HIGHER SPECIALIST TRAINING IN
GENITO-URINARY MEDICINE
This curriculum of training in Genito-Urinary Medicine was developed in 2010 and undergoes an annual review by Dr Fiona Lyons National Specialty Directors, Dr Ann O’Shaughnessy, Head of Education, Innovation & Research and by the Genito-Urinary Medicine Training Committee. The curriculum is approved by the Irish Committee on Higher Medical Training.

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</tr>
</tbody>
</table>
**Table of Contents**

**INTRODUCTION** .......................................................................................................................... 4

- AIMS........................................................................................................................................... 4
- ENTRY REQUIREMENTS .................................................................................................................. 6
- DURATION & ORGANISATION OF TRAINING ........................................................................... 6
- FLEXIBLE TRAINING .................................................................................................................... 7
- GYNAECOLOGICAL TRAINING ..................................................................................................... 9
- TEACHING, RESEARCH & AUDIT ............................................................................................... 10
- ePORTFOLIO ............................................................................................................................... 10
- ASSESSMENT PROCESS ................................................................................................................ 11
- ANNUAL EVALUATION OF PROGRESS ...................................................................................... 12
- FACILITIES ................................................................................................................................. 13

**GENERIC COMPONENTS** ........................................................................................................ 14

- STANDARDS OF CARE .................................................................................................................. 15
- DEALING WITH & MANAGING ACUTELY ILL PATIENTS IN APPROPRIATE SPECIALTIES ...... 18
- GOOD PROFESSIONAL PRACTICE .............................................................................................. 20
- INFECTION CONTROL .................................................................................................................. 22
- THERAPEUTICS AND SAFE PRESCRIBING .............................................................................. 24
- SELF-CARE AND MAINTAINING WELL-BEING ......................................................................... 26
- COMMUNICATION IN CLINICAL AND PROFESSIONAL SETTING ........................................... 28
- LEADERSHIP ............................................................................................................................... 30
- QUALITY IMPROVEMENT .......................................................................................................... 32
- SCHOLARSHIP ............................................................................................................................. 33
- MANAGEMENT ............................................................................................................................. 34

**SPECIALTY SECTION** ............................................................................................................ 36

- GENERAL PRINCIPLES OF THE ASSESSMENT AND MANAGEMENT OF GENITO-URINARY AND ASSOCIATED CONDITIONS ............................................................................ 37
- INFECTIONS AND INFLAMMATION ............................................................................................. 39
- GENITAL DISCHARGE AND ASSOCIATED CONDITIONS .............................................................. 40
- GENITAL ULCER DISEASE .......................................................................................................... 41
- GENITAL HUMAN PAPILLOMAVIRUS INFECTION AND ASSOCIATED CONDITIONS ............ 42
- ADULTS WHO HAVE BEEN SEXUALLY ASSAULTED ................................................................. 44
- GENITAL INFECTIONS IN PREGNANT WOMEN, THE NEWBORN, IN INFANTS AND CHILDREN ................................................................................................................................. 45
- VULVOVAGINITIS AND BALANITIS ............................................................................................. 46
- VIRAL HEPATITIS .......................................................................................................................... 47
- CONTRACEPTION ........................................................................................................................ 48
- HIV INFECTION AND DISEASE ................................................................................................. 49
- HIV TESTING AND COUNSELLING ............................................................................................. 49
- ASYMPTOMATIC HIV DISEASE, INCLUDING ANTI-RETROVIRAL PRESCRIBING ................... 50
- RESPIRATORY PRESENTATION OF HIV DISEASE ...................................................................... 51
- GASTROINTESTINAL PRESENTATION OF HIV .......................................................................... 52
- NEUROLOGICAL PRESENTATION OF HIV DISEASE .................................................................. 53
- HIV ASSOCIATED MALIGNANCIES AND PALLIATIVE CARE FOR HIV DISEASE ................. 54
- DERMATOLOGICAL PRESENTATIONS OF HIV DISEASE ......................................................... 55
- HAEMATOLOGICAL PRESENTATIONS OF HIV DISEASE .......................................................... 56
- EPIDEMIOLOGY AND PUBLIC HEALTH ..................................................................................... 57
- MANAGING GENITO-URINARY MEDICINE CLINICS ................................................................. 58
- GYNAECOLOGY AND OBSTETRICS IN GENITO-URINARY MEDICINE .................................. 59

**DOCUMENTATION OF MINIMUM REQUIREMENTS FOR TRAINING** ........................................ 60
Introduction

Genito-Urinary medicine (GUM) is an expanding specialty which is primarily related to the treatment and prevention of sexually transmitted infections (STIs). A large part of the work is involved in the clinical management of patients with HIV infection at all stages of disease, including inpatient management. The work involves a number of non-infectious medical genital problems such as dermatoses. A number of GUM departments also offer other sexual health services such as contraception, colposcopy (for the diagnosis and treatment of cervical dysplasia) and sexual dysfunction. Services are provided by multidisciplinary teams, which include doctors, nurses, health advisers (who carry out partner notification and counseling), receptionists, laboratory staff and secretarial support.

Besides these specialty specific elements, trainees in Genito-Urinary Medicine must also acquire certain core competencies which are essential for good medical practice. These comprise the generic components of the curriculum.

Aims

Upon satisfactory completion of specialist training in Genito-Urinary Medicine, the doctor will be competent to undertake comprehensive medical practice in that specialty in a professional manner, unsupervised and independently and/or within a team, in keeping with the needs of the healthcare system.

Competencies, at a level consistent with practice in the specialty of Genito-Urinary Medicine, will include the following:

- Patient care that is appropriate, effective and compassionate dealing with health problems and health promotion
- Medical knowledge in the basic biomedical, behavioural and clinical sciences, medical ethics and medical jurisprudence and application of such knowledge in patient care
- Interpersonal and communication skills that ensure effective information exchange with individual patients and their families and teamwork with other health professionals, the scientific community and the public
- Appraisal and utilisation of new scientific knowledge to update and continuously improve clinical practice
- The ability to function as a supervisor, trainer and teacher in relation to colleagues, medical students and other health professionals
- Capability to be a scholar, contributing to development and research in the field of Gastroenterology
- Professionalism
- Knowledge of public health and health policy issues: awareness and responsiveness in the larger context of the health care system, including e.g. the organisation of health care, partnership with health care providers and managers, the practice of cost-effective health care, health economics and resource allocations
- Ability to understand health care and identify and carry out system-based improvement of care
**Professionalism**

Being a good doctor is more than technical competence. It involves values – putting patients first, safeguarding their interests, being honest, communicating with care and personal attention, and being committed to lifelong learning and continuous improvement. Developing and maintaining values are important; however, it is only through putting values into action that doctors demonstrate the continuing trustworthiness with the public legitimately expect. According to the Medical Council, Good Professional Practice involves the following aspects:

- Effective communication
- Respect for autonomy and shared decision-making
- Maintaining confidentiality
- Honesty, openness and transparency (especially around mistakes, near-misses and errors)
- Raising concerns about patient safety
- Maintaining competence and assuring quality of medical practice
Entry Requirements

Applicants for Higher Specialist Training (HST) in Genito-Urinary Medicine must have completed a minimum of two years Basic Specialist Training (BST) in approved posts and obtained the MRCPI or (UK).

BST should consist of a minimum of 24 months involved with direct patient care supervised by senior clinicians and based on a clinical curriculum and professional and ethical practice learnt through mentorship by senior clinicians and supported by RCPI’s mandatory courses.

**BST in General Internal Medicine (GIM) is defined as follows:**
- A minimum of 24 months in approved posts, with direct involvement in patient care and offering a wide range of experience in a variety of specialties.
- At least 12 of these 24 months must be spent on a service or services in which the admissions are acute and unselected.
- Assessment of knowledge and skills gained by each trainee during their clinical experience. This assessment takes place in the form of the mandatory MRCPI examination (*The MCRPI examination was introduced as mandatory for BST as of July 2011*)
- For further information please review the BST curriculum

Those who do not hold an MRCPI or (UK) must provide evidence of equivalent qualification.

Duration & Organisation of Training

The duration of HST in Genito-Urinary Medicine and General Internal Medicine is five years, one year of which may be gained from a period of full-time research. For further information on the training requirements for General Internal Medicine please refer to the GIM curriculum.

No particular order or sequence of training will be imposed and programmes offered should be flexible i.e. capable of being adjusted to meet trainees’ needs. The earlier years will usually be directed towards acquiring a broad general experience of Genito-Urinary Medicine under appropriate supervision. An increase in the content of hands-on experience follows naturally, and, as confidence is gained and abilities are acquired, the trainee will be encouraged to assume a greater degree of responsibility and independence.

If an intended career path would require a trainee to develop further an interest in a sub-specialty within Genito-Urinary Medicine this should be accommodated as far as possible within the training period, re-adjusting timetables and postings accordingly.

Generic knowledge, skills and attitudes support competencies which are common to good medical practice in the entire Medical and related specialties. It is intended that all Specialist Registrars should re-affirm those competencies during Higher Specialist Training. No time-scale of acquisition is offered, but failure to make progress towards meeting these important objectives at an early stage would cause concern about a SpR’s suitability and ability to become independently capable as a specialist.
Flexible Training

National Flexible Training Scheme – HSE NDTP

The HSE NDTP operates a National Flexible Training Scheme which allows a small number of Trainees to train part time, for a set period of time.

Overview
- Have a well-founded reason for applying for the scheme e.g. personal family reasons
- Applications may be made up to 12 months in advance of the proposed date of commencement of flexible training and no later than 4 months in advance of the proposed date of commencement
- Part-time training shall meet the same requirements as full-time training, from which it will differ only in the possibility of limited participation in medical activities to a period of at least half of that provided for full-time trainees

Job Sharing - RCPI

The aim of job sharing is to retain doctors within the medical workforce who are unable to continue training on a full-time basis.

Overview
- A training post can be shared by two trainees who are training in the same specialty and are within two years on the training pathway
- Two trainees will share one full-time post with each trainee working 50% of the hours
- Ordinarily it will be for the period of 12 months from July to July each year in line with the training year
- Trainees who wish to continue job sharing after this period of time will be required to re-apply
- Trainees are limited to no more than 2 years of training at less than full-time over the course of their training programme

Post Re-assignment – RCPI

The aim of post re-assignment is to support trainees who have had an unforeseen and significant change in their personal circumstances since the commencement of their current training programme which requires a change to the agreed post/rotation.

Overview:
- Priority will be given to trainees with a significant change in circumstances due to their own disability, it will then be given to trainees with a change in circumstances related to caring or parental responsibilities. Any applications received from trainees with a change involving a committed relationship will be considered afterwards
- If the availability of appropriate vacancies is insufficient to accommodate all requests eligible trainees will be selected on a first come, first serve basis

For further details on all of the above flexible training options, please see the Postgraduate Specialist Training page on the College website www.rcpi.ie
Training Programme

The training programme offered will provide opportunities to fulfil all the requirements of the curriculum of training for Genito-Urinary Medicine. Each post within the programme will have a named trainer/educational supervisor and programmes will be under the direction of the National Specialty Director for Genito-Urinary Medicine or, in the case of GIM, the Regional Specialty Advisor. Programmes will be as flexible as possible consistent with curricular requirements, for example to allow the trainee to develop a sub-specialty interest.

The experience gained through rotation around different departments is recognised as an essential part of HST. A Specialist Registrar may not remain in the same unit for longer than 2 years of clinical training; or with the same trainer for more than 1 year.

Where an essential element of the curriculum is missing from a programme, access to it should be arranged, by day release for example, or if necessary by secondment.
Gynaecological Training

Aims:
To ensure that trainees have a broad knowledge of and competence in the management of the common gynaecological conditions seen in women presenting to Genito-Urinary (GU) departments.

Duration and Organisation of Training:
Trainees may obtain their gynaecology training by:

1. Undertaking a programme of gynaecological training equivalent to six to eight weeks during the first two years of higher medical training in GUM. The National Specialty Director and the assessment panel will review the logbook and the SpRs competence levels during the annual assessment of higher specialist training.

OR

2. A clinical attachment is acceptable as long as the objectives are still fulfilled. There is flexibility as to how this may be undertaken, but it should include outpatient, theatre and out of hours experience.

Attendance at colposcopic clinics (4-6) is essential and may be undertaken during any of the above options

The Certificate in Family Planning (RCPI) is a mandatory programme for trainees while the Certificate in Contraception (ICGP) is a non-mandatory course. These programmes enable trainees to have a broad understanding of contraceptive methods and their application in clinical practice. However, it is not essential for trainees to have acquired these qualifications in advance of entry into the specialty.
Teaching, Research & Audit

All trainees are required to participate in teaching. They should also receive basic training in research methods, including statistics, so as to be capable of critically evaluating published work.

A period of supervised research relevant to Genito-Urinary Medicine is considered highly desirable and will contribute up to 12 months towards the completion of training. Some trainees may wish to spend two or three years in research leading to a MSc, MD, or PhD, by stepping aside from the programme for a time. Additional educational credit may be granted at the discretion of the NSD and STC for clinical work relevant to the curriculum undertaken during the second and subsequent years of this research, up to a maximum of six months credit. For those intending to pursue an academic path, an extended period of research may be necessary in order to explore a topic fully or to take up an opportunity of developing the basis of a future career. Such extended research may continue after the CSCST is gained. However, those who wish to engage in clinical medical practice must be aware of the need to maintain their clinical skills during any prolonged period concentrated on a research topic, if the need to re-skill is to be avoided.

Trainees are required to engage in audit during training and to provide evidence of having completed the process.

ePortfolio

The trainee is required to keep their ePortfolio up to date and maintained throughout HST. The ePortfolio will be countersigned as appropriate by the trainers to confirm the satisfactory fulfilment of the required training experience and the acquisition of the competencies set out in the Curriculum. This will remain the property of the trainee and must be produced at the annual Evaluation meeting.

The trainee also has a duty to maximise opportunities to learn, supplementing the training offered with additional self-directed learning in order to fulfil all the educational goals of the curriculum. Trainees must co-operate with other stakeholders in the training process. It is in a SpR’s own interest to maintain contact with the Medical Training Department and Dean of Postgraduate Specialist Training, and to respond promptly to all correspondence relating to training. “Failure to co-operate” will be regarded as, in effect, withdrawal from the HST’s supervision of training.

At the annual Evaluation, the ePortfolio will be examined. The results of any assessments and reports by educational supervisors, together with other material capable of confirming the trainee’s achievements, will be reviewed.
Assessment Process
The methods used to assess progress through training must be valid and reliable. The Genito-Urinary Medicine curriculum has been re-written, describing the levels of competence which can be recognised. The assessment grade will be awarded on the basis of direct observation in the workplace by consultant supervisors. Time should be set aside for appraisal following the assessment e.g. of clinical presentations, case management, observation of procedures. As progress is being made, the lower levels of competence will be replaced progressively by those that are higher. Where the grade for an item is judged to be deficient for the stage of training, the assessment should be supported by a detailed note which can later be referred to at annual review.

The assessment of training may utilise the Mini-CEx, DOPS and Case Based Discussions (CBD) methods adapted for the purpose. These methods of assessment have been made available by HST for use at the discretion of the NSD and nominated trainer. They are offered as a means of providing the trainee with attested evidence of achievement in certain areas of the Curriculum e.g. competence in procedural skills, or in generic components. Assessment will also be supported by the trainee's portfolio of achievements and performance at relevant meetings, presentations, audit, in tests of knowledge, attendance at courses and educational events.
Annual Evaluation of Progress

Overview

The HST Annual Evaluation of Progress (AEP) is the formal method by which a trainee’s progression through her/his training programme is monitored and recorded each year. The evidence to be reviewed by the panel is recorded by the trainee and trainer in the trainee’s e-Portfolio.

There is externality in the process with the presence of the National Specialty Director (NSD), a Chairperson and an NSD Forum Representative. Trainer’s attendance at the Evaluation is mandatory, if it is not possible for the trainer to attend in person, teleconference facilities can be arranged if appropriate. In the event of a penultimate year Evaluation an External Assessor, who is a consultant in the relevant specialty and from outside the Republic of Ireland will be required.

Purpose of Annual Evaluation

- Enhance learning by providing formative Evaluation, enabling trainees to receive immediate feedback, measure their own performance and identify areas for development;
- Drive learning and enhance the training process by making it clear what is required of trainees and motivating them to ensure they receive suitable training and experience;
- Provide robust, summative evidence that trainees are meeting the curriculum standards during the training programme;
- Ensure trainees are acquiring competencies within the domains of Good Medical Practice;
- Assess trainees' actual performance in the workplace;
- Ensure that trainees possess the essential underlying knowledge required for their specialty;
- Inform Medical Training, identifying any requirements for targeted or additional training where necessary and facilitating decisions regarding progression through the training programme;
- Identify trainees who should be advised to consider a change in career direction.

Structure of the Meeting

The AEP panel speaks to the trainee alone in the first instance. The trainee is then asked to leave the room and a discussion with the trainer follows. Once the panel has talked to the trainer, the trainee is called back and given the recommendations of the panel and the outcome of the AEP.

At the end of the Evaluation, all panel members and the Trainee agree to the outcome of the Evaluation and the recommendations for future training. This is recorded on the AEP form, which is then signed electronically by the Medical Training Coordinator on behalf of the panel and trainee. The completed form and recommendations will be available to the trainee and trainers within their ePortfolio.

Outcomes

- Trainees whose progress is satisfactory will be awarded their AEP
- Trainees who are being certified as completing training receive their final AEP
- Trainees who need to provide further documentation or other minor issues, will be given 2 weeks (maximum 8) from the date of their AEP to meet the requirements. Their AEP outcome will be withheld until all requirements have been met.
- Trainees who are experiencing difficulties and/or need to meet specific requirements for that year of training will not be awarded their AEP. A date for an interim AEP will be decided and the trainee must have met all the conditions outlined in order to be awarded their AEP for that year of training. The “Chairperson’s Overall Assessment Report” will give a detailed outline of the issues which have led to this decision and this will go the Dean of Postgraduate Specialist Training for further consideration.
- Trainees who fail to progress after an interim Evaluation will not be awarded their AEP.

The Dean of Postgraduate Training holds the final decision on AEP outcomes. Any issues must be brought to the Dean and the Annual Chairperson’s Meeting for discussion.
Facilities

A consultant trainer/educational supervisor has been identified for each approved post. He/she will be responsible for ensuring that the educational potential of the post is translated into effective training which is being fully utilised. The training objectives to be secured should be agreed between trainee and trainer at the commencement of each posting in the form of a written training plan. The trainer will be available throughout, as necessary, to supervise the training process.

All training locations approved for HST have been inspected by the medical training department. Each must provide an intellectual environment and a range of clinical and practical facilities sufficient to enable the knowledge, skills, clinical judgement and attitudes essential to the practice of Genito-Urinary Medicine to be acquired.

Physical facilities include the provision of sufficient space and opportunities for practical and theoretical study; access to professional literature and information technologies so that self-learning is encouraged and data and current information can be obtained to improve patient management. These should include the following:

Approximately 4,000 new presentations per year with a case mix representing all the common genitourinary infections seen in Europe in at least one part of the rotation.

Laboratory facilities capable of diagnosing all the common STDs. These should include:

Serological tests for syphilis, HIV, and viral hepatitis.

Identification tests for N gonorrhoea, C trachomatis, T vaginalis, C albicans (and other yeasts), and herpes viruses.

Facilities for admitting GUM problems requiring in-patient care.

Dedicated special interest clinics such as HIV, colposcopy. Other optional clinics could include vulval, psychosexual, family planning, and special problem clinics. Facilities for training in other related specialities (or to refer trainees to other departments) to fulfil individual needs of training.

On-call commitments for GUM for a minimum of two years and also for HIV for sufficient time to obtain an understanding of advanced HIV disease. Trainees should be able to gain experience of inpatient HIV management. Those who wish for in-depth HIV training should have a minimum of 100 HIV patients and facilities for HIV on-call commitment for a minimum of two years.

Trainees in Genito-Urinary Medicine should have access to an educational programme of e.g. lectures, demonstrations, literature reviews, multidisciplinary case conferences, seminars, study days etc., capable of covering the theoretical and scientific background to the specialty. Trainees should be notified in advance of dates so that they can arrange for their release. For each post, at inspection, the availability of an additional limited amount of study leave for any legitimate educational purpose has been confirmed. Applications, supported if necessary by a statement from the consultant trainer, will be processed by the relevant employer.
Generic Components

This chapter covers the generic components which are relevant to HST trainees of all specialties but with varying degrees of relevance and appropriateness, depending on the specialty. As such, this chapter needs to be viewed as an appropriate guide of the level of knowledge and skills required from all HST trainees with differing application levels in practice.
Standards of Care

Objective: To be able to consistently and effectively assess and treat patients' problems

Medical Council Domains of Good Professional Practice: Patient Safety and Quality of Patient Care; Relating to Patients; Communication and Interpersonal Skills; Collaboration and Teamwork; Management (including Self-Management); Clinical Skills.

KNOWLEDGE

Diagnosing Patients

- How to carry out appropriate history taking
- How to appropriately examine a patient
- How to make a differential diagnosis

Investigation, indications, risks, cost-effectiveness

- The pathophysiological basis of the investigation
- Knowledge of the procedure for the commonly used investigations, common or/and serious risks
- Understanding of the sensitivity and specificity of results, artefacts, PPV and NPV
- Understanding significance, interpreting and explaining results of investigations
- Logical approach in choosing, sequencing and prioritising investigations

Treatment and management of disease

- Natural history of diseases
- Quality of life concepts
- How to accurately assess patient's needs, prescribe, arrange treatment, recognise and deal with reactions / side effects
- How to set realistic therapeutic goals, to utilise rehabilitation services, and use palliative care approach appropriately
- Recognising that illness (especially chronic and/or incapacity) has an impact on relationships and family, having financial as well as social effects e.g. driving

Disease prevention and health education

- screening for disease, (methods, advantages and limitations),
- health promotion and support agencies; means of providing sources of information for patients
- Risk factors, preventive measures, strategies applicable to smoking, alcohol, drug abuse, lifestyle changes
- Disease notification; methods of collection and sources of data

Notes, records, correspondence

- Functions of medical records, their value as an accurate up-to-date commentary and source of data
- The need and place for specific types of notes e.g. problem-orientated discharge, letters, concise out-patient reports
- Appreciating the importance of up-to-date, easily available, accurate information, and the need for communicating promptly e.g. with primary care

Prioritising, resourcing and decision taking

- How to prioritise demands, respond to patients' needs and sequence urgent tasks
- Establishing (clinical) priorities e.g. for investigations, intervention; how to set realistic goals; understanding the need to allocate sufficient time, knowing when to seek help
- Understanding the need to complete tasks, reach a conclusion, make a decision, and take action within allocated time
- Knowing how and when to conclude
Handover

- Know what are the essential requirements to run an effective handover meeting
  - Sufficient and accurate patients information
  - Adequate time
  - Clear roles and leadership
  - Adequate IT
- Know how to prioritise patient safety
  - Identify most clinically unstable patients
  - Use ISBAR (Identify, Situation, Background, Assessment, Recommendations)
  - Proper identification of tasks and follow-ups required
  - Contingency plans in place
- Know how to focus the team on actions
  - Tasks are prioritised
  - Plans for further care are put in place
  - Unstable patients are reviewed

Relevance of professional bodies

- Understanding the relevance to practice of standards of care set down by recognised professional bodies – the Medical Council, Medical Colleges and their Faculties, and the additional support available from professional organisations e.g. IMO, Medical Defence Organisations and from the various specialist and learned societies

SKILLS

- Taking and analysing a clinical history and performing a reliable and appropriate examination, arriving at a diagnosis and a differential diagnosis
- Liaising, discussing and negotiating effectively with those undertaking the investigation
- Selecting investigations carefully and appropriately, considering (patients’) needs, risks, value and cost effectiveness
- Appropriately selecting treatment and management of disease
- Discussing, planning and delivering care appropriate to patient’s needs and wishes
- Preventing disease using the appropriate channels and providing appropriate health education and promotion
- Collating evidence, summarising, recognising when objective has been met
- Screening
- Working effectively with others including
  - Effective listening
  - Ability to articulate and deliver instructions
  - Encourage questions and openness
  - Leadership skills
- Ability to prioritise
- Ability to delegate effectively
- Ability to advise on and promote lifestyle change, stopping smoking, control of alcohol intake, exercise and nutrition
- Ability to assess and explain risk, encourage positive behaviours e.g. immunisation and preventive measures
- Ability to enlist patients’ involvement in solving their health problems, providing information, education
- Availing of support provided by voluntary agencies and patient support groups, as well as expert services e.g. detoxification / psychiatric services
- Valuing contributions of health education and disease prevention to health in a community
- Compiling adequate case notes, with results of examinations, investigations, procedures performed, sufficient to provide an accurate, detailed account of the diagnostic and management process and outcome, providing concise, informative progress reports (both written and oral)
- Maintaining legible records in line with the Guide to Professional Conduct and Ethics for Registered Medical Practitioners in Ireland
- Actively engaging with professional/representative/specialist bodies
ASSESSMENT & LEARNING METHODS

- Consultant feedback
- Workplace based assessment e.g. Mini-CEX, DOPS, CBD
- Educational supervisor’s reports on observed performance (in the workplace)
- Audit
- Medical Council Guide to Professional Conduct and Ethics
Dealing with & Managing Acutely Ill Patients in Appropriate Specialties

Objectives: To be able to assess and initiate management of patients presenting as emergencies, and to appropriately communicate the diagnosis and prognosis. Trainees should be able to recognise the critically ill and immediately assess and resuscitate if necessary, formulate a differential diagnosis, treat and/or refer as appropriate, elect relevant investigations and accurately interpret reports.

Medical Council Domains of Good Professional Practice: Patient Safety and Quality of Patient Care, Clinical Skills.

KNOWLEDGE

Management of acutely ill patients with medical problems

- Presentation of potentially life-threatening problems
- Indications for urgent intervention, the additional information necessary to support action (e.g. results of investigations) and treatment protocols
- When to seek help, refer/transfer to another specialty
- ACLS protocols
- Ethical and legal principles relevant to resuscitation and DNAR in line with National Consent Policy
- How to manage acute medical intake, receive and refer patients appropriately, interact efficiently and effectively with other members of the medical team, accept/undertake responsibility appropriately
- Management of overdose
- How to anticipate / recognise, assess and manage life-threatening emergencies, recognise significantly abnormal physiology e.g. dysrhythmia and provide the means to correct e.g. defibrillation
- How to convey essential information quickly to relevant personnel: maintaining legible up-to-date records documenting results of investigations, making lists of problems dealt with or remaining, identifying areas of uncertainty; ensuring safe handover

Managing the deteriorating patient

- How to categorise a patients’ severity of illness using Early Warning Scores (EWS) guidelines
- How to perform an early detection of patient deterioration
- How to use a structured communication tool (ISBAR)
- How to promote an early medical review, prompted by specific trigger points
- How to use a definitive escalation plan

Discharge planning

- Knowledge of patient pathways
- How to distinguish between illness and disease, disability and dependency
- Understanding the potential impact of illness and impairment on activities of daily living, family relationships, status, independence, awareness of quality of life issues
- Role and skills of other members of the healthcare team, how to devise and deliver a care package
- The support available from other agencies e.g. specialist nurses, social workers, community care
- Principles of shared care with the general practitioner service
- Awareness of the pressures/dynamics within a family, the economic factors delaying discharge but recognise the limit to benefit derived from in-patient care
SKILLS

- BLS/ACLS (or APLS for Paediatrics)
- Dealing with common medical emergencies
- Interpreting blood results, ECG/Rhythm strips, chest X-Ray, CT brain
- Giving clear instructions to both medical and hospital staff
- Ordering relevant follow up investigations
- Discharge planning
- Knowledge of HIPE (Hospital In-Patient Enquiry)
- Multidisciplinary team working
- Communication skills
- Delivering early, regular and on-going consultation with family members (with the patient’s permission) and primary care physicians
- Remaining calm, delegating appropriately, ensuring good communication
- Attempting to meet patients’/relatives’ needs and concerns, respecting their views and right to be informed in accordance with Medical Council Guidelines
- Establishing liaison with family and community care, primary care, communicate / report to agencies involved
- Demonstrating awareness of the wide ranging effects of illness and the need to bridge the gap between hospital and home
- Categorising a patient's severity of illness
- Performing an early detection of patient deterioration
- Use of structured communication tool (e.g. ISBAR)

ASSESSMENT & LEARNING METHODS

- ACLS course
- Record of on call experience
- Mini-CEX (acute setting)
- Case Based Discussion (CBD)
- Consultant feedback
Good Professional Practice

Objective: Trainees must appreciate that medical professionalism is a core element of being a good doctor and that good medical practice is based on a relationship of trust between the profession and society, in which doctors are expected to meet the highest standards of professional practice and behaviour.

Medical Council Domains of Good Professional Practice: Relating to Patients, Communication and Interpersonal Skills, Professionalism, Patient Safety and Quality of Patient Care.

KNOWLEDGE

Effective Communication

- How to listen to patients and colleagues
- Disclosure – know the principles of open disclosure
- Knowledge and understanding of valid consent
- Teamwork
- Continuity of care

Ethics

- Respect for autonomy and shared decision making
- How to enable patients to make their own decisions about their health care
- How to place the patient at the centre of care
- How to protect and properly use sensitive and private patient information according to Data Protection Act and how to maintain confidentiality
- The judicious sharing of information with other healthcare professionals where necessary for care following Medical Council Guidelines
- Maintaining competence and assuring quality of medical practice
- How to work within ethical and legal guideline when providing clinical care, carrying research and dealing with end of life issues

Honesty, openness and transparency (mistakes and near misses)

- When and how to report a near miss or adverse event
- Knowledge of preventing and managing near misses and adverse events. Incident reporting; root cause and system analysis
- Understanding and learning from errors
- Understanding and managing clinical risk
- Managing complaints
- Following open disclosure practices
- Knowledge of national policy and National Guidelines on Open Disclosure

Raising concerns about patient safety

- The importance of patient safety relevance in health care setting
- Standardising common processes and procedures – checklists, vigilance
- The multiple factors involved in failures
- Safe healthcare systems and provision of a safe working environment
- The relationship between ‘human factors’ and patient safety
- Safe working practice, role of procedures and protocols in optimal practice
- How to minimise incidence and impact of adverse events
- Knowledge and understanding of Reason’s Swiss cheese model
- Understanding how and why systems break down and why errors are made
- Health care errors and system failures
- Human and economic costs
SKILLS

- Effective communication with patients, families and colleagues
- Co-operation and collaboration with colleagues to achieve safe and effective quality patient care
- Being an effective team player
- Ability to learn from errors and near misses to prevent future errors
- Using relevant information from complaints, incident reports, litigation and quality improvement reports in order to control risks
- Minimising errors during invasive procedures by developing and adhering to best-practice guidelines for safe surgery
- Minimising medication errors by practicing safe prescribing principles
- Using the Open Disclosure Process Algorithm
- Managing errors and near-misses
- Managing complaints
- Ethical and legal decision making skills

ASSESSMENT & LEARNING METHODS

- Consultant feedback at annual assessment
- Workplace based assessment e.g. Mini-CEX, DOPS, CBD
- Educational supervisor’s reports on observed performance (in the workplace): prioritisation of patient safety in practice
- Patient Safety (on-line) – recommended
- RCPI HST Leadership in Clinical Practice
- Quality improvement methodology course - recommended
- RCPI Ethics programmes (I-IV)
- Medical Council Guide to Professional Conduct and Ethics
- Reflective learning around ethical dilemmas encountered in clinical practice
Infection Control

Objective: To be able to appropriately manage infections and risk factors for infection at an institutional level, including the prevention of cross-infections and hospital acquired infection

Medical Council Domains of Good Professional Practice: Patient Safety and Quality of Patient Care; Management (including Self-Management).

KNOWLEDGE

Within a consultation

- The principles of infection control as defined by the HIQA
- How to minimise the risk of cross-infection during a patient encounter by adhering to best practice guidelines available (including the 5 Moments for Hand Hygiene guidelines)
- The principles of preventing infection in high risk groups e.g. managing antibiotic use to prevent Clostridium difficile
- Knowledge and understanding the local antibiotic prescribing policy
- Awareness of infections of concern, e.g. MRSA, Clostridium difficile
- Best practice in isolation precautions
- When and how to notify relevant authorities in the case of infectious disease requiring notification
- In surgery or during an invasive procedure, understanding the increased risk of infection in these patients and adhering to guidelines for minimising infection in such cases
- The guidelines for needle-stick injury prevention and management

During an outbreak

- Guidelines for minimising infection in the wider community in cases of communicable diseases and how to seek expert opinion or guidance from infection control specialists where necessary
- Hospital policy/seeking guidance from occupational health professional regarding the need to stay off work/restrict duties when experiencing infections the onward transmission of which might impact on the health of others

SKILLS

- Practicing aseptic techniques and hand hygiene
- Following local and national guidelines for infection control and management
- Prescribing antibiotics according to antibiotic guidelines
- Encouraging staff, patients and relatives to observe infection control principles
- Communicating effectively with patients regarding treatment and measures recommended to prevent re-infection or spread
- Collaborating with infection control colleagues to manage more complex or uncommon types of infection including those requiring isolation e.g. transplant cases, immunocompromised host
- In the case of infectious diseases requiring disclosure:
  - Working knowledge of those infections requiring notification
  - Undertaking notification promptly
  - Collaborating with external agencies regarding reporting, investigating and management of notifiable diseases
  - Enlisting / requiring patients’ involvement in solving their health problems, providing information and education
  - Utilising and valuing contributions of health education and disease prevention and infection control to health in a community
ASSESSMENT & LEARNING METHODS

- Consultant feedback at annual assessment
- Workplace based assessment e.g. Mini-CEX, DOPS, CBD
- Educational supervisor’s reports on observed performance (in the workplace): practicing aseptic techniques as appropriate to the case and setting, investigating and managing infection, prescribing antibiotics according to guidelines
- Completion of infection control induction in the workplace
Therapeutics and Safe Prescribing

Objective: To progressively develop ability to prescribe, review and monitor appropriate therapeutic interventions relevant to clinical practice in specific specialities including non-pharmacological therapies and preventative care.

Medical Council Domains of Good Professional Practice: Patient Safety and Quality of Patient Care.

**KNOWLEDGE**

- Pharmacology, therapeutics of treatments prescribed, choice of routes of administration, dosing schedules, compliance strategies; the objectives, risks and complications of treatment cost-effectiveness
- Indications, contraindications, side effects, drug interaction, dosage and route of administration of commonly used drugs
- Commonly prescribed medications
- Adverse drug reactions to commonly used drugs, including complementary medicines
- Identifying common prescribing hazards
- Identifying high risk medications
- Drugs requiring therapeutic drug monitoring and interpretation of results
- The effects of age, body size, organ dysfunction and concurrent illness or physiological state e.g. pregnancy on drug distribution and metabolism relevant to own practice
- Recognising the roles of regulatory agencies involved in drug use, monitoring and licensing e.g. IMB, and hospital formulary committees
- Procedure for monitoring, managing and reporting adverse drug reaction
- Effects of medications on patient activities including potential effects on a patient’s fitness to drive
- The role of The National Medicines Information Centre (NMIC) in promoting safe and efficient use of medicine
- Differentiating drug allergy from drug side effects
- Good Clinical Practice guidelines for seeing and managing patients who are on clinical research trials

**SKILLS**

- Writing a prescription in line with guidelines
- Appropriately prescribing for the elderly, children and pregnant and breast feeding women
- Making appropriate dose adjustments following therapeutic drug monitoring, or physiological change (e.g. deteriorating renal function)
- Reviewing and revising patients’ long term medications
- Anticipating and avoiding defined drug interactions, including complementary medicines
- Advising patients (and carers) about important interactions and adverse drug effects including effects on driving
- Providing comprehensible explanations to the patient, and carers when relevant, for the use of medicines
- Being open to advice and input from other health professionals on prescribing
- Participating in adverse drug event reporting
- Taking a history of drug allergy and previous side effects
ASSESSMENT & LEARNING METHODS

- Consultant feedback
- Workplace based assessment e.g. Mini-CEX, DOPS, CBD
- Educational supervisor’s reports on observed performance (in the workplace): prioritisation of patient safety in prescribing practice
- Principles of Antibiotics Use (on-line) – recommended
- Guidance for health and social care providers - Principles of good practice in medication reconciliation (HIQA)
Self-Care and Maintaining Well-Being

Objectives:
1. To ensure that trainees understand how their personal histories and current personal lives, as well as their values, attitudes, and biases affect their care of patients so that they can use their emotional responses in patient care to their patients’ benefit
2. To ensure that trainees care for themselves physically and emotionally, and seek opportunities for enhancing their self-awareness and personal growth

Medical Council Domains of Good Professional Practice: Patient Safety and Quality of Patient Care, Relating to Patients, Communication and Interpersonal Skills, Collaboration and Teamwork, Management (including self-management).

KNOWLEDGE

- Self knowledge – understand own psychological strengths and limitations
- Understand how own personality characteristics (such as need for approval, judgemental tendencies, needs for perfection and control) affect relationships with patients and colleagues
- Knowledge of core beliefs, ideals, and personal philosophies of life, and how these relate to own goals in medicine
- Know how family-of-origin, race, class, religion and gender issues have shaped own attitudes and abilities to discuss these issues with patients
- Understand the difference between feelings of sympathy and feelings of empathy for specific patients
- Know the factors between a doctor and patient that enhance or interfere with abilities to experience and convey empathy
- Understanding of own attitudes toward uncertainty and risk taking and own need for reassurance
- How own relationships with certain patients can reflect attitudes toward paternalism, autonomy, benevolence, non-malfeasance and justice
- Recognise own feelings (love, anger, frustration, vulnerability, intimacy, etc) in “easy” and difficult patient-doctor interactions
- Recognising the symptoms of stress and burn out

SKILLS

- Exhibiting empathy and showing consideration for all patients, their impairments and attitudes irrespective of cultural and other differences
- Ability to create boundaries with patients that allow for therapeutic alliance
- Challenge authority appropriately from a firm sense of own values and integrity and respond appropriately to situations that involve abuse, unethical behaviour and coercion
- Recognise own limits and seek appropriate support and consultation
- Work collaboratively and effectively with colleagues and other members of health care teams
- Manage effectively commitments to work and personal lives, taking the time to nurture important relationship and oneself
- Ability to recognise when falling behind and adjusting accordingly
- Demonstrating the ability to cope with changing circumstances, variable demand, being prepared to re-prioritise and ask for help
- Utilising a non-judgemental approach to patient’s problem
- Recognise the warning signs of emotional ill-health in self and others and be able to ask for appropriate help
- Commitment to lifelong process of developing and fostering self-awareness, personal growth and well being
- Be open to receiving feedback from others as to how attitudes and behaviours are affecting their care of patients and their interactions with others
- Holding realistic expectations of own and of others’ performance, time-conscious, punctual
- Valuing the breadth and depth of experience that can be accessed by associating with professional colleagues
ASSESSMENT & LEARNING METHODS

- On-going supervision
- Ethics courses
- RCPI HST Leadership in Clinical Practice course
- RCPI Physician Wellbeing and Stress Management
- RCPI Building Resilience in a Challenging Work Environment
Communication in Clinical and Professional Setting

Objective: To demonstrate the ability to communicate effectively and sensitively with patients, their relatives, carers and with professional colleagues in different situations.

Medical Council Domains of Good Professional Practice: Relating to Patients; Communication and Interpersonal Skills.

KNOWLEDGE

Within a consultation
- How to effectively listen and attend to patients
- How to structure an interview to obtain/convey information; identify concerns, expectations and priorities; promote understanding, reach conclusions; use appropriate language.
- How to empower the patient and encourage self-management

Difficult circumstances
- Understanding of potential areas for difficulty and awkward situations, knowing how and when to break bad news, how to negotiate cultural, language barriers, dealing with sensory or psychological and/or intellectual impairments, how to deal with challenging or aggressive behaviour
- How to communicate essential information where difficulties exist, how to appropriately utilise the assistance of interpreters, chaperones, and relatives.
- How to deal with anger, frustration in self and others
- Selecting appropriate environment; seeking assistance, making and taking time

Dealing with professional colleagues and others
- How to communicate with doctors and other members of the healthcare team; how to provide concise, problem-orientated statement of facts and opinions (written, verbal or electronic)
- Knowledge of legal context of status of records and reports, of data protection (confidentiality), Freedom of Information (FOI) issues
- Understanding of the relevance to continuity of care and the importance of legible, accessible, records
- Knowing when urgent contact becomes necessary and the appropriate place for verbal, telephone, electronic, written communication
- Recognition of roles and skills of other health professionals
- Awareness of own abilities/limitations and when to seek help or give assistance, advice to others; when to delegate responsibility and when to refer

Maintaining continuity of care
- Understanding the relevance to outcome of continuity of care, within and between phases of healthcare management
- The importance of completion of tasks and documentation (e.g. before handover to another team, department, specialty), of identifying outstanding issues and uncertainties
- Knowledge of the required attitudes, skills and behaviours which facilitate continuity of care such as maintaining (legible) records, being available and contactable, alerting others to avoid potential confusion or misunderstanding through communications failure
Giving explanations

- The importance of possessing the facts, and of recognising uncertainty and conflicting evidence on which decisions have to be based
- How to secure, retain attention avoid distraction
- Understanding how adults receive information best, the relative value of the spoken, written, visual means of communication, use of reinforcement to assist retention
- Knowledge of risks of information overload
- Interpreting results, significance of findings, diagnosis, explaining objectives, limitations, risks of treatment, using communication adjusted to recipients’ ability to comprehend
- Ability to achieve level of understanding necessary to gain co-operation (compliance, informed choice, acceptance of opinion, advice, recommendation)

Responding to complaints

- Value of hearing and dealing with complaints promptly; the appropriate level, the procedures (departmental and institutional); sources of advice, assistance available
- The importance of obtaining and recording accurate and full information, seeking confirmation from multiple sources
- Knowledge of how to establish facts, identifying issues and responding quickly and appropriately to a complaint received

SKILLS

- Ability to elicit facts, using a mix of open and closed-ended questions appropriately
- Using “active listening” techniques such as nodding and eye contact
- Giving information clearly, avoiding jargon, confirming understanding, ability to encourage cooperation, compliance; obtaining informed consent
- Showing consideration and respect for other’s culture, opinions, patient’s right to be informed and make choices
- Respecting another’s right to opinions and to accept or reject advice
- Valuing perspectives of others contributing to management decisions
- Conflict resolution
- Dealing with complaints
- Communicating decisions in a clear and thoughtful manner
- Presentation skills
- Maintaining (legible) records
- being available, contactable, time-conscious
- Setting (and attempting to reach) realistic objectives, identifying and prioritising outstanding problems
- Using language, literature (leaflets) diagrams, educational aids and resources appropriately
- Ability to establish facts, identify issues and respond quickly and appropriately to a complaint received
- Accepting responsibility, involving others, and consulting appropriately
- Obtaining informed consent
- Discussing informed consent
- Giving and receiving feedback

ASSESSMENT & LEARNING METHODS

- Mastering Communication course (Year 1)
- Consultant feedback at annual assessment
  - Workplace based assessment e.g. Mini-CEX, DOPS, CBD
  - Educational supervisor’s reports on observed performance (in the workplace): communication with others e.g. at handover. ward rounds, multidisciplinary team members
- Presentations
- Ethics courses
- RCPI HST Leadership in Clinical Practice Course
Leadership

Objective: To have the knowledge, skills and attitudes to act in a leadership role and work with colleagues to plan, deliver and develop services for improved patient care and service delivery.

Medical Council Domains of Good Professional Practice: Patient Safety and Quality of Patient Care; Communication and Interpersonal Skill; Collaboration and Teamwork; Management (including Self-Management); Scholarship.

KNOWLEDGE

Personal qualities of leaders

- Knowledge of what leadership is in the context of the healthcare system appropriate to training level
- The importance of good communication in teams and the role of human interactions on effectiveness and patient safety

Working with others

- Awareness of own personal style and other styles and their impact on team performance
- The importance of good communication in teams and the role of human interactions on effectiveness and patient safety

Managing services

- The structure and function of Irish health care system
- Awareness of the challenges of managing in healthcare
  - Role of governance
  - Clinical directors
- Knowledge of planning and design of services
- Knowledge and understanding of the financing of the health service
  - Knowledge of how to prepare a budget
  - Defining value
  - Managing resources
- Knowledge and understanding of the importance of human factors in service delivery
  - How to manage staff training, development and education
- Managing performance
  - How to perform staff appraisal and deal effectively with poor staff performance
  - How to rewards and incentivise staff for quality and efficiency

Setting direction

- The external and internal drivers setting the context for change
- Knowledge of systems and resource management that guide service development
- How to make decisions using evidence-based medicine and performance measures
- How to evaluate the impact of change on health outcomes through ongoing service evaluation
SKILLS

- Effective communication with patients, families and colleagues
- Co-operation and collaboration with others; patients, service users, carers, colleagues within and across systems
- Being an effective team player
- Ability to manage resources and people
- Managing performance and performance indicators

Demonstrating personal qualities

- Efficiently and effectively managing one-self and one’s time especially when faced with challenging situations
- Continues personal and professional development through scholarship and further training and education where appropriate
- Acting with integrity and honesty with all people at all times
- Developing networks to expand knowledge and sphere of influence
- Building and maintaining key relationships
- Adapting style to work with different people and different situations
- Contributing to the planning and design of services

ASSESSMENT & LEARNING METHODS

- Mastering Communication course (Year 1)
- RCPI HST Leadership in Clinical Practice (Year 3 – 5)
- Consultant feedback at annual assessment
- Workplace based assessment e.g. Mini-CEX, DOPS, CBD
- Educational supervisor’s reports on observed performance (in the workplace): on management and leadership skills
- Involvement in hospital committees where possible e.g. Division of Medicine, Drugs and Therapeutics, Infection Control etc.
Quality Improvement

**Objective:** To demonstrate the ability to identify areas for improvement and implement basic quality improvement skills and knowledge to improve patient safety and quality in the healthcare system.

**Medical Council Domains of Good Professional Practice:** Patient Safety and Quality of Patient Care; Communication and Interpersonal Skills; Collaboration and Teamwork; Management; Relating to Patients; Professionalism

### KNOWLEDGE

**Personal qualities of leaders**
- The importance of prioritising the patient and patient safety in all clinical activities and interactions

**Managing services**
- Knowledge of systems design and the role of microsystems
- Understanding of human factors and culture on patient safety and quality

**Improving services**
- How to ensure patient safety by adopting and incorporating a patient safety culture
- How to critically evaluate where services can be improved by measuring performance, and acting to improve quality standards where possible
- How to encourage a culture of improvement and innovation

**Setting direction**
- How to create a ‘burning platform’ and motivate other healthcare professionals to work together within quality improvement
- Knowledge of the wider healthcare system direction and how that may impact local organisations

### SKILLS

- Improvement approach to all problems or issues
- Engaging colleagues, patients and the wider system to identify issues and implement improvements
- Use of quality improvement methodologies, tools and techniques within every day practice
- Ensuring patient safety by adopting and incorporating a patient safety culture
- Critically evaluating where services can be improved by measuring performance, and acting to raise standards where possible
- Encouraging a culture of improvement and innovation

**Demonstrating personal qualities**
- Encouraging contributions and involvement from others including patients, carers, members of the multidisciplinary team and the wider community
- Considering process and system design, contributing to the planning and design of services

### ASSESSMENT & LEARNING METHODS

- RCPI HST Leadership in Clinical Practice
- Consultant feedback at annual assessment
- Involvement in hospital committees where possible e.g. Division of Medicine, Drugs and Therapeutics, Infection Control etc.
Scholarship
Objective: To develop skills in personal/professional development, teaching, educational supervision and research

Medical Council Domains of Good Professional Practice: Scholarship

**KNOWLEDGE**

**Teaching, educational supervision and assessment**
- Principles of adult learning, teaching and learning methods available and strategies
- Educational principles directing assessment methods including, formative vs. summative methods
- The value of regular appraisal / assessment in informing training process
- How to set effective educational objectives and map benefits to learner
- Design and delivery of an effective teaching event, both small and large group
- Use of appropriate technology / materials

**Research, methodology and critical evaluation**
- Designing and resourcing a research project
- Research methodology, valid statistical analysis, writing and publishing papers
- Ethical considerations and obtaining ethical approval
- Reviewing literature, framing questions, designing a project capable of providing an answer
- How to write results and conclusions, writing and/or presenting a paper
- How to present data in a clear, honest and critical fashion

**Audit**
- Basis for developing evidence-based medicine, kinds of evidence, evaluation; methodologies of clinical trials
- Sources from which useful data for audit can be obtained, the methods of collection, handling data, the audit cycle
- Means of determining best practice, preparing protocols, guidelines, evaluating their performance
- The importance of re-audit

**SKILLS**
- Bed-side undergraduate and post graduate teaching
- Developing and delivering lectures
- Carrying out research in an ethical and professional manner
- Performing an audit
- Presentation and writing skills – remaining impartial and objective
- Adequate preparation, timekeeping
- Using technology / materials

**ASSESSMENT & LEARNING METHODS**
- Health Research – An Introduction
- Effective Teaching and Supervising Skills course (online) - recommended
- Educational Assessment Skills course - recommended
- Performing audit course –mandatory
- Health Research Methods for Clinicians - recommended
**Management**

**Objective:** To understand the organisation, regulation and structures of the health services, nationally and locally, and to be competent in the use and management of information on health and health services, to develop personal effectiveness and the skills applicable to the management of staff and activities within a healthcare team.

**Medical Council Domains of Good Professional Practice:** Management.

**KNOWLEDGE**

**Health service structure, management and organisation**
- The administrative structure of the Irish Health Service, services provided in Ireland and their funding and how to engage with these for best results
- Department of Health, HSE and hospital management structures and systems
- The national regulatory bodies, health agencies and patient representative groups
- Understanding the need for business plans, annual hospital budgets, the relationship between the hospital and PCCC

**The provision and use of information in order to regulate and improve service provision**
- Methods of collecting, analysing and presenting information relevant to the health of a population and the apportionment of healthcare resources
- The common ways in which data is presented, knowing of the sources which can provide information relevant to national or to local services and publications available

**Maintaining medical knowledge with a view to delivering effective clinical care**
- Understanding the contribution that current, accurate knowledge can make to establishing clinical effectiveness, best practice and treatment protocols
- Knowledge of sources providing updates, literature reviews and digests

**Delegation skills, empowerment and conflict management**
- How to assess and develop personal effectiveness, improve negotiating, influencing and leadership skills
- How to manage time efficiently, deal with pressure and stress
- How to motivate others and operate within a multidisciplinary team

**SKILLS**
- Chairing, organising and participating in effective meetings
- Managing risks
- Managing time
- Delegating tasks effectively
- Managing conflicts
- Exploring, directing and pursuing a project, negotiating through the relevant departments at an appropriate level
- Ability to achieve results through an understanding of the organisation and its operation
- Ability to seek / locate information in order to define an issue needing attention e.g. to provide data relevant to a proposal for change, establishing a priority, obtaining resources
- Ability to make use of information, use IT, undertake searches and obtain aggregated data, to critically evaluate proposals for change e.g. innovative treatments, new technologies
- Ability to adjust to change, apply management, negotiating skills to manage change
- Appropriately using management techniques and seeking to improve these skills and personal effectiveness
ASSESSMENT & LEARNING METHODS

- Mastering Communication course
- Performing Audit course
- RCPI HST Leadership in Clinical Practice
- Annual audit
- Consultant feedback on management and leadership skills

Involvement in hospital committees
General Principles of the Assessment and Management of Genito-Urinary and Associated Conditions

Objective: To correctly carry out specialist assessment and management of Genito-Urinary and associated conditions, independently in an adequately provided working environment.

KNOWLEDGE

Sexual history
- Recognition of the different types of sexual behaviour
- Identification of infection risk associated with different types of sexual behaviour and formulation of an appropriate examination, investigation and management plan with this information
- Presentation of psychosexual problems and when appropriate to refer for assessment
- Communication with patients in an appropriate manner
- Knowledge of requirement for patient confidentiality and knowledge of medical council guidance on breaching confidentiality in certain circumstances
- Demonstration of respect of sexual orientation and cultural, ethnic and religious diversity

Genital examination
- Normal anatomy and physiology of the genital tract
- Recognition of pathophysiological basis of physical signs
- Awareness of need to examine extra-genital sites where appropriate
- Competent use of instruments for examining lower anogenital tract
- Maintenance of patient dignity
- Appreciation of need for chaperone

Advice about safer sex practices
- Different types of sexual behaviour and associated risks
- Provision of clear information to patients
- Demonstration of a non-judgmental approach

Initiate partner notification when appropriate
- Knowledge of infections where partner notification is relevant
- Methods of partner notification
- Clear explanation of the reasons for partner notification to patient
- Requirement to work in conjunction with Health Advisors and those involved in partner notification

SKILLS
- Take a relevant detailed sexual history
- Elicitation of physical signs with minimal discomfort to patient
- Recognise psychosexual problems and refer appropriately
- Demonstrate capacity to undertake detailed genital examination and extra genital examination where appropriate
- Demonstrate tact, empathy and a non-judgmental approach
- Explain examination procedure clearly to patient
- Advise as appropriate about safe sex practices
- Initiate partner notification when appropriate
ASSESSMENT & LEARNING METHODS

- Mini-CEX
- Attendance at STI clinics
- Diploma in Genito Urinary Medicine
Infections and Inflammation

Objective: To be able to investigate, diagnose and treat effectively and safely infections and inflammatory conditions of the genital tract.

Detection of Genital Tract Infection

Objective: To be able to detect genital tract infections independently in an adequately provided working environment

KNOWLEDGE

Obtaining adequate specimens for examination, interpreting results

- Diagnostic tests for the identification of pathogens pertinent to GUM
- Awareness of the indications, advantages and limitations of diagnostic tests
- Interpretation of results with respect to sensitivity, specifically and the interrelationship of predictive values and population prevalence
- Awareness of the difference between diagnostic testing and screening

SKILLS

- Take adequate and appropriate specimens for the assessment of patients presenting to Genitourinary services
- During laboratory experience use the microscope, including bright and dark field microscopy
- During laboratory experience perform Gram-stains and interpret the findings
- Correctly interpret diagnostic test results, including the interpretation of equivocal, false positive and false negative test results
- Establish rapport with laboratory staff and awareness of when to liaise with laboratory staff

ASSESSMENT & LEARNING METHODS

- Year 2 -3: 4 weeks in laboratory to cover time spent at laboratory benches appropriate to GU Medicine
- Year 2: Diploma in Genito Urinary Medicine
- Case Based Discussion
- Attendance at STI clinics

Assessment at SpR year 2 - 3
Genital Discharge and Associated Conditions

Objective: To correctly carry out, treat and manage anogenital discharge and associated conditions, independently in an adequately provided working environment.

KNOWLEDGE

Vaginal, urethral, rectal and pharyngeal infection

- The natural history and management of vaginal and urethral discharge, including management of infection by *N. gonorrhoeae, C. trachomatis, T. vaginalis, C. albicans* and other yeasts, and bacterial vaginosis
- Aetiology and management of Chlamydia negative nongonococcal urethritis and chronic urethritis
- Aetiology and management of rectal and pharyngeal infections
- Diagnosis and management of disseminated gonococcal disease
- Diagnosis, natural history and management of pelvic inflammatory disease (PID)
- Diagnosis and management of epididymitis and prostatitis
- Diagnosis, natural history and management of sexually acquired reactive arthritis (SARA or Reiter's Syndrome)

SKILLS

- Diagnose and manage genital discharge
- Refer to/liaise with other specialties when appropriate
- Explain the diagnosis and management clearly to patient

ASSESSMENT & LEARNING METHODS

- Diploma in Genito Urinary Medicine
- 4 weeks in laboratory
- MiniCEX and Case Based Discussion (CBD)
- Attendance at STI clinics

Assessment at SpR year 2
Genital Ulcer Disease

Objective: To correctly carry out specialist assessment, treatment and management of genital ulcer disease, independently in an adequately provided working environment.

KNOWLEDGE

- Diseases causing genital ulcers
- Natural history, diagnosis and management of early syphilis
- Natural history, diagnosis and management of late syphilis (gumma, cardiovascular, neurological)
- Assessment and management of an asymptomatic patient with positive treponemal serology.
- Reasons for antenatal screening for syphilis
- Diagnosis and management of tropical genital ulcer disease.
- Natural history and management of anogenital herpes simplex virus infections, including psychosexual complications and indications for suppressive therapy.
- Management of herpes and syphilis in pregnancy
- Diagnosis and management of non-infective causes of genital ulcers such as Behcet’s syndrome

SKILLS

- Assessment, treatment and management of genital ulcer disease
- Refer to/liaise with other specialties when appropriate

ASSESSMENT & LEARNING METHODS

- Diploma in Genito Urinary medicine
- 4 weeks in microbiology laboratory
- MiniCEX and CBD
- Attendance at STI clinics
- Attendance at dermatology clinics

Assessment at SpR year 2
Genital Human Papillomavirus Infection and Associated Conditions

Objective: To correctly carry out specialist assessment, treatment and management of genital human papillomavirous infection and associated conditions, independently in an adequately provided working environment.

KNOWLEDGE

Human papilloma virus infection

- Natural history, diagnosis and management of anogenital warts infection
- Natural history, diagnosis, and management of cervical intraepithelial neoplasia (CIN), and other HPV-related lower genital tract abnormalities
- Role of colposcopy and biopsy in diagnosis and management of cervical and lower anogenital tract abnormalities
- Treatment options available
- Natural history, diagnosis and management of molluscum contagiosum
- Awareness of when indicated and how to competently perform cervical cytology
- Awareness of how to interpret cervical cytology including the limitations of cervical cytology
- Awareness of when indicated and how to competently perform genital biopsy
- Awareness of when HPV vaccination indicated and of the development of new indications for HPV vaccination

SKILLS

- Correctly diagnose and manage Human Papillomavirus Infection and associated conditions
- Perform cervical cytology and genital biopsy
- Interpretation of cytology, colposcopy and histological findings
- Refer to/liaise with other specialties when appropriate

ASSESSMENT & LEARNING METHODS

- Diploma in Genito Urinary medicine
- Attendance at dermatology sessions
- Attendance at Colposcopy clinics (see appropriate chapter)
- CBD
- Attendance at STI clinics
Genital Infestations

Objective: To correctly carry out specialist assessment, treatment and management of genital infestations independently in an adequately provided working environment.

**KNOWLEDGE**

- Scabies and pediculosis pubis
- How to diagnose and manage scabies
- How to diagnose and manage pediculosis pubis

**SKILLS**

- Diagnose and manage scabies
- Diagnose and manage pediculosis pubis
- Explain the diagnosis and management clearly to patient

**ASSESSMENT & LEARNING METHODS**

- CBD
- Mini-CEX
- Dermatology Clinics
- Diploma in Genito Urinary Medicine
- Attendance at STI clinics

**Assessment at SpR year 1-2**
Adults Who Have Been Sexually Assaulted

Objective: To correctly carry out specialist assessment, treatment and management of adults who have been sexually assaulted independently in an adequately provided working environment.

KNOWLEDGE

Note: It may be difficult for some trainees to get practical experience, in view of gender preference or other factors, of the history and examination of persons who have been sexually assaulted but they should be able to explain how to do it.

Sexual assault in adults

- The importance of timing of forensic examination
- The chain of evidence procedure
- When HIV counselling and post-exposure prophylaxis (HIV, HBV and chlamydia), and post-coital contraception are indicated
- Know how to write full and accurate documentation from which a medico-legal report may be produced at a later date
- Referral to/liaising with other specialties and other services (eg. Social services and An Garda Siochana) when appropriate
- Referral onto local voluntary organisations to provide on-going support
- Awareness of the need for a chaperone

SKILLS

- Take a full sexual history, perform a full genital examination noting any injuries
- Prophylaxis treatment
- Counselling and liaison/onward referral as appropriate

ASSESSMENT & LEARNING METHODS

- Forensic course (desirable)
- Attend sessions in a sexual assault clinic (desirable)

Assessment at SpR year 1 – 4
Genital Infections in Pregnant Women, the Newborn, in Infants and Children

Objective: To correctly carry out specialist assessment, treatment and management of genital infections in pregnant women, newborn, in infants and children, in conjunction with appropriate colleagues in an adequately provided working environment.

KNOWLEDGE

Infections in pregnancy, the newborn, infants and children
- Diagnosis, complications, treatment and management of sexually transmitted infections and other genital infections in pregnancy
- Diagnosis, treatment and management of sexually transmitted pathogens in newborn
- Diagnosis, treatment and management of sexually transmitted pathogens in infants
- Diagnosis, treatment and management of sexually transmitted pathogens in children
- The multidisciplinary management of children with genital infections
- Referral to/liaising with other specialties and other services (eg. Social services and An Garda Siochana) when appropriate
- Appreciation of working in conjunction with nurses, health advisors, obstetricians and paediatricians

SKILLS

- Diagnose and treat infection in pregnancy
- Management of appropriate drug use in pregnancy
- Explain the diagnosis and management clearly to the patient
- Be alert to the possibility of child abuse and be competent in when and how to make onward referrals when child abuse issues are raised
- Demonstrate effective multidisciplinary working

ASSESSMENT & LEARNING METHODS

- Attendance at STI clinics (young person clinic attendance is desirable)
- Diploma in Genito Urinary Medicine
- CBD
- MiniCEX
Vulvovaginitis and Balanitis

Objective: To correctly carry out specialist assessment, treatment and management of vulvovaginitis and balanitis independently in an adequately provided working environment.

KNOWLEDGE

- Diagnosis and management of infective causes of vulvovaginitis and balanitis
- Diagnosis and management of common non-infective conditions (in terms of their genital and extra-genital presentation), including psoriasis, eczema, irritant vulvitis, lichen planus, lichen sclerosus, and fixed drug reactions
- Referral to/ liaising with other specialties when appropriate
- How to competently assess need for skin scraping and genital skin biopsy

SKILLS

- Diagnose and manage vulvovaginitis and balanitis
- Explain the diagnosis and management clearly to the patient
- Competently perform skin scraping and genital skin biopsy
- Competently interpret skin scraping and genital skin biopsy results
- Make appropriate onward referral as indicated

ASSESSMENT & LEARNING METHODS

- Attendance at STI clinics
- Attendance at dermatology clinics
- Diploma in Genito Urinary Medicine
- CBD
- Attendance at Vulval specialist clinics (optional)

Assessment at SpR year 1-3
Viral Hepatitis

Objective: To correctly carry out specialist assessment (and referral if necessary) of viral hepatitis, independently in an adequately provided working environment.

KNOWLEDGE

Infection with A, B, C and other causes of viral hepatitis

- Natural history, diagnosis and management of hepatitis A
- Natural history, diagnosis and management of hepatitis B
- Natural history, diagnosis and management of hepatitis C
- Natural history, diagnosis and management of other viral causes of hepatitis
- Treatment, or when to refer for treatment, of chronic hepatitis B and C when appropriate
- Indications for, technique and follow-up of immunisation for Hepatitis A and B
- Correct diagnosis and management of the above conditions
- Refer to other specialties when appropriate

SKILLS

- Diagnose and manage hepatitis A, hepatitis B and Hepatitis C
- Refer to other specialties when appropriate

ASSESSMENT & LEARNING METHODS

- Attendance at HIV clinics
- Attendance at STI clinics
- Attendance at co-infection clinics in HIV and Hepatitis
- CBD
- Mini-CEX
- Diploma in HIV Medicine (desirable)
- Diploma in Genito Urinary Medicine
- Laboratory attendance

Assessment at SpR year 2-4
Contraception

Objective: To correctly carry out specialist assessment and management of contraception independently in an adequately provided working environment.

KNOWLEDGE
- Different methods of contraception available
- Indications and contraindications for each method
- Side effects of each method
- Indications and methods of post-coital contraception
- Issues relating to termination of pregnancy
- Referral to other agencies as appropriate

SKILLS
- Explain the different forms of contraception and side effects clearly to the patient
- Prescribe and monitor contraception (optional)
- Prescribe post-coital contraception
- Liaise with and refer to other services as appropriate
- Show respect for different religious and cultural values

ASSESSMENT & LEARNING METHODS
- Diploma in Genito Urinary Medicine
- Certificate in Family Planning (mandatory)
- Certificate in Contraception (ICGP), (desirable)
- Ethics I, II, III, IV

Assessment at SpR year 1 - 2
HIV Infection and Disease

Objective: To acquire the knowledge, skills and attitudes necessary to understand and explain HIV transmission and risk. To be competent in the diagnosis, assessment and management of HIV and its complications. To be competent in the provision of appropriate support for patients and their families.

HIV Testing and Counselling

Objective: To be able to correctly carry out testing for HIV, and to provide counselling.

**KNOWLEDGE**

HIV testing, reporting, counselling and prophylaxis

- Laboratory tests used to diagnose HIV infection
- Risk factors for HIV infection
- Relevant issues for someone undergoing HIV testing
- Relevant issues for a pregnant women undergoing HIV testing
- The sexual and non-sexual indications for post-exposure prophylaxis
- Mandatory reporting system for HIV/AIDS
- Medico-legal and ethical issues relevant to HIV/AIDS including partner notification
- Know how to:
  - Counsel about HIV testing
  - Counsel a pregnant woman about HIV testing
  - Manage a person requiring post-exposure prophylaxis
  - Giving a positive HIV result
  - Report HIV cases appropriately

**SKILLS**

- Explain the diagnosis and management clearly to the patient
- Demonstrate competence in counselling patients with positive results
- Be competent in assessment of indications for and monitoring of HIV post exposure prophylaxis patients
- Demonstrate competence in communication skills
- Be competent in reporting of HIV/AIDS

**ASSESSMENT & LEARNING METHODS**

- Diploma in Genito Urinary medicine
- CBD
- Mini-CEX
- Dip HIV (desirable)
- Attendance at STI clinics
- Attendance at HIV clinics
- Liaison with health advisors and counsellors
- Attendance at multidisciplinary meetings

Assessment at SpR year 1-4
Asymptomatic HIV Disease, Including Anti-Retroviral Prescribing

Objective: To correctly carry out specialist assessment, treatment and management of asymptomatic HIV disease, including anti-retroviral prescribing, independently in an adequately provided working environment.

KNOWLEDGE

Asymptomatic HIV disease, prescribing

- Natural history of HIV disease and laboratory investigations used for assessment
- Current indications for prophylaxis against opportunistic infections
- Modes of action of antiretroviral therapy, side effects, drug interactions and use in clinical practice
- Current indications for antiretroviral therapy
- Antiretroviral treatment failure
- Antiretroviral switching
- Resistance testing and therapeutic drug monitoring, and when they are appropriate in clinical practice
- Management of HIV in pregnancy
- Clinical assessment and appropriate investigation and management of HIV seroconversion
- Clinical assessment and appropriate investigation and management of symptomatic HIV infection

How to:

- Prescribe and monitor antiretroviral therapy appropriately
- Prescribe and monitor prophylaxis against opportunistic infections appropriately
- Manage side effects of drugs used in HIV disease
- Requirement to display tact, empathy and a non-judgmental approach to patients
- Respect of patient choice
- Appreciation of requirement to work in conjunction with the multidisciplinary team

SKILLS

- Explain the diagnosis and management clearly to the patient
- Demonstrate a knowledge of antiretroviral treatment (Year 1 – 3)
- Prescribe antiretroviral treatment and change as appropriate (Year 4)
- Evaluate antiretroviral resistance (throughout training programme)
- Demonstrate competence in assessment, treatment and management of asymptomatic HIV disease
- Demonstrate effective multidisciplinary team working

ASSESSMENT & LEARNING METHODS

- Attendance at HIV clinics
- Attendance at national and international HIV meetings
- Diploma in Genito Unitary Medicine (mandatory)
- Dip HIV (desirable)
- CBD
- Mini-CEX
Respiratory Presentation of HIV Disease

Objective: To correctly carry out specialist assessment, treatment and management of respiratory presentations of HIV disease independently in an adequately provided working environment.

KNOWLEDGE

- Clinical presentations, investigations and general management of respiratory infections
- Diagnosis and management of bacterial pneumonia
- Diagnosis and management of Pneumocystis jirovecii pneumonia
- Diagnosis and management (including infection control and contact tracing) of Mycobacterium Tuberculosis
- Diagnosis and management of fungal and viral respiratory opportunistic infections.

SKILLS

- Diagnose and manage respiratory infections
- Liaise with and refer to other specialties as indicated (for example Intensive care and respiratory medicine)
- Demonstrate effective multidisciplinary team working
- Explain the diagnosis and management clearly to the patient

ASSESSMENT & LEARNING METHODS

- HIV inpatient care
- HIV clinics
- Diploma in Genito Urinary Medicine
- Dip HIV (desirable)
- Attendance at Study days
- Attendance at relevant national and international meetings
- CBD
- Attendance at multidisciplinary meetings

Assessment at SpR year 1-4
Gastrointestinal Presentation of HIV

Objective: To correctly carry out specialist assessment, treatment and management of gastrointestinal presentations of HIV disease independently in an adequately provided working environment.

KNOWLEDGE

- Clinical presentations, investigations and general management of gastrointestinal infections
- Diagnosis and management of oral and oesophageal candida
- Diagnosis and management of oral, oesophageal and large bowel ulceration
- Diagnosis and management of infective diarrhoea
- Investigations and management of a person with significant weight loss
- Diagnosis and management of liver disease and referral when appropriate

SKILLS

- Diagnose and manage gastrointestinal problems in HIV patients
- Liaise with and refer as appropriate to other specialities
- Explain the diagnosis and management clearly to the patient

ASSESSMENT & LEARNING METHODS

- CBD
- Dip HIV (desirable)
- Diploma in Genito Urinary Medicine
- In patient HIV care
- Attendance at national and international HIV meetings
- Attendance at Study days
- Attendance at multidisciplinary meetings

Assessment at SpR year 1 - 4
Neurological Presentation of HIV Disease

Objective: To correctly carry out specialised assessment, treatment and management of the neurological presentations of HIV disease independently in an adequately provided working environment.

KNOWLEDGE

- Clinical presentations, investigations and general management of neurological conditions including disorders of consciousness, dementia and peripheral neuropathy
- Diagnosis and management of cerebral toxoplasmosis
- Diagnosis and management of cryptococcal meningitis
- Diagnosis and management of cytomegalovirus retinitis
- Diagnosis and management of HIV related neurological disease

SKILLS

- Diagnose and manage neurological problems in the HIV patient
- Liaise with and refer as appropriate to other specialities (eg radiology, virology, neurology, psychiatry)
- Explain the diagnosis and management clearly to the patient

ASSESSMENT & LEARNING METHODS

- CBD
- Dip HIV (desirable)
- Diploma in Genito Urinary Medicine
- In patient HIV care
- Attendance at national and international HIV meetings
- Attendance at Study Days
- Attendance at multidisciplinary meetings

Assessment at SpR year 1 – 4
HIV Associated Malignancies and Palliative Care for HIV Diseases

Objective: To correctly carry out specialist assessment, treatment and management of HIV associated malignancies and provide and/or arrange palliative care of HIV disease independently in an adequately provided working environment.

KNOWLEDGE

- Clinical presentations, diagnosis and management of Kaposi’s sarcoma
- Clinical presentations, diagnosis and management of lymphoma
- Clinical presentations, diagnosis and management of other malignancies associated with HIV infection
- Pain relief, palliative and terminal care
- Importance of demonstrating an empathetic respectful and non-judgmental approach
- Requirement for effective multidisciplinary team working

SKILLS

- Diagnose and manage malignancies in HIV patients (including appropriate referral)
- Initiate palliative care for patients with HIV appropriately and refer to palliative care appropriately
- Demonstrate effective multidisciplinary team working
- Refer to/liaise with other specialties when appropriate
- Explain the diagnosis and management clearly to the patient and families/loved ones as appropriate

ASSESSMENT & LEARNING METHODS

- CBD
- Dip HIV (desirable)
- Diploma in Genito-Urinary Medicine
- In patient HIV care
- Attendance at national and international HIV meetings
- Attendance at Study Days
- Attendance at multidisciplinary meetings
Dermatological Presentations of HIV Disease

Objective: To correctly carry out specialist assessment, treatment and management of dermatological presentations of HIV disease independently in an adequately provided working environment.

KNOWLEDGE

- Clinical presentations, diagnosis and management of HIV related skin problems, including seborrheic dermatitis, herpes zoster, herpes simplex, superficial fungal infections, pruritic folliculitis and ichthyosis
- Correct diagnosis and management of the above conditions

SKILLS

- Skin biopsy
- Cryotherapy
- Excision and curettage of benign skin lesions
- Diagnosis and management of HIV related skin problems
- Explain the diagnosis and management clearly to the patient
- Refer to/liaise with other specialties when appropriate
- Display tact, empathy, respect and concern for patients
- Demonstrate effective multidisciplinary team working

ASSESSMENT & LEARNING METHODS

- DOPS - Skin biopsy
- Attendance at dermatology clinics
- Attendance at HIV clinics
- Dip HIV (desirable)
- CBD
- Attendance at study days
- Attendance at multidisciplinary meetings
Haematological Presentations of HIV Disease

Objective: To correctly carry out specialist assessment, treatment and management of haematological presentations of HIV disease independently in an adequately provided working environment.

KNOWLEDGE

- Investigations, diagnosis and management of anaemia, neutropenia, thrombocytopenia and pancytopenia
- Investigations and management of pyrexia of unknown origin
- Diagnosis and management of disseminated Mycobacterium avium complex (MAC)

SKILLS

- Correctly investigate and manage haematological presentations of HIV disease
- Correctly investigate and manage coagulation disorders
- Liaise with and refer to other specialties as appropriate
- Explain the diagnosis and management clearly to the patient

ASSESSMENT & LEARNING METHODS

- CBD
- Dip HIV (desirable)
- Diploma in Genito-Urinary Medicine
- In patient HIV care
- Attendance at national and international HIV meetings
- Attendance at Study Days
- Attendance at multidisciplinary meetings

Assessment at SpR year 1 - 4
Epidemiology and Public Health

Objective: To recognise and develop the role of epidemiology in the management of Genito-Urinary disease and the organisation of services and public health measures.

To provide the trainee with the knowledge and skills relevant to epidemiological and public health aspects of sexually transmitted and other genital infections.

KNOWLEDGE

- The principles of epidemiology and public health
- The epidemiology of sexually transmitted, and other genital infections and HIV
- Awareness of national and local data collection methods, and their limitations
- Notifiable diseases
- Assessment of individual risk
- Importance of patient participation in disease prevention and screening programmes

SKILLS

- Management of outbreak of infectious disease
- Liaise with and refer to Public Health as appropriate
- Respect of patient choice

ASSESSMENT & LEARNING METHODS

- Performing Audit course
- Epidemiology Study Day
- Health Research – An Introduction
- CBD
- Attendance at Public Health Outbreak control meetings (desirable)
Managing Genito-Urinary Medicine Clinics

Objective: To acquire the knowledge, skills and attitudes to effectively provide specialist care at a Genito-Urinary Medicine clinic.

KNOWLEDGE

- Knowledge of statutory reporting requirements to public health
- Knowledge of the appropriate management of patients who fail to attend clinic
- Knowledge of the use of information technology to facilitate effective, safe management of GUM clinics
- Knowledge of the developments in information technology that could improve effectiveness and quality in the running of GUM clinics (appointments, infectious disease returns, attendance data, contacting, changes in clinic case mix, HIV databases).
- Competent and appropriate use of database, including data protection

SKILLS

- Database management
- IT Skills

ASSESSMENT & LEARNING METHODS

- HST Leadership in Clinical Practice
- Health Research – An Introduction
- Attendance at Study days
- Participation in clinic management meetings (year 3-4)
Gynaecology and Obstetrics in Genito-Urinary Medicine

Objective: To acquire adequate training, necessary skills and appropriate competence in the management of relevant obstetrics and gynaecological problems.

KNOWLEDGE

- Diagnosis and management of disorders of menstruation, dysmenorrhoea, menorrhagia, intermenstrual and post-coital bleeding.
- Infertility and subfertility – causes and approaches to diagnosis and treatment
- Contraception – methods, side effects, indications and contraindications.
- Disorders of early pregnancy – interpretation of bleeding in early pregnancy; ectopic pregnancy; risk and treatment of infections
- Middle and late pregnancy – knowledge of expected and normal phenomena in order to refer women with abnormalities
- Prescribing in pregnancy and the puerperium
- Abdominal and pelvic pain – differential diagnosis. Approaches to management of acute and chronic pelvic pain.
- Anogenital tract neoplasia (and intraepithelial neoplasia)
- Awareness of epidemiology, symptoms and signs of anogenital tract neoplasia.
- Awareness of appropriate assessment and investigation of anogenital symptoms
- Awareness of appropriate referral of patients with anogenital symptoms or signs suggesting malignancy or anogenital intraepithelial neoplasia
- Awareness of the value and limitations of anogenital tract cytology and colposcopy
- Vulval disorders
- Awareness of the classification of Vulval disorders and appropriate assessment and management (including onward referral as appropriate)

SKILLS

- Demonstrate clinical, technical and allied skills pertinent to the management of women presenting with common obstetric problems
- Demonstrate clinical, technical and allied skills pertinent to the management of women presenting with common gynaecological problems
- Demonstrate a non-judgemental and non-discriminatory approach when working with patients
- Demonstrate competence in appropriate onward referral of women presenting with obstetric and gynaecological problems to genitourinary medicine services

ASSESSMENT & LEARNING METHODS

- CBD
- Attendance at Study days
- Attendance at STI clinics
- Attendance at gynaecology/obstetric and Colposcopy clinics
- Attendance at multidisciplinary meetings
**Documentation of Minimum Requirements for Training**

- These are the minimum number of cases you are asked to document as part of your training. It is recommended you seek opportunities to attain a higher level of exposure as part of your self-directed learning and development of expertise.
- You should expect the demands of your post to exceed the minimum required number of cases documented for training.
- If you are having difficulty meeting a particular requirement, please contact your specialty coordinator.

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Required/Desirable</th>
<th>Minimum Requirement</th>
<th>Reporting Period</th>
<th>Form Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1 - Training Plan</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Weekly Timetable (Sample Weekly Timetable for Post/Clinical Attachment)</td>
<td>Required</td>
<td>1</td>
<td>Year of Training</td>
<td>Form 045</td>
</tr>
<tr>
<td>Personal Goals Plan (Copy of agreed Training Plan for your current training year signed by both Trainee &amp; Trainer)</td>
<td>Required</td>
<td>1</td>
<td>Year of Training</td>
<td>Form 052</td>
</tr>
<tr>
<td>Personal Goals Review Form</td>
<td>Required</td>
<td>1</td>
<td>Year of Training</td>
<td>Form 137</td>
</tr>
<tr>
<td>On Call Rota</td>
<td>Required</td>
<td>1</td>
<td>Year of Training</td>
<td>Form 064</td>
</tr>
<tr>
<td><strong>Section 2 - Training Activities</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Outpatient Clinics</strong></td>
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</tr>
<tr>
<td>General GUM Clinics (average 200 clinics during year 1-2, average 100 clinics during year 3-4)</td>
<td>Required</td>
<td>80</td>
<td>Year of Training</td>
<td>Form 144</td>
</tr>
<tr>
<td>HIV Medicine Clinics (average 200 clinics during year 1-2, average 100 clinics during year 3-4)</td>
<td>Required</td>
<td>40</td>
<td>Year of Training</td>
<td>Form 144</td>
</tr>
<tr>
<td>Dermatology (minimum 20 during training)</td>
<td>Required</td>
<td>20</td>
<td>Training Programme</td>
<td>Form 144</td>
</tr>
<tr>
<td>Gynaecology (minimum 12 during training to include 4 – 6 Colposcopy Clinics)</td>
<td>Required</td>
<td>12</td>
<td>Training Programme</td>
<td>Form 144</td>
</tr>
<tr>
<td><strong>Ward Rounds/Consultations</strong></td>
<td></td>
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<tr>
<td>Consultant led</td>
<td>Required</td>
<td>40</td>
<td>Year of Training</td>
<td>Form 144</td>
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<tr>
<td>SpR led</td>
<td>Required</td>
<td>40</td>
<td>Year of Training</td>
<td>Form 144</td>
</tr>
<tr>
<td>Consultations</td>
<td>Desirable</td>
<td>40</td>
<td>Year of Training</td>
<td>Form 144</td>
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<td>Curriculum Requirement</td>
<td>Required/Desirable</td>
<td>Minimum Requirement</td>
<td>Reporting Period</td>
<td>Form Name</td>
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</tr>
<tr>
<td><strong>Emergencies/Complicated Cases</strong> (Diagnosis of nature of problem and its presentation.)</td>
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</tr>
<tr>
<td>Cases should include at least one of each of the following:</td>
<td></td>
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</tr>
<tr>
<td>Opportunistic infections including ICU cases</td>
<td>Required</td>
<td>5</td>
<td>Year of Training</td>
<td>Form 003</td>
</tr>
<tr>
<td>Lymphoma</td>
<td>Required</td>
<td>2</td>
<td>Year of Training</td>
<td>Form 003</td>
</tr>
<tr>
<td>Adverse drug reactions</td>
<td>Required</td>
<td>10</td>
<td>Year of Training</td>
<td>Form 003</td>
</tr>
<tr>
<td>New Diagnosis</td>
<td>Required</td>
<td>10</td>
<td>Year of Training</td>
<td>Form 003</td>
</tr>
<tr>
<td>Acute STIs</td>
<td>Required</td>
<td>5</td>
<td>Year of Training</td>
<td>Form 003</td>
</tr>
<tr>
<td>Ethical/Social Issues</td>
<td>Required</td>
<td>2</td>
<td>Year of Training</td>
<td>Form 003</td>
</tr>
<tr>
<td><strong>Procedures/Practical Skills/Surgical Skills</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Skin Biopsy</td>
<td>Desirable</td>
<td>20</td>
<td>Training Programme</td>
<td>Form 004</td>
</tr>
<tr>
<td><strong>Additional/Special Experience Gained</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6 weeks in O&amp;G</td>
<td>Required</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 005</td>
</tr>
<tr>
<td><strong>Laboratory Experience</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Microbiology Laboratory (2 weeks in year 2-3) where STI/HIV diagnostics are performed</td>
<td>Required</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 018</td>
</tr>
<tr>
<td>Laboratory where molecular diagnostics relevant to STIs and HIV are performed (2 weeks in year 2-3)</td>
<td>Required</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 018</td>
</tr>
<tr>
<td>Management Experience (Year 3 – 4)</td>
<td>Required</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 110</td>
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<tr>
<td><strong>Section 3 - Educational Activities</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Mandatory Courses</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Ethics I: Professionalism</td>
<td>Required</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 006</td>
</tr>
<tr>
<td>Ethics II: Ethics &amp; Law</td>
<td>Required</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 006</td>
</tr>
<tr>
<td>Ethics III: Research</td>
<td>Required</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 006</td>
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<tr>
<td>Ethics IV: (End of Life) General Medicine Specialties</td>
<td>Required</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 006</td>
</tr>
<tr>
<td>Health Research – An Introduction</td>
<td>Required</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 006</td>
</tr>
<tr>
<td>HST Leadership in Clinical Practice (≥ Year 3)</td>
<td>Required</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 006</td>
</tr>
<tr>
<td>Mastering Communications (Year 1)</td>
<td>Required</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 006</td>
</tr>
</tbody>
</table>
### Curriculum Requirement

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Required/Desirable</th>
<th>Minimum Requirement</th>
<th>Reporting Period</th>
<th>Form Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing Audit (Year 1)</td>
<td>Required</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 006</td>
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<tr>
<td>ACLS</td>
<td>Required</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 006</td>
</tr>
<tr>
<td>Certificate in Family Planning (RCPI)</td>
<td>Required</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 006</td>
</tr>
</tbody>
</table>

**Non – Mandatory Courses**

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Required/Desirable</th>
<th>Minimum Requirement</th>
<th>Reporting Period</th>
<th>Form Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate in Contraception (ICGP)</td>
<td>Desirable</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 007</td>
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<tr>
<td>Forensic Course</td>
<td>Desirable</td>
<td>1</td>
<td>Training Programme</td>
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</tbody>
</table>

**Study days (minimum of 2 per year)**

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Required/Desirable</th>
<th>Minimum Requirement</th>
<th>Reporting Period</th>
<th>Form Name</th>
</tr>
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<tbody>
<tr>
<td>Study days (minimum of 2 per year)</td>
<td>Required</td>
<td>2</td>
<td>Year of Training</td>
<td>Form 008</td>
</tr>
</tbody>
</table>

See examples: (Disease Prevention & Health Education, Epidemiology Study Day)

**National/International meetings (attend minimum 1 per year)**

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Required/Desirable</th>
<th>Minimum Requirement</th>
<th>Reporting Period</th>
<th>Form Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>National/International meetings (attend minimum 1 per year)</td>
<td>Required</td>
<td>1</td>
<td>Year of Training</td>
<td>Form 010</td>
</tr>
</tbody>
</table>

**Participation at In-house activities minimum of 1 per month from the categories below:**

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Required/Desirable</th>
<th>Minimum Requirement</th>
<th>Reporting Period</th>
<th>Form Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Rounds (minimum 1 per month)</td>
<td>Required</td>
<td>10</td>
<td>Year of Training</td>
<td>Form 011</td>
</tr>
<tr>
<td>Pathology Conference</td>
<td>Desirable</td>
<td>1</td>
<td>Year of Training</td>
<td>Form 011</td>
</tr>
<tr>
<td>Lecture</td>
<td>Required</td>
<td>5</td>
<td>Year of Training</td>
<td>Form 011</td>
</tr>
<tr>
<td>Seminar (e.g. Radiology, TB, resistance cases)</td>
<td>Required</td>
<td>10</td>
<td>Year of Training</td>
<td>Form 011</td>
</tr>
<tr>
<td>MDT Meetings</td>
<td>Required</td>
<td>5</td>
<td>Year of Training</td>
<td>Form 011</td>
</tr>
<tr>
<td>Journal Club</td>
<td>Required</td>
<td>10</td>
<td>Year of Training</td>
<td>Form 011</td>
</tr>
</tbody>
</table>

**Examinations**

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Required/Desirable</th>
<th>Minimum Requirement</th>
<th>Reporting Period</th>
<th>Form Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in GUM</td>
<td>Required</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 012</td>
</tr>
<tr>
<td>Diploma in HIV</td>
<td>Desirable</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 012</td>
</tr>
</tbody>
</table>

**Delivery of Teaching**

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Required/Desirable</th>
<th>Minimum Requirement</th>
<th>Reporting Period</th>
<th>Form Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, tutorial and bedside teaching</td>
<td>Required</td>
<td>10</td>
<td>Year of Training</td>
<td>Form 013</td>
</tr>
</tbody>
</table>

**Research**

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Required/Desirable</th>
<th>Minimum Requirement</th>
<th>Reporting Period</th>
<th>Form Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit activities and Reporting (1 per year either to start or complete, Quality Improvement (QI) projects can be uploaded against audit)</td>
<td>Required</td>
<td>1</td>
<td>Year of Training</td>
<td>Form 135</td>
</tr>
</tbody>
</table>

**Publications**

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Required/Desirable</th>
<th>Minimum Requirement</th>
<th>Reporting Period</th>
<th>Form Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications</td>
<td>Desirable</td>
<td>1</td>
<td>Year of Training</td>
<td>Form 016</td>
</tr>
</tbody>
</table>

**Presentations (1 oral/poster per year)**

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Required/Desirable</th>
<th>Minimum Requirement</th>
<th>Reporting Period</th>
<th>Form Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations</td>
<td>Required</td>
<td>1</td>
<td>Year of Training</td>
<td>Form 017</td>
</tr>
<tr>
<td>Curriculum Requirement</td>
<td>Required/Desirable</td>
<td>Minimum Requirement</td>
<td>Reporting Period</td>
<td>Form Name</td>
</tr>
<tr>
<td>----------------------------------------</td>
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<td>---------------------</td>
<td>--------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Committee Attendance</td>
<td>Desirable</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 063</td>
</tr>
<tr>
<td>Additional Qualifications</td>
<td>Desirable</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 065</td>
</tr>
<tr>
<td><strong>Section 4 – Assessment</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CBD</td>
<td>Required</td>
<td>2</td>
<td>Year of Training</td>
<td>Form 020</td>
</tr>
<tr>
<td>See examples: (Genital Infestations, Viral Hepatitis, Anti-retroviral Prescribing, HIV Testing and Counselling, Gastrointestinal Presentation of HIV, Neurological Presentation of HIV, HIV Associated Malignancies, Haematological Presentations of HIV Diseases)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOPS</td>
<td>Required</td>
<td>1</td>
<td>Training Programme</td>
<td>Form 021</td>
</tr>
<tr>
<td>Mini-CEX (At least two Mini-CEX assessments)</td>
<td>Required</td>
<td>2</td>
<td>Year of Training</td>
<td>Form 023</td>
</tr>
<tr>
<td>Quarterly Assessment</td>
<td>Required</td>
<td>4</td>
<td>Year of Training</td>
<td>Form 092</td>
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</tbody>
</table>