessment for Subspecialty Training and Summative (Annual) Assessment (NB: may be altered by PMETB)

Each subspecialty training programme requires a mid-term assessment and you will be notified by the College of this visit well in advance. You should have your Postgraduate Training File, your clinical subspecialty training logbook and any other material ready for inspection and discussion with the College visitors.

You will also need to attend each year the Postgraduate Dean's Annual Review Panel. Please take your PTF, Assessment Forms and the Subspecialty and the Core Logbooks to this review.

7. Exit Assessment

This will take place at the end of your subspecialty training programme and you will be notified by the College of this visit well in advance. You should have your PTF, your clinical subspecialty Logbook and any other material ready for inspection and discussion with the College visitors.

AUTHORISATION OF SIGNATURES

SUBSPECIALTY TRAINING

Trainers:

Module number	Finish date	Hospital/Site/Venue	Name, Qualification and Signature of Trainer	Signature of Educational Supervisor or TPD

**HIGHLY RECOMMENDED COURSES, QUALIFICATIONS OR SESSIONS
ATTENDED**

Course Title	Module	Venue	Organising Body	Dates
MFFP	1			
LoC IUT	1			
LoC SdI	1			
LoC MEd				
Child Protection Training	1			
Modular Training Course in Management of the Menopause (FFPRHC; basic or advanced)	1			
Psychosexual Training	1			
STIF Course	2			
Forensic Gynaecology, Domestic Violence and Victim Support	3			
Management Course	4			
Recruitment and Interview course	4			
Assessment / Appraisal Course	4			
Epidemiology and Statistics	5			
Evidence based medicine/critical reading	6			

RECOMMENDED COURSES OR SESSIONS ATTENDED

Course Title	Module	Venue	Organising Body	Date
Faculty of Family Planning Modular Training Course in Vasectomy	1			
Faculty of Family Planning Modular Training Course in Abortion Care	1			
Faculty of Family Planning Modular Training Course in Sexual Problems	1			
Genetic Counselling	1			
Breast Screening	1			
Cervical Screening Programme	1			
RCOG or FFP Modular Training Programme in Gynaecological Ultrasound (or local equivalent if course is not available)	1			
HIV Course	2			
Genital Dermatology and Genital Disease	2			
Giving medical evidence	3			
Leadership Course	1 and 4			
Employment Law and Human Rights	4			
Media Training	4			
Complaints Course	4			
Clinical risk	4			
Health Needs Assessment	5			
Research Principles	6			
Training the Trainers	7			
Educational Techniques	7			
Sex and Relationship Education Training Course	8			

Some of these may have been done in Core Training - if so, please record date and reference back to portfolio

- **Clinical Governance issues related to specific clinical services.**
- **Awareness of possible roles and supervision requirements of other professionals in the team, including nurses, counsellors, youth workers.**
- **Awareness of local and national standards, guidelines and performance indicators.**
- **Understanding of risk management, including but not limited to operative procedures in the community.**
- **Awareness of role of support groups and voluntary agencies.**

At all times the trainee must be observed to:

- **display tact, empathy, respect and concern for the patient**
- **respect confidentiality**
- **be non-judgemental**
- **take into account ethnic and sexuality issues**
- **communicate appropriately and with clarity with patients**
- **be aware of dignity**
- **be aware of the need of a chaperone**
- **liaise appropriately and work in conjunction with other professionals and units**

Module 1: Service Leadership and Development

The trainee should continue to build on the skills learnt in the core logbook.

Elements of this training could be undertaken in *General Practice*.

The aim of this module is to enable the trainee, by the end of their training programme, to

- 1) Plan and execute delivery of a community based clinical service.
- 2) Lead such a team.
- 3) Function at level 3 of the National Sexual Health and HIV strategy, e.g. in clinical governance, care pathway and service development at both a PCT and Strategic Health Authority / Health Board level.

This module is split into sections. Section 1 is leadership skills and the competencies within are essential components of service execution for all the other sections in this module and other clinical modules e.g. *Genitourinary medicine*.

Abortion care: There may be conscientious objections to certain skills in this section. However all trainees are expected to acquire appropriate knowledge in order to offer information, provide counselling and manage a service (see *BMA/GMC Guidance for Doctors with conscientious objections to abortion*).

Knowledge Criteria	Clinical Competency	Professional Skills and attitudes	Training support	Evidence/ Assessment
<p>1. Leadership</p> <p>Understand the:</p> <ul style="list-style-type: none"> clinical competencies required to design, deliver and lead a community based integrated sexual health and outpatient gynaecology service, to the level 3 of the National Sexual Health Strategy of the host country role of the service in the context of the wider health economy 	<p>Investigate , diagnose and manage clinical cases to the limits of personal/ team competency to local guidelines and protocols in contraception, GU medicine and outpatient gynaecology</p> <p>Ability to design care pathways with/ to guidelines</p>	<p>Ability to work with patients, commissioners and other providers to design the community provider arm of any given service, utilising care pathways, with awareness of local and national standards, guidelines and performance indicators.</p> <p>Understanding of personal and team limitations and when to transfer clinical care</p> <p>Ability to underpin services delivered with robust risk governance</p> <p>Ability to establish multidisciplinary/</p>	<p>Formal management /leadership courses</p> <p>Shadowing senior staff</p> <p>Project leadership</p> <p>Use of mentors</p> <p>Discussion with and support from other senior team members within the service and the Trust/ Board</p> <p>Involvement with PPI groups/ forums</p> <p>FFPRHC/ RCOG Committee work</p> <p>Targeted reading material, paper and web based</p>	<p>RITA assessment</p> <p>MSF</p> <p>Log of experience and competence</p> <p>Log of reflective experience</p> <p>Project work ...may be linked with other modules e.g. public health</p> <p>Observation of behaviour in senior staff meetings within service and Trust/ Board</p>

<ul style="list-style-type: none"> • principles of clinical governance applied to service leadership • principles of leadership within a team • Understand the importance of multidisciplinary collaboration in delivering clinical care • principles of service design and delivery including different models of service delivery and quality assurance • concept of Clinical Networks 		<p>multiagency services including support groups and voluntary agencies</p> <p>Ability to apply the Clinical Network principle to service delivery in the local health family</p> <p>Ability to be a team member</p> <p>Ability to provide operational and strategic leadership within a team e.g. as part of a project</p> <p>Ability to supervise clinical/ non-clinical competence in a level 2/3 team.</p>	<p>resources e.g. www.swagnet.org/swl_services.htm www.sehd.scot.nhs.uk/mels/HDL2002_69.pdf www.dh.gov.uk www.healthcarecommission.org.uk www.nice.org.uk www.kingsfund.org.uk www.gmc-uk.org www.ncaa.nhs.uk www.rcog.org.uk www.ffprhc.org.uk www.bashh.org www.medfash.org.uk SIGN Guidelines</p>	<p>Certificates of course attendance</p>
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<p>2. Contraception</p> <p>Have advanced understanding of the theory behind and the practical delivery of all methods of contraception</p> <p>Understand the concept of social exclusion and the special needs of such groups, in particular in relation to sexual health needs</p> <p>Understand the need for and value of multidisciplinary working to provide comprehensive services</p>	<p>Be able personally and through a multidisciplinary team provide a service which is:</p> <ul style="list-style-type: none"> • able to deliver all methods of reversible contraception and if possible outpatient sterilisation (male and female) to all members of the public where clinically appropriate • able to manage complications secondary to all methods of contraception including failure • able to network with other providers in multidisciplinary team, for example: 	<p>Demonstrate ability to develop and lead an integrated, multidisciplinary, community based service which delivers comprehensive care for individuals accessing contraceptive and STI care. This must take into account user involvement, commissioners and assessment of community needs.</p> <p>Demonstrate the ability to design and deliver clinical pathways for onward referral of complex cases,</p>	<p>LoC IUT LoC SDI FFP SSM Local anaesthetic vasectomy</p> <p>MFFP</p> <p>Child Protection/ vulnerable adult training</p> <p>Appropriate reading /personal study</p> <p>PPI involvement</p> <p>Formal courses</p> <p>Shadowing seniors</p>	<p>OSATS</p> <p>Mini-CEX</p> <p>CbD</p> <p>MSF</p> <p>Log of reflective practice</p> <p>Log of experience and competence</p> <p>Certificates of course attendance</p>
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	<ul style="list-style-type: none"> - Counsellors - Social workers - GUM specialists - Other elements of Primary Care -Nurse specialists -Medical specialists - Voluntary sector/ Self-help groups - Police <ul style="list-style-type: none"> • includes users and user representatives in service design and delivery 	<p>recognising individual limits of capability</p> <p>Be able to lead a team delivering services to special needs groups</p> <p>Be able to lead a team whose principles encompass:</p> <ul style="list-style-type: none"> ➤ Counselling patients sensitively ➤ Displaying tact, empathy and concern ➤ Active listening, respecting silences ➤ Respecting patients rights to dignity and confidentiality ➤ Clear and open explanations of treatments, 	<p>CEU Guidance www.ffprhc.org.uk</p>	
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		<p>complications and side effects of drug treatment</p> <ul style="list-style-type: none">➤ Demonstrating the ability to formulate and implement management plans, modifying if necessary➤ Demonstrating effectiveness in liaising with colleagues in other disciplines, clinical and non-clinical➤ Respecting cultural, religious and sexual diversity and beliefs➤ Appreciating the importance of psychological factors for patients and their partners		
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<p>3. Sexual Problems</p> <p>Knowledge of the principals of counselling and different counselling methods</p> <p>Knowledge of the initial management of sexual problems</p>	<p>Build on clinical competencies developed in core training:</p> <p>Be able to;</p> <ul style="list-style-type: none"> • recognise and identify presentations of sexual problems in both men and women • provide information and explanation about counselling and treatment options available • take relevant history relating to sexual activity including significant life events • execute 1st line counselling and management of individuals and couples including simple pharmacological and 	<p>Ability to</p> <ul style="list-style-type: none"> • communicate appropriately • counsel appropriately <p>Show an understanding of the influence of culture, psychological and physical interaction</p> <p>Understand the relevance of past history and life events in relation to sexual activities and relationships, demonstrating awareness of covert presentations of psychosexual problems and childhood sexual abuse</p>	<p>Clinical observation and role play</p> <p>Reading e.g. fpa publications and personal study</p> <p>Attendance at seminars/ workshops/ courses</p> <p>FFP SSM Sexual Problems</p> <p>Web-based resources;</p> <ul style="list-style-type: none"> • The Institute of Psychosexual medicine www.ipm.org.uk • British Association of Sexual & Relationship Therapy Accreditation 	<p>Reflective Diary</p> <p>MSF</p> <p>Case logbook</p> <p>Log of experience and competence</p> <p>CbD</p> <p>Mini-CEX</p> <p>Certificates of course attendance</p>
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	<p>physical therapies</p> <ul style="list-style-type: none"> • select and refer to specialist services using local care pathways 	<p>Ability to work within limits of competency and know when to refer on using local care pathways</p> <p>Be able to network with patients/ patients' representatives, other providers and commissioners, through multidisciplinary and multiprofessional teamwork, to design and deliver comprehensive care for individuals or couples with sexual health problems through care pathways and clinical networks</p>	<p>www.basrt.org.uk</p> <p>For options in further training if interest in further specialist training see IPM and BASRT seminar training/ courses</p>	
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<p>4. Screening</p> <p>Knowledge of the ethics of screening</p> <p>Knowledge of current national screening programmes e.g. breast, cervical, chlamydia and potential emergent e.g. ovarian, bone density</p> <p>Knowledge of the local organisation of screening programmes, implementation and failsafe procedures</p>	<p>Demonstrate the ability to interpret results from screening episodes and initiate appropriate consequent management</p> <p>Demonstrate the ability to implement service failsafe procedures</p>	<p>Demonstrate the ability to lead a community based service which participates in local screening programmes as part of a care network</p> <p>Demonstrate an understanding of the difference between screening and diagnosis and be able to explain the difference to the client</p> <p>Provide an appropriate explanation to patient about participation in a national or local screening programme, being able to discuss risk factors for the condition being screened for</p> <p>Discuss risk factors for conditions screened for e.g. breast cancer</p>	<p>Observation of and discussion with senior colleagues</p> <p>Personal study</p> <p>Formal course attendance</p> <p>Clinical attachments to other specialties e.g. Breast Unit</p> <p>Shadow / participate in committee work e.g. cervical cytology working party</p> <p>Guidelines and standards www.bsccp.org.uk www.rcog.org.uk www.rcseng.ac.uk www.dh.gov.uk/assetRoot/04/09/26/48/04092648.pdf (National chlamydia screening programme.)</p>	<p>MSF</p> <p>Log of experience and competence</p> <p>Log of reflective experience</p> <p>Mini-CEX</p> <p>Project work ...may be linked with other modules e.g. public health</p> <p>Observation of behaviour in senior staff meetings</p> <p>Certificates of</p>
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		<p>Demonstrate understanding of follow up and management of patients screened positive</p> <p>Appropriately refer for investigation, treatment, counselling and support as part of a multi-disciplinary team</p> <p>Demonstrate ability to counsel patients on normal and abnormal results, management regimes if positive and appropriately refer for investigation, treatment, counselling and support as part of a multi-disciplinary team (including the voluntary sector) utilising local care</p>		<p>course attendance</p> <p>CbD</p>
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<p>5. Medical Gynaecology</p> <p>Knowledge of the suitability and appropriateness of delivering medical and surgical gynaecological services in an outpatient setting</p>	<p>Maintain and update the skills obtained in core training to maintain clinical competency in the services personally delivered</p>	<p>pathways.</p> <p>Recognise and provide appropriate initial management in community setting of acute complications of treatment e.g. of cervical abnormalities</p> <p>Demonstrate the ability to supervise, manage and lead community based clinical services personally and through appropriate delegation</p> <p>Demonstrate the ability to</p>	<p>Observation of and discussion with senior colleagues</p> <p>Attendance at courses</p> <p>Personal study</p> <p>Involvement with PPI groups/ forums</p>	<p>MSF</p> <p>Log of experience and competence</p> <p>Log of reflective experience</p> <p>Mini-CEX</p>
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<p>Advanced understanding of the services required to manage the following conditions within an outpatient setting</p> <ul style="list-style-type: none"> • Premenstrual Syndrome • incontinence and uterovaginal prolapse • subfertility • early pregnancy loss • preconceptual care • cervical pathology 		<p>formulate, implement and where appropriate modify a multi-disciplinary management plan for gynaecological services in a community setting</p> <p>Be able to network with patients/ patients' representatives, other providers and commissioners, through multidisciplinary and multiprofessional teamwork, to design and deliver services through care pathways and clinical networks. These may include for example:</p> <ul style="list-style-type: none"> - Counsellors - Social workers -Nurse specialists - Medical specialists 	<p>Attachment to established services in other Units</p> <p>RCOG and FFPRHC guidelines and standards</p>	<p>Project work ...may be linked with other modules e.g. public health</p> <p>Observation of behaviour in senior staff meetings</p> <p>Certificates of course attendance</p>
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		(within and outwith Obstetrics and Gynaecology) - other Primary Carers - Voluntary sector/ Self-help groups		
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The following 3 topics (6-9) are carried out by undertaking either RCOG ATSMs or FFPRHC Special Skills Modules (SSM), utilising their training support and assessment mechanisms.

Knowledge Criteria	Clinical Competency	Professional Skills and attitudes	Training support	Evidence/ Assessment
<p>6. Abortion care</p> <p><i>All trainees, unless they have conscientious objections, are expected to undertake a minimum of one section from the Abortion Care ATSM/SSM</i></p>		<p>Be aware of BMA/GMC Guidance for Doctors with conscientious objections to abortion</p> <p>Demonstrate ability to develop and lead an integrated, multidisciplinary,</p>		<p>Assesment of competencies will be those of the RCOG ATSM or Faculty of Family Planning and Reproductive Health Care Special Skills</p>

<p>7. Menopause care</p> <p><i>This will be covered by undertaking a RCOG ATSM or FFPRHC 'Basic' or 'Advanced' special skills modular training course in 'Management of the Menopause'.</i></p>		<p>community based service which delivers comprehensive care for individuals requiring unplanned pregnancy care. This must take into account user involvement, commissioners and assessment of community needs.</p> <p>Demonstrate ability to develop and lead an integrated, multidisciplinary, community based service which delivers comprehensive care for individuals requiring menopause care. This must take into account user involvement, commissioners and assessment of</p>		<p>Module in Abortion Care</p> <p>Assesment of competencies will be those of the RCOG ATSM or Faculty of Family Planning and Reproductive Health Care Special Skills Module in Menopause Care</p>
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<p>8. Ultrasound</p> <p><i>Skills not achieved in Core Training will be covered by undertaking the FFPRHC SSM in Ultrasound</i></p>		<p>community needs.</p> <p>Demonstrate ability to develop and lead a community based service which delivers ultrasound services in a community setting This must take into account user involvement, commissioners and assessment of community needs.</p>		<p>Assessment of competencies will be those of the Faculty of Family Planning and Reproductive Health Care Special Skills Module in Ultrasound</p>
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MODULE 1	TOPIC : Service Leadership and Development
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In some of the clinical topics, competence levels hatched are not compulsory. It is expected that trainees will, however, undertake at least 2 of these topics as clinical special interests and pursue them to independent practice.

Abortion care: There may be conscientious objections to certain skills in this section. However all trainees are expected to acquire appropriate knowledge in order to offer information, provide counselling and manage a service (see BMA/GMC Guidance for Doctors with conscientious objections to abortion).

Skill	Competence Level					
	Observation		Direct Supervision		Independent Practice	
	Date	Signature	Date	Signature	Date	Signature
1. Leadership						
Be able to design care pathways with/ to guidelines						
Be able to work with patients, commissioners and other providers to design the community provider arm of any given service, utilising care pathways, with awareness of local and national standards, guidelines and						

performance indicators.						
2. Contraception						
<ul style="list-style-type: none"> able to deliver all methods of reversible contraception and if possible outpatient sterilisation (male and female) to all members of the public where clinically appropriate 						
<ul style="list-style-type: none"> able to manage complications secondary to all methods of contraception including failure 						
<ul style="list-style-type: none"> able to network with other providers in multidisciplinary team 						
<ul style="list-style-type: none"> includes users and user representatives in service design and delivery 						
<ul style="list-style-type: none"> able to develop and lead an integrated, multidisciplinary, community based service which 						

delivers comprehensive care for individuals accessing contraceptive and STI care. This must take into account user involvement, commissioners and assessment of community needs.						
3. Sexual problems						
Be able to recognise and identify presentations of sexual problems in both men and women						
Be able to provide information and explanation about counselling and treatment options available						
Be able to take relevant history relating to sexual activity including significant life events						
Be able to execute 1 st line counselling and management of individuals and couples including simple pharmacological and physical therapies						
Be able to select and refer to specialist						

services using local care pathways						
Be able to network with patients/ patients' representatives, other providers and commissioners, through multidisciplinary and multiprofessional teamwork, to design and deliver comprehensive care for individuals or couples with sexual health problems through care pathways and clinical networks						
4. Screening						
Demonstrate the ability to interpret results from screening episodes and initiate appropriate consequent management						
Demonstrate the ability to implement service failsafe procedures						
Demonstrate the ability to lead a community based service which participates in local screening						

programmes as part of a care network						
Basic skills						
Scanning in early pregnancy						
Scanning for menorrhagia						
Scanning for postmenopausal and intermenstrual bleeding						
Scanning for pelvic mass						
Scanning in reproductive medicine						
Demonstrate ability to develop and lead a community based service which delivers ultrasound services in a community setting This must take into account user involvement, commissioners and assessment of community needs.						
5. Medical gynaecology: Maintain and update the skills obtained in core training to maintain clinical competency in the following services personally delivered;						
Premenstrual Syndrome						
Incontinence and uterovaginal prolapse						
Subfertility						
Early pregnancy loss						

Preconceptual care						
Cervical pathology						
Be able to network with patients/ patients' representatives, other providers and commissioners, through multidisciplinary and multiprofessional teamwork, to design and deliver services through care pathways and clinical networks.						
6. Abortion care: see ATSM Abortion care curriculum and logbooks						
Section 1 Consultation skills						
Section 2 Medical abortion						
Section 3 Manual vacuum aspiration						
Section 4 Surgical abortion						
Section 5 Surgical abortion (14-23 weeks)						
7. Menopause care: see ATSM Menopause care curriculum and logbooks						
Achievement of the menopause ATSM competencies						
Demonstrate ability to develop and lead an integrated, multidisciplinary,						

community based service which delivers comprehensive care for individuals requiring menopause care. This must take into account user involvement, commissioners and assessment of community needs.						
8. Ultrasound: see FFPRHC special skills module in Ultrasound						
Basic skills						
Scanning in early pregnancy						
Scanning for menorrhagia						
Scanning for postmenopausal and intermenstrual bleeding						
Scanning for pelvic mass						
Scanning in reproductive medicine						
Demonstrate ability to develop and lead a community based service which delivers ultrasound services in a community setting This must take into account user involvement, commissioners and assessment of community needs.						

Training Courses or sessions		
Title	Signature of educational supervisor	Date

Name of project:

Supervisor (name, sig, title and department)

Authorisation of Signatures - please print your name and sign below	
Name (please print)	Signature

Module 2: Genitourinary Medicine

The trainee should continue to build on the skills learnt in the core logbook re sexually transmitted infections. This module should enable the trainee to develop the knowledge, skills and attitude to work with both male and female patients in an integrated sexual health service, be competent to deliver services to level 2 and manage and lead services collaboratively with consultant colleagues in genitourinary/HIV medicine to level 3 of the National Sexual Health and HIV strategy.

This module is congruent with the 'Core competencies for healthcare professionals wishing to offer more specialised sexually transmitted infection services outside of Genitourinary Medicine Services assessment toolkit' (DH 2006) and was developed by senior clinicians working in GUM and community Sexual & Reproductive Health services.

TRAINING OBJECTIVES

- *The training will provide an overview of the medical, social and legal aspects of sexually transmitted infection management.*
- *The Trainee will have an understanding of their clinical role in the service, and where necessary, the appropriate points to refer to other specialists within and out with the team.*
- *The Trainee will understand the wider aspects of sexual health care and be able to utilize this in leading integrated Sexual and Reproductive services in a community setting.*

Learning Outcome 1: To be able to recognize, diagnose and correctly manage genital tract infections

Knowledge Criteria Diagnosis & management of suspected ano-genital tract infection in men and women	Clinical Competency to be achieved	Professional Skills and Attitudes	Training support	Evidence/ Assessment
<p>To be able to explain the epidemiology, aetiology & natural history of</p> <ul style="list-style-type: none"> • Genital infection by <i>N. gonorrhoeae</i>, <i>C. trachomatis</i>, human papilloma virus, <i>T. vaginalis</i>, <i>C. albicans</i> and other yeasts, and bacterial vaginosis. • Syphilis • Ano-genital herpes simplex virus infections, • Hepatitis A, B & C • Molluscum contagiosum • Scabies, pediculosis pubis <p>Common clinical presentation To understand and be aware of infective causes and differential diagnosis of:</p> <ul style="list-style-type: none"> • discharge (Vaginal / urethral) • dysuria • ulceration / pain 	<p>Take a history / risk assessment</p> <p>Perform appropriate clinical examination</p> <p>Arrange routine laboratory investigations, and specific investigations as prompted by history and examination</p> <p>Take adequate and appropriate specimens.</p> <p>Correctly interpret test results.</p> <p>Explain the diagnosis and management clearly to the patient</p> <p>Prescribe drugs required as per local care pathway</p>	<p>Display tact, empathy, respect and concern for patients.</p> <p>Demonstrate non-judgemental behaviour.</p> <p>Show awareness of patient dignity and the need to offer a chaperone.</p> <p>Demonstrate appropriate level of clinical decision making in daily clinical practice.</p>	<p>Department of Health and other relevant RCOG, BASHH and BHIVA guidelines</p> <p>Local protocols and care pathways</p> <p>Attendance at RCOG and other course relevant to the subject</p>	<p>Logbook</p> <p>Audit projects</p> <p>Certificates of course attendances</p> <p>Evidence of reflective practice</p> <p>CBD / directly observed clinic / MiniCEX</p> <p>MSF</p>

Knowledge Criteria Diagnosis & management of suspected ano-genital tract infection in men and women	Clinical Competency to be achieved	Professional Skills and Attitudes	Training support	Evidence/ Assessment
<ul style="list-style-type: none"> • warts / lumps • itch / soreness <p>Principles of diagnosis To understand and be able to describe:</p> <ul style="list-style-type: none"> • Different methods of identification of bacteria, fungi and viruses that cause genital tract infection. • Uses and limitations of the currently available tests, including near patient testing, Including antenatal and population screening • Storage requirements for specimens and the logistics of transport of sample to laboratory <p>Principles of management Be able to explain local referral care pathways and clinical guidance</p>	<p>Initiate partner notification if appropriate</p> <p>Complete necessary documentation</p> <p>Assess an individual's need for referral and be able to explain the importance of it to the patient.</p> <p>Discuss and arrange ongoing care through local networks and care pathways</p> <p>Correct use of locally agreed patient care pathways</p> <p>Make appropriate tertiary referrals</p>	<p>Work effectively in conjunction with colleagues and in liaison with other specialities and departments.</p> <p>Demonstrate realistic recognition of own competence level.</p> <p>Make effective use of appropriate external protocols and guidelines</p> <p>Make appropriate tertiary referrals</p>	<p>Clinical practice with feedback</p> <p>Educational supervision of training.</p> <p>Useful websites: see appendix</p>	

Knowledge Criteria Diagnosis & management of suspected ano-genital tract infection in men and women	Clinical Competency to be achieved	Professional Skills and Attitudes	Training support	Evidence/ Assessment
<p>To be able to diagnose and manage the following conditions:</p> <ul style="list-style-type: none"> • Infective causes of vulvovaginitis and balanitis • vaginal discharge • urethritis (including chlamydia negative nongonococcal Urethritis in men) • rectal and pharyngeal infections as appropriate • pelvic inflammatory disease (PID) • epididymo-orchitis. • Genital HSV infection <p>Diagnosis and arrange onward referral for:</p> <ul style="list-style-type: none"> • non-infective causes of genital ulcers. • Viral hepatitis • Cases of syphilis to specialist STI services. • chronic urethritis, epididymitis, 				

Knowledge Criteria Diagnosis & management of suspected ano-genital tract infection in men and women	Clinical Competency to be achieved	Professional Skills and Attitudes	Training support	Evidence/ Assessment
<p>prostatitis and sexually acquired reactive arthritis (SARA or Reiter's syndrome) and disseminated gonococcal disease.</p> <ul style="list-style-type: none"> • Suspected / diagnosed genital dermatological conditions, such as Lichen planus, lichen sclerosus • 				

Learning Outcome 2: Prevention and vaccination strategies

Knowledge Criteria Prevention/ vaccination strategies	Clinical Competency to be achieved	Professional Skills and Attitudes	Training support	Evidence/ Assessment
<p>To understand and be able to describe:</p> <ul style="list-style-type: none"> • Current national strategies on sexual health • Health promotion and interventions: safer sex, risk reduction, behavioural change • Statutory notification • Partner notification • For hepatitis A and B - indications for screening for infection, immunisation, dosing schedules and follow-up. 	<p>Be able to discuss with patients the risk factors for sexual and blood borne virus infections.</p> <p>Advise vaccination where appropriate</p> <p>Explain vaccination regimes including, potential side effects.</p>	<p>Display tact, empathy, respect and concern for patients.</p> <p>Demonstrate non-judgemental behaviour.</p> <p>Show awareness of patient dignity and the need to offer a chaperone.</p> <p>Demonstrate appropriate level of clinical decision making in daily clinical practice.</p> <p>Work effectively in conjunction with</p>	<p>Department of Health and other relevant RCOG, BASHH and BHIVA publications.</p> <p>Local protocols and care pathways</p> <p>Attendance at RCOG and other course relevant to the subject</p> <p>Clinical practice with</p>	<p>Logbook</p> <p>Audit projects</p> <p>Certificates of course attendances</p> <p>Evidence of reflective practice</p> <p>CBD / directly observed clinic / MiniCEX</p> <p>MSF</p>

Knowledge Criteria Prevention/ vaccination strategies	Clinical Competency to be achieved	Professional Skills and Attitudes	Training support	Evidence/ Assessment
		<p>colleagues and in liaison with other specialities and departments.</p> <p>Demonstrate realistic recognition of own competence level.</p> <p>Make effective use of appropriate external protocols and guidelines</p> <p>Make appropriate Tertiary referrals</p>	<p>feedback</p> <p>Educational supervision of training.</p> <p>Useful websites: see appendix</p>	

Learning Outcome 3: To correctly carry out assessment, treatment and management of designated complicated genital tract infections.

Knowledge Criteria Management or recurrent or persistent conditions	Clinical Competency to be achieved	Professional Skills and Attitudes	Training support	Evidence/ Assessment
<p><u>Assess and explain common management options for</u></p> <ul style="list-style-type: none"> • Recurrent vulvo-vaginal candidiasis • Recurrent bacterial vaginosis • Recurrent HSV including indications for suppressive therapy • Contact irritant dermatitis and lichen simplex • Psychosexual complications of STI or genital infections <p>Diagnose and arrange onward referral for:</p> <ul style="list-style-type: none"> • chronic urethritis, epididymitis, prostatitis 	<p>Take a history / risk assessment.</p> <p>Perform appropriate clinical examination</p> <p>Arrange routine laboratory and specific investigations as prompted by history and examination</p> <p>Explain the diagnosis and management clearly to the patient</p> <p>Prescribe drugs required as per local care pathway</p> <p>Arrange partner notification if appropriate</p>	<p>Display tact, empathy, respect and concern for patients.</p> <p>Demonstrate non-judgemental behaviour.</p> <p>Show awareness of patient dignity and the need to offer a chaperone.</p> <p>Demonstrate appropriate level of clinical decision making in daily clinical practice.</p>	<p>Relevant RCOG, BASHH and BHIVA guidelines</p> <p>Local protocols and care pathways</p> <p>Attendance at RCOG and other course relevant to the subject</p> <p>Clinical practise with feedback</p>	<p>CBD / directly observed clinic / MiniCEX</p> <p>MSF</p>

Knowledge Criteria Management or recurrent or persistent conditions	Clinical Competency to be achieved	Professional Skills and Attitudes	Training support	Evidence/ Assessment
	<p>Refer to/liaise with other specialties when appropriate</p>	<p>Work effectively in conjunction with colleagues and in liaison with other specialities and departments.</p> <p>Demonstrate realistic recognition of own competence level.</p> <p>Make effective use of appropriate external protocols and guidelines</p> <p>Make appropriate tertiary referrals</p>	<p>Educational supervision of training.</p> <p>Useful websites: see appendix</p>	

Learning Outcome 4: To correctly carry out assessment and management of adults who have been sexually assaulted

Knowledge Criteria Sexual assault	Clinical Competency to be achieved	Professional Skills and Attitudes	Training support	Evidence/ Assessment
<p>Be able to explain:</p> <ul style="list-style-type: none"> the role of different professionals in managing a case of sexual assault Locally agreed referral pathways The management options available to men and women who are alleged victims of sexual assault The importance of offering the opportunity of forensic examination by a trained healthcare professional. That the treatment or prophylaxis of infections, HIV counselling and post-exposure prophylaxis, hepatitis B immunisation and post-coital contraception may be indicated. 	<p>Be able to explain to the client the management options available to men and women who report sexual assault.</p> <p>Assess clinically:</p> <ul style="list-style-type: none"> Physical state Emotional state. need for emergency contraception need for STI testing including HIV Child protection/ vulnerable adult issues <p>As appropriate offer:</p> <ul style="list-style-type: none"> Hepatitis B immunization 	<p>Display tact, empathy, respect and concern for patients.</p> <p>Demonstrate non-judgemental behaviour.</p> <p>Show awareness of patient dignity and the need to offer a chaperone.</p> <p>Demonstrate appropriate level of clinical decision making in daily clinical practice.</p> <p>Work effectively in</p>	<p>Relevant RCOG, BASHH and BHIVA guidelines</p> <p>Local protocols and care pathways</p> <p>Attendance at RCOG and other course relevant to the subject</p> <p>Clinical practise with feedback</p>	<p>Logbook</p> <p>Audit projects</p> <p>Certificates of course attendances</p> <p>Evidence of reflective practice</p> <p>CBD / directly observed clinic / MiniCEX</p> <p>MSF</p>

Knowledge Criteria Sexual assault	Clinical Competency to be achieved	Professional Skills and Attitudes	Training support	Evidence/ Assessment
	<ul style="list-style-type: none"> • referral for expert investigation and management (eg PEPSE) • referral for counselling / on-going support. 	<p>conjunction with colleagues and in liaison with other specialities and departments.</p> <p>Demonstrate realistic recognition of own competence level.</p> <p>Make effective use of appropriate external protocols and guidelines</p> <p>Make appropriate tertiary referrals</p>	<p>Educational supervision of training.</p> <p>Useful websites: see appendix</p>	

Learning Outcome 5: To correctly carry out assessment, treatment and management of genital infections in pregnant women, newborn, infants and children, in conjunction with appropriate colleagues

Knowledge Criteria	Clinical Competency to be achieved	Professional Skills and Attitudes	Training support	Evidence/ Assessment
<p>Genital infections in pregnant women and children</p> <p>Be able to explain:</p> <ul style="list-style-type: none"> • Diagnosis, complications, treatment and management of sexually transmitted infections and other genital infections in pregnancy. • The multi-disciplinary management of children with genital infections. • Awareness of child protection issues and risk assessment for possible child abuse. • Familiarity with national and local guidelines regarding referral in such instances and locally agreed referral pathways 	<p>Correctly diagnose STIs in pregnant women.</p> <p>Arrange partner notification if appropriate</p> <p>Prescribe drugs required as per local care pathway</p> <p>Explain the diagnosis, implications for pregnancy, and management clearly to the patient.</p> <p>Refer to/liaise with specialties for expert investigation and management when appropriate.</p> <p>Refer children with genital symptoms appropriately</p>	<p>Display tact, empathy, respect and concern for patients.</p> <p>Demonstrate non-judgemental behaviour.</p> <p>Show awareness of patient dignity and the need to offer a chaperone.</p> <p>Demonstrate appropriate level of clinical decision making in daily clinical practice.</p>	<p>Relevant RCOG, BASHH and BHIVA guidelines</p> <p>Local protocols and care pathways</p> <p>Attendance at RCOG and other course relevant to the subject</p> <p>Clinical practise with</p>	<p>Logbook</p> <p>Audit projects</p> <p>Certificates of course attendances</p> <p>Evidence of reflective practice</p> <p>CBD / directly observed clinic / MiniCEX</p> <p>MSF</p>

Knowledge Criteria Genital infections in pregnant women and children	Clinical Competency to be achieved	Professional Skills and Attitudes	Training support	Evidence/ Assessment
		<p>Work effectively in conjunction with colleagues and in liaison with other specialities and departments.</p> <p>Demonstrate realistic recognition of own competence level.</p> <p>Make effective use of appropriate external protocols and guidelines</p> <p>Make appropriate Tertiary referrals</p>	<p>feedback</p> <p>Educational supervision of training.</p> <p>Useful websites: see appendix</p>	

Learning Outcome 6: To correctly carry out HIV pre and post test discussion and testing

Knowledge Criteria HIV Infection	Clinical Competency to be achieved	Professional Skills and Attitudes	Training support	Evidence/ Assessment
<p>Be able to explain:</p> <ul style="list-style-type: none"> • Laboratory tests used to diagnose HIV infection. • Risk factors for H IV infection. • Relevant issues for someone undergoing HIV testing. • Relevant issues for a pregnant woman undergoing HIV testing. • Medico-legal and ethical issues relevant to HIV/AIDS including partner notification ABI guidelines on insurance medical reports and confidentiality 	<p>Be able to competently:</p> <ul style="list-style-type: none"> • Take a history / risk assessment for HIV infection • Discuss HIV testing, including issues specific to pregnant women. • Identify high risk patients • Give a positive HIV result. • Explain the diagnosis and implications of it • Referral for expert investigation and management • Referral for counselling / on-going support if necessary. 	<p>Display tact, empathy, respect and concern for patients.</p> <p>Demonstrate non-judgemental behaviour.</p> <p>Show awareness of patient dignity and the need to offer a chaperone.</p> <p>Demonstrate appropriate level of clinical decision making in daily clinical practice.</p> <p>Work effectively in</p>	<p>Department of Health and other relevant RCOG, BASHH and BHIVA guidelines</p> <p>Local protocols and care pathways</p> <p>Attendance at RCOG and other course relevant to the subject</p> <p>Clinical</p>	<p>Logbook</p> <p>Audit projects</p> <p>Certificates of course attendances</p> <p>Evidence of reflective practice</p> <p>CBD / directly observed clinic / MiniCEX / role play</p> <p>MSF</p>

Knowledge Criteria HIV Infection	Clinical Competency to be achieved	Professional Skills and Attitudes	Training support	Evidence/ Assessment
		<p>conjunction with colleagues and in liaison with other specialities and departments.</p> <p>Demonstrate realistic recognition of own competence level.</p> <p>Make effective use of appropriate external protocols and guidelines</p> <p>Make appropriate Tertiary referrals</p>	<p>practise with feedback</p> <p>Educational supervision of training.</p> <p>Useful websites: see appendix</p>	

APPENDIX: useful websites

- www.medscape.com - Good AIDS/HIV site with conference summaries
- www.hivforum.org - Free workshop summaries
- www.aahivm.org - American Association of HIV Medicine
- www.bhiva.org - British HIV Association
- www.aidsmap.com - National AIDS Manual (site-excellent)
- www.tripdatabase.com - Access to main journals
- www.ias.se - International AIDS Society
- www.meddiscover.net - International Medical Press infectious diseases site
- www.nih.gov - National Institute of Health, USA
- www.hivatis.org - HIV/AIDS treatment information service, U.S. Department of Health and Human Services.
- www.hivforum.org - Forum for collaborative HIV research

(useful workshop reports)

www.aidsonline.com

- AIDS Journal

www.poline.org

- Reproductive health database

www.virology.net

- "All the virology on the www"

www.hivcme.com

- Continuing Medical Education website.

www.natap.org

- National AIDS Treatment advocacy
project - USA
(useful conference reports)

www.freemedicaljournals.com

- Free electronic access to journals

www.BASHH.org.uk

www.cdc.gov/nchstp/dstd/dstdp.html

Epidemiology and Statistics

<http://www.HPA>

www.who.int/whosis

UK statistics including Health
www.statistics.gov.uk

UK CMOs expert advisory group Chlamydia
<http://www.doh.gov.uk/chlamyd.htm>

UK Chlamydia Pilot studies
<http://www.doh.gov.uk/nsc/pilots>

HIV/AIDS information

<http://www.aidsmap.com/>

UNAIDS

www.unaids.org

HIV information for Health Care Workers
<http://www.i-base.org.uk/>

National health promotion information
<http://www.hda-online.org.uk/html/nhpis/>

National AIDS Manual
www.aidsmap.com/

Terence Higgins Trust
www.tht.org.uk/

Herpesite
www.herpesweb.net/

Society Health Advisors in STD
www.shastd.org.uk

Module 3: Forensic Gynaecology and Domestic Violence

Objectives:

- To be able to provide appropriate management and care for a female complaining of sexual assault presenting in any clinical setting

By the end of this module, the trainee should

- know local referral pathways/services including those outside police involvement
- be able to get a basic outline of incident/woman's preferences so appropriate arrangements can be made for referral
- know how to preserve evidence in the interim
- if the woman absolutely refuses to go to anyone else then can take a reasonable history and undertake examination and document clearly. Also be able to take appropriate forensic specimens though it is unlikely that would be appropriate due to lack of storage facilities
- provide appropriate care (FP, STI, vaccinations etc appropriate to timing of incident)
- ensure appropriate follow-up

Knowledge criteria	Clinical competency	Professional skills and Attitudes	Training support	Evidence/ Assessment
Definition: - Offences as outlined in Sexual Offences Act 2003 - local underage sexually active protocol - types of domestic violence	Identify domestic violence presenting in the clinical setting Take an appropriate initial account from a female disclosing domestic violence/sexual assault to allow	Ability to: - establish rapport with complainant - take appropriate history in sensitive manner - communicate taking account of any distressed state of complainant	Sexual offences Act 2003 (HMSO website) Domestic violence (Home office)	Log of experience and competence

<p>presentation in the clinical setting</p> <p>Relevant local services:</p> <ul style="list-style-type: none"> - Contraception/Genitourinary medicine - Primary care - paediatricians - Accident & emergency - social services - domestic violence - counselling <p>Forensic science</p> <ul style="list-style-type: none"> - different types of evidence - different types of injury and effects of timing of incident - relevance of samples according to timing and account of incident - preservation of evidence and chain of evidence - facilities for management of forensic samples outside the criminal justice system <p>Health needs</p> <p>Health implications of incident</p> <ul style="list-style-type: none"> - acute injuries 	<p>referral to the most appropriate service</p> <ul style="list-style-type: none"> - age of complainant - details of assault - injuries sustained - timing of incident - medical history - sexual history including other sexual activity, contraception, LMP <p>Identify and manage/refer any urgent health needs that should take priority over management of the sexual assault, taking account of optimum preservation of evidence.</p> <p>With agreement of complainant and having addressed any immediate health needs:</p> <ul style="list-style-type: none"> - refer to appropriate service for on-going management of case - protect any evidence available for forensic processing <p>For complainants declining involvement of other services [N3]</p>	<ul style="list-style-type: none"> - document history appropriately - prioritise immediate health needs taking account of need for forensic examination - identify and refer to appropriate services according to health and forensic needs of complainant - counsel complainants regarding management options and their implications and ensure understood by the complainant - explain strategies for optimum preservation of evidence and ensure understood by the complainant - liaise with and refer to appropriate services <p>Ability to:</p> <ul style="list-style-type: none"> - ensure capacity to consent to examination. - arrange examination in appropriate clinical environment - involve any other appropriate agencies - counsel fully regarding examination 	<p>Observation of and discussion with senior colleagues</p> <p>Forensic gynaecology course RCOG</p> <p>Paediatric forensic courses (RCPCH)</p> <p>APS training courses/ attachment to FME</p> <p>Assisting and advising complainants of sexual assault in the family planning setting FACT (FFPRHC)</p>	<p>Mini-CEX/CbD</p> <p>CbD</p>
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<ul style="list-style-type: none"> - sexual and reproductive health - mental health - change in needs according to time interval between incident and disclosure - follow up for health needs <p>Consent</p> <ul style="list-style-type: none"> - capacity to consent to treatment by under 16's (fraser guidelines) - capacity to consent to examination including effects of age, intoxication, special educational needs, mental illness, English not first language - confidentiality and information sharing <p>Examination</p> <ul style="list-style-type: none"> - role of systems examination - role of body examination - role of genital examination <p>Documentation</p> <ul style="list-style-type: none"> - note writing - record of examination findings 	<ul style="list-style-type: none"> - obtain consent to forensic and medical examination as appropriate - explain limitations of this option if decides to involve criminal justice system - inform of lack of guarantee of complete confidentiality (reports, child protection) - identify suitable location for examination - undertake appropriate medical and forensic examination guided by account of type and timing of incident - obtain appropriate forensic specimens if storage available - ensure appropriate labelling of specimens to maintain chain of evidence - pregnancy test if indicated <p>Clearly document history and examination - may be used as evidence</p> <ul style="list-style-type: none"> - to facilitate subsequent writing of legal reports if required 	<ul style="list-style-type: none"> - ensure patient understands they can halt the examination at any point - undertake sensitive examination and maximise gathering of appropriate evidence - manage any evidence appropriately - ensure appropriate storage of notes <p>Ensure patient understanding of findings, implications and future options</p>	<p>Consent guidance and sample consent form (AFP)</p> <p>Proforma for post pubertal female/male forensic sexual assault examination (AFP)</p> <p>Sampling guidelines for perieanal area, anal canal and rectum (AFP)</p> <p>Guidance on Paediatric Forensic Examinations in Relation to Possible Child Sexual Abuse (AFP)</p>	<p>Mini-CEX OSAT</p>
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<p>Differing roles of professional and expert witness</p>	<p>Discuss findings with complainant</p> <p>Ensure appropriate after care</p> <ul style="list-style-type: none"> - postcoital contraception - STI prophylaxis <ul style="list-style-type: none"> • Genital infection • Hepatitis B • HIV <p>Ensure appropriate follow-up as guided by account of incident and examination findings:</p> <ul style="list-style-type: none"> - Family planning (emergency IUCD, TOP) - GUM - STIs, vaccination, blood borne infections - GP - social services - domestic violence team - counselling - paediatricians <p>Give written</p> <ul style="list-style-type: none"> - arrangements for follow up -list of other support agencies 	<p>Manage any identified health needs and counsel regarding management recommendations and prophylaxis</p> <p>Discuss need for ongoing support and follow up and discuss possible physical or emotional sequelae of incident</p> <ul style="list-style-type: none"> - ensure clear follow up arrangements made - encourage involvement of GP and write summary letter if agreement 	<p>Use of lubricants (APS)</p> <p>BASHH guideline on management of Adult Victims of sexual assault</p> <p>Legal report writing course (BMA)</p> <p>Court room appearances course (Bond Solon)</p>	<p>Mini-CEX/CbD</p> <p>Review of report with senior colleague</p>
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MODULE 3	TOPIC : Forensic Gynaecology and Domestic Violence
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Skill	Competence Level					
	Observation Minimum 5 if no previous experience		Direct Supervision		Independent Practice	
	Date	Signature	Date	Signature	Date	Signature
Take a history from a female complainant of sexual assault						
Take a history from a female complainant of domestic violence						
Refer to appropriate service for on-going management						
Provide appropriate sexual and reproductive healthcare if not part of other services						
Undertake physical and forensic examination of complainant						
Document findings in appropriate format						
Ensure all available evidence is						

preserved in manner ensuring maintenance of chain of evidence						
Advise complainant on options for management of sexual offences outside criminal justice system						
Arrange appropriate follow-up						
Write statement relating to history and findings						
Give evidence relating to history and examination findings in court						
Advise complainant on agencies available for follow up						

Training Courses or sessions		
Title	Signature of educational supervisor	Date

Authorisation of Signatures - please print your name and sign below

Name (please print)	Signature

Module 4: Service Management

4.1 Clinical governance (CG) and risk management

Objectives: Understand and demonstrate appropriate knowledge and skills in relation to CG and risk management

Knowledge Criteria	Clinical Competency	Professional skills and attitudes	Training support	Evidence / Assessment
<p>Clinical Governance</p> <ul style="list-style-type: none"> - organizational framework at local, SHA and national levels - standards e.g. NSF, NICE, RCOG guidelines - clinical effectiveness <ul style="list-style-type: none"> • principles of evidence based practice • types of clinical trial/evidence classification • grades of recommendation - guidelines and integrated care pathways 	<p>Perform clinical audit</p> <ul style="list-style-type: none"> • define standard based on evidence • prepare project & collate data • re-audit and close audit loop • formulate policy <p>Develop and implement a clinical guideline</p> <ul style="list-style-type: none"> • purpose and scope • identify and classify evidence • formulate recommendations 	<p>Ability to practice evidence based medicine</p> <p>Ability to perform a clinical audit relevant to subspecialty</p> <p>Ability to develop and implement a clinical guideline relevant to subspecialty</p> <p>Ability to report and investigate a critical incident</p>	<p>Observation of and discussion with senior medical staff and clinical governance team.</p> <p>Attendance at risk management meetings</p> <p>DH, RCOG and Trust publications</p>	<p>Log of experience and competence</p> <p>TPD report</p>

<ul style="list-style-type: none"> • formulation • advantages and disadvantages - clinical audit - patient / user involvement <p>Risk management</p> <ul style="list-style-type: none"> - incidents/near miss reporting - complaints management - litigation and claims management <p>Appraisal and revalidation</p> <ul style="list-style-type: none"> - principles - process: appraisal, assessment and job plans - revalidation 	<ul style="list-style-type: none"> • identify auditable standards <p>Participate in risk management</p> <ul style="list-style-type: none"> • investigate a critical incident • assess risk • formulate recommendations • debrief staff <p>Perform appraisal</p>	<p>Ability to respond to a complaint in a focused and constructive manner.</p> <p>Ability to perform appraisal</p>		
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4.2 Administration and service management

Objectives: Display knowledge of the structure and organization of the NHS nationally and locally
Understand and demonstrate appropriate skills and attitudes in relation to administration and management

Knowledge Criteria	Clinical Competency	Professional skills and attitudes	Training support	Evidence / Assessment
<p>Organization of NHS services</p> <ul style="list-style-type: none"> • Directorate, Trust • PCT, SHA <p>Managed clinical network for subspecialty service: multi-agency and multi-professional collaboration</p> <p>Management</p> <ul style="list-style-type: none"> • strategy development • operational development • business planning • project management • Policy development, implementation and evaluation • Health and safety 	<p>Develop and implement organizational change</p> <ul style="list-style-type: none"> • development of strategy • formulate a business plan • manage project 	<p>Ability to develop and implement organizational change</p> <p>Ability to collaborate with:</p> <ul style="list-style-type: none"> • other professions • other agencies 	<p>Observation of and discussion with senior medical and management staff</p> <p>Attendance at Directorate management meetings / interviews</p> <p>Management course</p> <p>Shadowing</p> <p>Mentoring</p>	<p>Log of experience and competence</p> <p>TPD report</p> <p>PDF</p>

<p>Financial resource management</p> <ul style="list-style-type: none"> • Budget holding and control • Assessing priorities • Bid development and submission • Contract development • Quality assurance including national standards • Efficiency and effectiveness <p>Human resources</p> <ul style="list-style-type: none"> • team building • policies and procedures • employment law and equal opportunities • interviewing and selection • complaints procedures • bullying and harassment • dealing with a poorly performing employee • disciplinary procedures • staff development • team building 	<p>Be able to participate in recruitment</p> <ul style="list-style-type: none"> • job specification • interview and selection 	<p>Develop interviewing techniques and those required for performance review</p>	<p>Observation of senior team members</p> <p>Supervised project work</p> <p>Personal learning</p> <p>Targeted course work</p>	
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Scrutiny of organization <ul style="list-style-type: none"> • Healthcare Commission • PMETB / educational inspection visits 				
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Suggested courses:

- Management Course
- Leadership Course
- Employment Law and Human Rights
- Media Training
- Recruitment and Interview
- Assessment / Appraisal Course
- Complaints Course
- Clinical risk course

MODULE 4	TOPIC : Service Management
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Skill	Competence Level					
	Observation		Direct Supervision		Independent Practice	
	Date	Signature	Date	Signature	Date	Signature
Perform clinical audit <ul style="list-style-type: none"> • define standard based on evidence • prepare project & collate data • re-audit and close audit loop • formulate policy 						
Develop and implement a clinical guideline <ul style="list-style-type: none"> • purpose and scope • identify and classify evidence • formulate recommendations • identify auditable standards 						
Participate in risk management <ul style="list-style-type: none"> • investigate a critical incident • assess risk • formulate recommendations • debrief staff 						
Perform appraisal						

- process: appraisal, assessment and job plans, revalidation						
Develop and implement organizational change <ul style="list-style-type: none"> • development of strategy • formulate a business plan • manage project 						
Be able to participate in recruitment and committees dealing with HR issues <ul style="list-style-type: none"> • job specification • interview and selection • complaints procedures • bullying and harassment • dealing with a poorly performing employee • disciplinary procedures 						

Training Courses or sessions		
Title	Signature of educational supervisor	Date

Authorisation of Signatures - please print your name and sign below	
Name (please print)	Signature

Module 5: Population Health

Objective: an appreciation of general and local health needs, their assessment and how to address deficiencies

In completing this module, it is expected that discussions between trainee & trainers will result in an appreciation of general & local health needs.

From this, a project will be formulated utilising relevant agencies in the area e.g. public health, education services.

The project should be a practical one, addressing aspects of the health needs of the local community and should have clear objectives, taking into account the impact of any proposals arising out of the project.

On completion, the project should be presented at local meetings and relevant specific forums.

Knowledge Criteria	Clinical Competency	Professional Skills and attitudes	Training support	Evidence/ Assessment
Have knowledge of the 9 areas of Public Health <ul style="list-style-type: none"> • Population needs assessment 	Find, retrieve, select and assimilate sufficient appropriate evidence to answer a question	Be aware of available data to describe health status and local determinants of populations to identify communities with poor	Appropriate postgraduate courses e.g. -Epidemiology and statistics -Health needs assessment	RITA assessment Logbook Multisource

<ul style="list-style-type: none"> Assessing evidence of effectiveness of public health interventions Policy and strategy development and implementation 		<p>health</p> <p>Have the ability to</p> <ul style="list-style-type: none"> analyse population data to assess health status/inequalities draw appropriate conclusions from quantitative and qualitative research find, retrieve, assess and synthesise evidence to formulate a justifiable recommendation understand the development of policy and strategy make appropriate changes to policy and/or strategy proposals in response to 	<p>-Critical appraisal</p> <p>Personal study, paper and web-based</p> <p>Clinical attachments</p> <p>Mentoring</p> <p>Shadowing</p> <p>Observation of and discussion with senior staff</p> <p>Attendance at committees and meetings</p> <p>Attendance at scientific meetings</p> <p>Supervised project work</p>	<p>feedback</p> <p>Mini-CEX</p> <p>CbD</p> <p>Contents of PDF:</p> <ul style="list-style-type: none"> -Powerpoint presentations -Minutes of meetings a role played within -Certificates of attendance -Press releases -Publications -Reports <p>Project delivery and dissemination (presentation/poster/peer reviewed publications/further degree)</p>
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<ul style="list-style-type: none"> • Strategic leadership and collaborative working for health • Health improvement 	<p>Manage a project to successful completion within available resources and timescales</p>	<p>discussion with stakeholders</p> <ul style="list-style-type: none"> • work with media • identify and engage stakeholders in a project to improve public health • understand the principles and practice of health promotion and behavioural change and the principles of sustainable development • assess and communicate the need for health improvement in a defined community • develop and implement a plan to address a health improvement need 		<p>Reflective diary</p>
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<ul style="list-style-type: none"> • Health protection e.g. sexual health Screening High risk groups (teenagers, asylum seekers, prisoners, etc) • Health and social service quality -the commissioning cycle including PbC, tariffs and costs -equity of service 		<ul style="list-style-type: none"> • understand health protection service issues: risk assessment/ communication/ interventions • contribute to investigation of an incident/ outbreak • apply health protection principles in particular settings and high risk groups e.g. sexual health • evaluate and audit services to assure and improve quality • apply results of HNA leading to service development 		
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<p>provision -clinical governance -prioritisation of services -quality improvement</p> <ul style="list-style-type: none"> • Public health intelligence including performance management systems for healthcare and public health systems • Academic public health 		<ul style="list-style-type: none"> • formulate and articulate problems so they can be addresses using public health intelligence • provide information in a way that can be understood • draw appropriate conclusions and make recommendations for research • identify research needs 		
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		<ul style="list-style-type: none">• interpret and apply appropriate statistical methods• work within the principles of good research governance <p>Demonstrate the ability to lead a service within which the principals of Public Health are embedded, and which works in partnership with commissioners, other providers and client groups to address public health issues.</p>		
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MODULE 5	TOPIC : Population health
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Skill	Competence Level					
	Observation		Direct Supervision		Independent Practice	
	Date	Signature	Date	Signature	Date	Signature
Be able to find, retrieve, select and assimilate sufficient appropriate evidence to answer a question						
Be able to manage a project to successful completion within available resources and timescales						
Demonstrate the ability to lead a service within which the principals of Public Health are embedded, and which works in partnership with commissioners, other providers and client groups to address public health issues.						
Be able to work with media						
Have the ability to analyse population data to assess health						

status/inequalities and draw appropriate conclusions from quantitative and qualitative research						
Have the ability to understand the development of policy and strategy and make appropriate changes to policy and/or strategy proposals in response to discussion with stakeholders						
Have the ability to identify and engage stakeholders in a project to improve public health						
Have the ability to assess and communicate the need for health improvement in a defined community and develop and implement a plan to address a health improvement need						
Have the ability to apply health protection principles in particular settings and high risk groups e.g. sexual health						
Have the ability to evaluate and audit services to assure and improve quality						

and apply results of HNA leading to service development						
Have the ability to formulate and articulate problems so they can be addresses using public health intelligence						
Have the ability to draw appropriate conclusions and make recommendations for research						
Have the ability to work within the principles of good research governance						

Training Courses or sessions		
Title	Signature of educational supervisor	Date

Name of project:
Supervisor (name, signature, title and department)

Authorisation of Signatures - please print your name and sign below	
Name (please print)	Signature

Module 6: Audit, Research and IT

Objectives Understand and demonstrate appropriate skills and attitudes in relation to audit and research relevant to the subspecialty
Demonstrate competence in the use and management of health information

Knowledge Criteria	Clinical Competency	Professional skills and attitudes	Training support	Evidence / Assessment
<p>The principles and practice of Evidence Based Medicine</p> <p>International recommendations on ethical standards in research</p> <p>IT: How to input, retrieve and utilize data recorded on clinical systems relevant to subspecialty</p> <p>Knowledge of main local and national projects and initiatives in IT and its applications</p> <ul style="list-style-type: none"> • NPfIT and Connecting for Health 	<ul style="list-style-type: none"> • Ability to critically review research papers • Ability to conduct a literature search • Ability to reference a paper <p>Ability to use IT for communication, data collection and management</p> <ul style="list-style-type: none"> • software • databases • web sites 	<p>Ability to design and conduct a full audit spiral</p> <p>Understand what is required to design and conduct a scientific experiment</p> <p>Ability to present a piece of scientific research/ audit</p> <p>Ability to understand the impact of any research/ audit on participants/ observers outside the team</p>	<p>Discussion with senior staff (clinicians, scientists, statisticians)</p> <p>Attendance at scientific / audit meetings</p> <p>Personal study</p> <p>Appropriate postgraduate courses (e.g. research methods, statistics)-</p>	<p>Presentations locally, regionally, nationally or internationally</p> <p>Peer-reviewed publications and or higher degree</p> <p>Multisource feedback</p> <p>Reflective diary</p>

<p>Knowledge of confidentiality of data</p> <ul style="list-style-type: none"> • principles and implementation • role of Caldicott guardian <p>The principles and practice of clinical audit</p> <p>How to devise a budgeted study application</p>		<p>Have an ethically sound approach to works undertaken</p> <p>Ability to apply principles of confidentiality in context of IT</p>	<p>Use of paper and web- based information sources</p> <p>Observation and discussion with senior medical staff</p>	
<p>How to design a research study, including use of statistics and application for ethics approval</p>	<p>Perform a scientific experiment:</p> <ul style="list-style-type: none"> • review evidence • develop a hypothesis and design experiment to test hypothesis • define sample • conduct experiment 			

<p>How to design an audit spiral including use of existing data and application for governance approval</p>	<ul style="list-style-type: none"> • perform statistical analysis of data • draw appropriate conclusions from results <p>Perform an audit:</p> <ul style="list-style-type: none"> • identify best practice • identify current practice • feedback on initial findings • set targets • find ways of moving from real to ideal current practice and standards • implement change • re-evaluate practice and provide feedback • repeat until hit agreed targets 			
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MODULE 6	TOPIC : Audit, Research and Information management and technology
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Skill	Competence Level					
	Observation		Direct Supervision		Independent Practice	
	Date	Signature	Date	Signature	Date	Signature
Ability to critically review research papers						
Ability to conduct a literature search						
Ability to reference a paper						
Ability to use IT for communication, data collection and management						
Perform an audit:						

Training Courses or sessions		
Title	Signature of educational supervisor	Date

Authorisation of Signatures - please print your name and sign below	
Name (please print)	Signature

Appendix 1 Learning Resources

Title
How to Write a Paper... BMA series
www.statistics.gov.uk
RCOG Clinical Audit Unit www.RCOG.org.uk Audit Reports under Good Practice link
Research Methods Course
Greenhalgh book on critical appraisal of papers
Data protection www.informationcommissioner.gov.uk
CHI audit www.dh.gov.uk
IT course and training on literature searches e.g. using OVID/Medline

Bandolier

<http://www.jr2.ox.ac.uk.bandolier>

BMA clinical effectiveness links

<http://library.bma.org.uk/html/clineffecr.html>

Cochrane

<http://www.cochrane.org>

National Institute of Clinical Effectiveness (NICE)

<http://www.nice.org.uk>

NHS Centre for Reviews and Dissemination (NHSCRD)

NHS

www.prodigy.nhs.uk

Module 7: Teaching, Training and Assessment

The trainee should continue to build on the skills learnt in the core logbook with a view to being responsible for and personally delivering training programmes in Sexual and Reproductive Health to a wide variety of professionals and non-professionals including the public and equivalents in different circumstances and settings.

Objectives:

To understand and demonstrate the knowledge, skills and attitudes to provide appropriate teaching, training, learning support, appraisal and assessment to undergraduates & postgraduates.

To understand and be able to design & evaluate training programmes for single and groups of trainees

To be able to develop their own medical educational skills by reflecting on practice

Knowledge Criteria	Clinical Competency	Professional Skills and attitudes	Training support	Evidence/ Assessment
Understands principles of adult learning	Can describe different theories of adult learning applicable to medical teaching and training	Maintains awareness of innovation and developments in medical education and educational techniques	Shadowing teaching and training event organisers Participation in the planning and execution of training events	Achievement of LoC Med Ed. LoC Med Ed Log of reflective practice
Understands how to use different teaching methods, their appropriateness &	Able to plan educational sessions/ interventions including aims, objectives, learning resources to be used and structure of session.	Conduct of session, including rapport with audience, appropriateness	Teaching and training practice with feedback	Formal observation of teaching/training practice. Evidence

<p>advantages/disadvantages</p>	<p>Able to implement different teaching modalities including 1-2-1 teaching, small group, problem based, seminars and formal lectures</p>	<p>of presentation, effective use of materials, clarity, audience participation and feedback</p>	<p>Educational supervision of training programme</p> <p>Peer support and evaluation of practice</p> <p>Reflective practice with guidance of mentor in addressing challenging situations</p>	<p>of participation in the planning and execution of DFFP courses and training.</p>
<p>Understands how to effectively teach/train in different learning environments including clinical and non clinical settings</p>	<p>Demonstrates an ability to effectively teach train in different learning environments</p>	<p>Recognises training opportunities in clinical settings & demonstrates appropriate professional skills and attitudes in their interaction with the training/ teaching team and patients</p>	<p>Self directed learning library and web based</p> <p>Formal courses e.g. LoC Med Ed., use of teaching aids</p>	<p>Logbook of training experiences in different clinical and non clinical settings</p> <p>MSF</p>
<p>Understands the principles & importance of reflective practice & evaluation of educational interventions</p>	<p>Able to evaluate and reflect upon personal teaching practice and to contribute to formal evaluation of training programmes</p>	<p>Actively seeks feedback on own practice as educator & plans appropriate changes to future practice</p>		<p>Log of reflective practice</p>

<p>Understands the role of the educational supervisor and the principles and importance of feedback</p>	<p>Demonstrates a thorough knowledge of the Faculty of Family Planning's requirements for MFFP / DFFP / LoCs Basic knowledge of genitourinary medicine courses and qualifications STIF / diploma in genitourinary medicine (Dip GUM) Is able to perform the duties required for effective educational supervision</p>	<p>Objectivity in providing feedback and use of a methodical structured approach in educational supervision</p>		<p>Mini CEX Evidence of undertaking role as primary trainer for DDF and LoC trainees</p>
<p>Understands how to develop effective learning environments & learner support systems.</p>	<p>Able to plan and deliver teaching/training in a supportive learning environment</p>	<p>Active commitment to establish effective learning environments for learners (health based and otherwise)</p>		<p>Logbook of training experiences in different clinical and non clinical settings With supporting evidence</p>
<p>Understand how to design & organise a</p>	<p>Demonstrates ability in course planning delivery and assessment</p>			

<p>teaching / training programme</p>	<p>including innovations in educational techniques</p>	<p>Commitment for developing and delivering "fit for purpose" teaching / training programmes. Awareness of need to comply with quality assurance issues.</p>		<p>Evidence of participation in the planning and execution of DFFP courses and training.</p>
<p>Understand principles of assessment, different methods and their advantages & disadvantages</p>	<p>Ability to conduct assessment of trainees including objective work based assessment techniques e.g. mini-CEX, OSATS</p>	<p>Objectivity in assessment and use of methodical structured approaches.</p> <p>Awareness of limitations of assessment methodology</p>		<p>Evidence of use of assessments tools and methods</p>
<p>Understand principles of appraisal & difference from</p>	<p>Identify a trainee in difficulty and demonstrate ability in the formal process of managing a failing trainee</p>	<p>Demonstrates professional and supportive skills and attitude in managing the failing trainee</p>		<p>Role play and/ or CbD</p>

<p>assessment</p> <p>Understands the principles and process of mentoring</p> <p>Basic understanding of educational research skills</p>	<p>Demonstrates effective and appropriate mentoring skills</p> <p>Can formulate appropriate research questions</p> <p>Knows how to design an appropriate educational research project</p>	<p>Commitment to professional approach to role as mentor</p> <p>Demonstrates awareness of ethical and professional responsibilities in educational research</p>		<p>Role play and /or CbD</p> <p>Log of reflective practice</p>
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Supporting evidence should be kept in a PDF e.g. may include copies of trainee evaluation documentation, teaching plans, examples of educational resources used, participation in teaching/ training programme, committee involvement

Module 7	Logbook of teaching, training and assessment experiences
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Skill	Competence Level					
	Observation (where applicable)		Direct Supervision (where applicable)		Independent Practice	
	Date	Signature	Date	Signature	Date	Signature
Can describe different theories of adult learning applicable to medical teaching and training						
Able to plan educational sessions/ interventions: <ul style="list-style-type: none"> • 1 2 1 teaching 						

• small group						
• problem based						
• seminars						
• formal lectures						
Able to effectively teach /train in different learning environments						

Able to evaluate and reflect upon personal teaching practice						
Able to contribute to formal evaluation of training programmes						
Demonstrates a thorough knowledge of the Faculty of Family Planning's requirements for MFFP / DFFP / LoCs						
Basic knowledge of genitourinary medicine courses and qualifications STIF / diploma in genitourinary medicine (Dip GUM)/ Competencies for STIs toolkit						
Is able to perform the duties required for effective educational supervision						

Able to plan and deliver teaching/ training in a supportive learning environment						
Demonstrates ability in course planning delivery and assessment including innovations in educational techniques						
Ability to conduct assessment of trainees including objective work based assessment techniques e.g. mini-CEX, OSATS						
Identify a trainee in difficulty and demonstrate ability in the formal process of managing a failing trainee						
Demonstrates effective and appropriate mentoring skills						

Can formulate appropriate research questions						
Knows how to design an appropriate educational research project						

Module 8: Personal and Social Education (PSE) and Health Promotion

The aim of Health Promotion could be described as 'to improve the positive health of the general population and to reduce inequalities in health.'

The objectives of this programme is to enable the trainee to deliver:

Awareness raising

Information and education

Development of services and service providers

Skills and capacity building in individuals and communities

Knowledge Criteria	Clinical Competency	Professional Skills and attitudes	Training support	Evidence/ Assessment
<p>The principles of the Ottawa Charter</p> <p>The National strategy for Sexual Health and HIV and Choosing Health</p> <p>National policies, statutory and non-</p>	<p>Ability to</p> <ul style="list-style-type: none"> • Assist in developing and implementing a local sexual health strategy <p>Do a project to demonstrate</p> <ul style="list-style-type: none"> -Developing and implementing an action plan -project design and management (SMART) 	<p>Demonstrate leadership skills in managing a service in which health promotion is integral</p> <p>Demonstrate an ability in the following;</p> <ul style="list-style-type: none"> • Multiagency working • Building self esteem • Implementing what 	<p>Personal study</p> <p>Paper and web-based resources e.g.</p> <ul style="list-style-type: none"> - the DH Sexual Health and HIV strategy website www.dh.gov.uk has resources to support health promotion 	<p>Supervised project</p> <p>Reflective diary</p> <p>Multisource feedback</p> <p>Presentations</p>

<p>statutory guidance for PHSE</p> <p>The law in relation to PHSE</p> <p>Knowledge and awareness of national and local context e.g.</p> <ul style="list-style-type: none"> • Marginalised and target groups • Pattern of drug and alcohol misuse • Pattern of teen pregnancies <p>Knowledge of the</p> <ul style="list-style-type: none"> • physical, emotional and social development of young people • relationship between emotional health and well being, 	<p>-monitor and evaluate</p> <ul style="list-style-type: none"> • Apply direct and indirect methodologies to deliver health promotion to target communities <p>Indirect e.g.</p> <ul style="list-style-type: none"> -needs assessment -Media work -Policy and strategy development -Work with commissioners -Promotion of strong interagency working <p>Direct e.g.</p> <ul style="list-style-type: none"> -sex and relationships education -community development -peer education projects -targeted work with vulnerable groups -condom distribution 	<p>research tells us is effective</p> <ul style="list-style-type: none"> • Group work skills including outreach/ detached e.g. the community development approach • PPI <p>Demonstrate</p> <ul style="list-style-type: none"> • Having a values base • A supportive method of working • A holistic view of sexual health and HIV prevention • The ability to link in with other Choosing Health initiatives • The ability to develop an interagency approach -users, providers and commissioners • Team building skills 	<p>-Effective Sexual Health promotion; a toolkit for PCTs and others working in the field of promoting good sexual health and HIV prevention. DH 2003</p> <p>-</p> <p>www.wiredforhealth.gov.uk</p> <p>-</p> <p>www.teachernet.gov.uk/pshe</p> <p>Attachment to health promotion team with specific remit for</p> <ul style="list-style-type: none"> • sexual health promotion • SRE • Choosing Health <p>Supervised project</p> <p>Attending multi-agency/ partnership</p>	<p>PDF</p> <p>Evidence of liaison with outside agencies/ multiagency working</p> <p>Minutes of meetings with annotation to indicate input</p> <p>Patient satisfaction surveys as evaluation of work</p>
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<p>and sex and relationships</p> <ul style="list-style-type: none"> influence on sex and relationships of personal identity, gender, sexuality and sexual orientation 			<p>meetings</p> <p>Shadowing and observation of good practice</p> <p>Membership of policy/ strategy development team</p>	
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MODULE 8	TOPIC : Personal and Social Education and Health Promotion
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Skill	Competence Level					
	Observation		Direct Supervision		Independent Practice	
	Date	Signature	Date	Signature	Date	Signature
For a project: Develop and implement an action plan						
For a project: Design and manage it						
For a project: Monitor and evaluate it						
Can describe the National Strategy for sexual Health and HIV						
Can describe the law and policies around PHSE						
Demonstrates a working knowledge of high risk and target groups nationally and locally						
Demonstrates knowledge of the influences on young people emotional, sexual and social development						
Demonstrates an ability to deliver health promotion to a target community						

Demonstrates the ability to deliver PSE						
Demonstrate leadership skills in managing a service in which HP is integral						
Demonstrate an ability in the following						
– Multiagency working						
– Building self esteem						
– Implementing what research tells us is effective						
– Group skills including outreach/detached e.g. the community development approach						
– PPI						
Demonstrate						
– Having a values base						
– A supportive method of working						
– A holistic view of sexual health and HIV prevention						
– The ability to link in with other Choosing Health initiatives						
– The ability to develop an interagency approach -users, providers and commissioners						
- Team building skills						

Training Courses or sessions		
Title	Signature of educational supervisor	Date

Name of project:

Supervisor (name, signature, title and department)

Authorisation of Signatures - please print your name and sign below	
Name (please print)	Signature

Module 9: Generic

9.1 Communication, team working and leadership skills

- Objectives: Demonstrate effective communication with patients and colleagues
 Demonstrate good working relationships with colleagues
 Demonstrate the ability to work in clinical teams and have the necessary leadership skills

Knowledge Criteria	Clinical Competency	Professional skills and attitudes	Training support	Evidence / Assessment
<p>Communication</p> <ul style="list-style-type: none"> - how to structure a patient interview to identify: <ul style="list-style-type: none"> ▪ concerns & priorities ▪ expectations ▪ understanding & acceptance - breaking bad news - bereavement process and behavior <p>Team working</p> <ul style="list-style-type: none"> - roles and responsibilities of team members - factors that influence & inhibit team development - ways of improving team working incl. 	<p>Be able to communicate both verbally and in writing with patients & relatives including:</p> <ul style="list-style-type: none"> • breaking bad news • appropriate use of interpreters • involves them in decisions about their own care • be polite and culturally appropriate • respect confidentiality <p>Be able to communicate both verbally and in writing with colleagues</p> <ul style="list-style-type: none"> • Good record keeping • Observes administrative 	<p>Ability to communicate effectively with:</p> <ul style="list-style-type: none"> • colleagues • patients and relatives <p>Ability to break bad news appropriately and support distress</p> <p>Ability to:</p> <ul style="list-style-type: none"> • work effectively within a subspecialty team • lead a clinical team • respect other's opinions • deal with difficult colleagues 	<p>Observation of and discussion with senior medical staff</p>	<p>TPD report</p> <p>Team observations</p>

<ul style="list-style-type: none"> • objective setting & planning • motivation and demotivation • organization • respect <p>- contribution of mentoring and supervision</p> <p>Leadership</p> <ul style="list-style-type: none"> - qualities and behaviors - styles - implementing change / change management (see management module) 	<p>responsibilities</p> <ul style="list-style-type: none"> • Acts within own competency • Responds appropriately to constructive criticism • Delegates/ supervises appropriately 			
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9.2 Good Medical Practice and maintaining trust

Objectives: To inculcate the habit of life long learning and continued professional development
 To ensure trainee has the knowledge, skills and attitudes to act in a professional manner at all times

Knowledge Criteria	Clinical Competency	Professional skills and attitudes	Training support	Evidence / Assessment
Continuing professional development	Be able to recognize and use learning opportunities	Ability to recognize and use learning opportunities	Observation of and discussion with senior	TPD report Team observations

<p>Doctor-patient relationship</p> <p>Personal health</p> <p>Understand relevance of:</p> <ul style="list-style-type: none"> • RCOG • GMC, Defence Unions, BMA • specialist societies • STC & postgraduate dean • Defence unions <p>Ethical principles</p> <ul style="list-style-type: none"> • respect for autonomy • beneficence & non maleficence • justice <p>Informed consent</p> <p>Confidentiality</p> <p>Legal issues</p> <ul style="list-style-type: none"> • death certification • mental illness • advance directives, living wills 	<p>Be able to gain informed consent for:</p> <ul style="list-style-type: none"> • patient care & procedures • research 	<p>Ability to:</p> <ul style="list-style-type: none"> • learn from: <ul style="list-style-type: none"> - colleagues - experience • work independently but seek advice appropriately • deal appropriately with challenging behavior <p>Understand:</p> <ul style="list-style-type: none"> • ethical issues relevant to subspecialty • legal responsibilities <p>Recognize;</p> <ul style="list-style-type: none"> ▪ own limitations ▪ when personal health takes priority over work pressure <p>Ability to gain informed consent</p>	<p>medical staff</p>	
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MODULE 9	TOPIC : Generic
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Skill	Competence Level					
	Preparation		Supervised Work		Independent Achievement	
	Date	Signature	Date	Signature	Date	Signature
- Treats patients politely and considerately						
- Involves patient in decisions about their care						
- Respects patients' privacy and dignity						
- Respects confidentiality						
- Responds when asked to review a patient						
Liaises with colleagues about continuing care of patient						
Works as a member of a team						

Accepts criticism and responds constructively						
Keeps records of acceptable quality						
Keeps up to date with administrative tasks						
Acts within own capability, seeks advice appropriately						
Delegates work/supervises junior staff appropriately						
Manages time efficiently						

Training Courses or sessions		
Title	Signature of educational supervisor	Date

Authorisation of Signatures - please print your name and sign below

Name (please print)	Signature