

GENERIC INDICATORS FOR TARGETED ASSESSMENT DOMAINS

1. DATA-GATHERING, TECHNICAL & ASSESSMENT SKILLS: *Gathering & using data for clinical judgement, choice of examination, investigations & their interpretation. Demonstrating proficiency in performing physical examinations & using diagnostic and therapeutic instruments (Blueprint: Problem-solving skills, Technical Skills)*

<p>Positive Indicators</p> <ul style="list-style-type: none"> Clarifies the problem & nature of decision required Uses an incremental approach, using time and accepting uncertainty Gathers information from history taking, examination and investigation in a systematic and efficient manner. Is appropriately selective in the choice of enquiries, examinations & investigations Identifies abnormal findings or results & makes appropriate interpretations <ul style="list-style-type: none"> Uses instruments appropriately & fluently When using instruments or conducting physical examinations, performs actions in a rational sequence 	<p>Negative Indicators</p> <ul style="list-style-type: none"> Makes immediate assumptions about the problem Intervenes rather than using appropriate expectant management Is disorganised/unsystematic in gathering information Data gathering does not appear to be guided by the probabilities of disease. Fails to identify abnormal data or correctly interpret them <ul style="list-style-type: none"> Appears unsure of how to operate/use instruments Appears disorganised/unsystematic in the application of the instruments or the conduct of physical examinations
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2. CLINICAL MANAGEMENT SKILLS: *Recognition & management of common medical conditions in primary care. Demonstrating a structured & flexible approach to decision-making. Demonstrating the ability to deal with multiple complaints and co-morbidity. Demonstrating the ability to promote a positive approach to health (Blueprint: Primary Care Management, Comprehensive approach)*

<p>Positive Indicators</p> <ul style="list-style-type: none"> Recognises presentations of common physical, psychological & social problems. Makes plans that reflect the natural history of common problems Offers appropriate and feasible management options Management approaches reflect an appropriate assessment of risk Makes appropriate prescribing decisions Refers appropriately & co-ordinates care with other healthcare professionals <ul style="list-style-type: none"> Manages risk effectively, safety netting appropriately Simultaneously manages multiple health problems, both acute & chronic Encourages improvement, rehabilitation, and, where appropriate, recovery. Encourages the patient to participate in appropriate health promotion and disease prevention strategies 	<p>Negative Indicators</p> <ul style="list-style-type: none"> Fails to consider common conditions in the differential diagnosis Does not suggest how the problem might develop or resolve Fails to make the patient aware of relative risks of different approaches Decisions on whether/what to prescribe are inappropriate or idiosyncratic. Decisions on whether & where to refer are inappropriate. Follow-up arrangements are absent or disjointed <ul style="list-style-type: none"> Fails to take account of related issues or of co-morbidity Unable to construct a problem list and prioritise Unable to enhance patient's health perceptions and coping strategies
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3. INTERPERSONAL SKILLS *Demonstrating the use of recognised communication techniques to gain understanding of the patient's illness experience and develop a shared approach to managing problems. Practising ethically with respect for equality & diversity issues, in line with the accepted codes of professional conduct. (Blueprint: Person-Centred Approach, Attitudinal Aspects)*

<p>Positive Indicators</p> <ul style="list-style-type: none"> Explores patient's agenda, health beliefs & preferences. Appears alert to verbal and non-verbal cues. Explores the impact of the illness on the patient's life Elicits psychological & social information to place the patient's problem in context Works in partnership, finding common ground to develop a shared management plan Communicates risk effectively to patients Shows responsiveness to the patient's preferences, feelings and expectations Enhances patient autonomy Provides explanations that are relevant and understandable to the patient <ul style="list-style-type: none"> Responds to needs & concerns with interest & understanding Has a positive attitude when dealing with problems, admits mistakes & shows commitment to improvement. Backs own judgment appropriately Demonstrates respect for others Does not allow own views/values to inappropriately influence dialogue Shows commitment to equality of care for all Acts in an open, non-judgmental manner Is cooperative & inclusive in approach <ul style="list-style-type: none"> Conducts examinations with sensitivity for the patient's feelings, seeking consent where appropriate 	<p>Negative Indicators</p> <ul style="list-style-type: none"> Does not inquire sufficiently about the patient's perspective / health understanding. Pays insufficient attention to the patient's verbal and nonverbal communication. Fails to explore how the patient's life is affected by the problem. Does not appreciate the impact of the patient's psychosocial context Instructs the patient rather than seeking common ground Uses a rigid approach to consulting that fails to be sufficiently responsive to the patient's contribution Fails to empower the patient or encourage self-sufficiency Uses inappropriate (e.g. technical) language <ul style="list-style-type: none"> Shows little visible interest/understanding, lacks warmth in voice/manner Avoids taking responsibility for errors Does not show sufficient respect for others. Inappropriately influences patient interaction through own views/values Treats issues as problems rather than challenges Displays inappropriate favour or prejudice Is quick to judge Appears patronising or inappropriately paternalistic <ul style="list-style-type: none"> When conducting examinations, appears unprofessional and at risk of hurting or embarrassing the patient
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