

## Broad Based Training Programme

# MEDICINE

### Broad Based Training (BBT) Curriculum

BBT is a two-year structured programme for doctors providing six-month placements in four specialties to allow broader experience before applying for specialty training. A curriculum has been developed consisting of common theme competencies and specialty specific learning outcomes.

A Learning Needs Assessment is important in helping to identify both common theme and specialty specific learning outcomes for each of the six month rotations.

The overarching Educational Supervisor for each BBT trainee will be the key individual able to assist the trainee in identifying ways to cover potential gaps relating to the common themes over the duration of the programme.

In each rotation the Supervisor would also be expected to help identify areas that require development relating to the common theme competencies and also identify specialty specific learning needs. In this meeting an educational plan for the post can be drawn up that identifies how these learning needs can be addressed and how and when they will be assessed.

### BBT Common Theme Competencies

**Communication**

**Integrated Clinical Practice**

**Standards of Care and Education**

**Personal Behaviour**

**Management and Leadership**

For each of the common theme competencies the curriculum contains detailed learning outcome descriptors and methods of assessment and this should be referred to.

### BBT Specialty Specific Learning Outcomes

In developing the curriculum each specialty has developed a detailed a comprehensive list of learning outcomes which a trainee in the programme will be working towards addressing but it is recognised that achieving all these outcomes in a six month post may seem daunting.

This tool can be used by the Supervisor and BBT trainee to help prioritise how specific learning needs can be addressed and how and when they will be assessed.

## Assessments and Reviews

During this 6 month post in Medicine it is the responsibility of the BBT trainee to arrange the following with their Supervisor:

- An initial induction meeting reviewing the learning objectives and producing an educational plan (within the first 3 weeks of the post)
- A mid point review
- An end of placement review
- Regular reviews of progress and portfolio documentation of this
- Trainees are required to do **SIX** assessments in the six month period and may use a range of assessment tools but **three** of the assessments must be Acute Care Assessments (ACATS)
  - Minicex (recommended 1-2)
  - CBDs (recommended 1-2)
  - Acute Care Assessments (ACATS) 3 required
  - Patient Survey
  - Audit Assessment
  - Teaching Observation
- 1 MSF each year
- 4 DOPS
- **There MUST be a reflection on at least one anonymised case of a patient who has required care between medicine and another of the BBT specialities (paediatrics, Psychiatry, General Practice) in each 6 months**
- Trainees must demonstrate participation in audit/project activity in each six month placement.

Please note that this is the minimum requirement for assessments and your Clinical Supervisor may feel that more are required in order for you to meet the required competency areas.

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## Key Learning Objectives & Assessment in MEDICINE

Key Learning Objectives	Assessment Modality		
<p><b>Mandatory</b></p> <p><b><u>Generic Competences</u></b></p> <p>The trainee will be able to take a focused medical history (in multiple settings including the Acute Medical Unit (AMU) and Outpatient clinic), carry out a thorough physical examination and formulate a differential diagnosis and a management plan.</p> <p>The trainee will be able to initiate a safe treatment plan and ensure effective documentation and handover, including to appropriate members of the multidisciplinary team.</p> <p>The trainee will be able to produce clear notes and a clear summary where required of a patients problems.</p> <p>The trainee will be able to prioritise patient assessments and alert colleagues to the sickest and most unstable patients.</p> <p>The trainee will understand the approaches to the assessment of patients presenting acutely and the range of safe management strategies including those other than admission to hospital.</p> <p>The trainee will understand the role of the multidisciplinary team in patient management and the role of the doctor within the team, including the</p>	<p>CBD Mini CEX</p> <p>CBD Mini CEX</p> <p>CBD Mini CEX ACAT</p> <p>CBD Mini CEX ACAT</p> <p>CBD ACAT</p> <p>CBD ACAT</p>		

<p>management of patients requiring palliative and end of life care.</p> <p>The trainee will understand the principles of managing a timely and safe patient discharge including negotiating and arranging this with the patient, community based colleagues and (where appropriate) family and carers.</p> <p>The trainee will understand when to manage patients on their own and when (and how promptly) to seek more senior guidance.</p> <p>The trainee will understand when and how to seek input from other specialties in the management of patients.</p> <p>The trainee will understand the principles of managing patients in outpatients.</p>	<p>CBD ACAT</p> <p>CBD ACAT</p> <p>CBD Mini CEX ACAT</p> <p>CBD Mini CEX ACAT</p>		
<p><b><u>Specific Competences</u></b></p> <p><b>Cardio-Respiratory Arrest</b> The trainee will have full competence in the assessment and resuscitation of the patient who has suffered a cardio-respiratory arrest, as defined by the UK Resuscitation Council</p> <p><b>Shocked Patient</b> The trainee will be able to identify a shocked patient, assess their clinical state, produce a list of appropriate differential diagnoses and initiate immediate management</p> <p><b>Unconscious Patient</b> The trainee will be able to promptly assess the unconscious patient to produce a differential diagnosis, establish safe monitoring, investigate appropriately and formulate an initial management plan, including recognising situations in which emergency specialist investigation or referral is required</p>	<p>CBD Mini CEX ACAT Clinical Skills Lab</p> <p>CBD Mini CEX ACAT Clinical Skills Lab</p> <p>CBD Mini CEX ACAT Clinical Skills Lab</p>		



<p><b>Chest Pain</b> The trainee will be able to assess a patient with chest pain to produce a valid differential diagnosis, investigate appropriately, formulate and implement a management plan</p> <p><b>Cough</b> The trainee will be able to assess a patient presenting with cough to produce a valid differential diagnosis, investigate appropriately, formulate and implement a management plan</p> <p><b>Falls</b> The trainee will be able to assess a patient presenting with a fall and produce a valid differential diagnosis, investigate appropriately, formulate and implement a management plan (see also 'Syncope' and 'Blackout/Collapse')</p> <p><b>Fever</b> The trainee will be able to assess a patient presenting with fever to produce a valid differential diagnosis, investigate appropriately, formulate and implement a management plan</p> <p><b>Haematemesis &amp; Melaena</b> The trainee will be able to assess a patient with an upper GI haemorrhage to determine significance; resuscitate appropriately; and liaise with endoscopist effectively</p>	<p>ACAT</p> <p>CBD Mini CEX ACAT</p> <p>CBD Mini CEX ACAT</p> <p>CBD Mini CEX ACAT</p> <p>CBD Mini CEX ACAT</p>		
<p><b>Headache</b> The trainee will be able to assess a patient presenting with headache to produce a valid differential diagnosis, investigate appropriately, formulate and implement a management plan</p>	<p>CBD Mini CEX ACAT</p>		

<p><b>Jaundice</b> The trainee will be able to assess a patient presenting with jaundice to produce a valid differential diagnosis, investigate appropriately, formulate and implement a management plan</p>	<p>CBD Mini CEX ACAT</p>		
<p><b>Limb Pain &amp; Swelling</b> The trainee will be able to assess a patient presenting with limb pain or swelling to produce a valid differential diagnosis, investigate appropriately, formulate and implement a management plan</p>	<p>CBD Mini CEX ACAT</p>		
<p><b>Palpitations</b> The trainee will be able to assess a patient presenting with palpitations to produce a valid differential diagnosis, investigate appropriately, formulate and implement a management plan</p>	<p>CBD Mini CEX ACAT</p>		
<p><b>Poisoning</b> The trainee will be able to assess promptly a patient presenting with deliberate or accidental poisoning, initiate urgent treatment, ensure appropriate monitoring and recognise the importance of psychiatric assessment in</p>	<p>CBD Mini CEX ACAT</p>		
<p><b>Vomiting and Nausea</b> The trainee will be able to assess a patient with vomiting and nausea to produce a valid differential diagnosis, investigate appropriately, formulate and implement a management plan</p>	<p>CBD Mini CEX ACAT</p>		
<p><b>Weakness and Paralysis</b> The trainee will be able to assess a patient presenting with motor weakness to produce a valid differential diagnosis, investigate appropriately, formulate and implement a management plan</p>	<p>CBD Mini CEX ACAT</p>		

## How the BBT trainee can learn

### **LEARNING OPPORTUNITIES IN HOSPITAL SETTING**

1. Working as part of the team on the Acute Medical Unit-assessing new patients, reviewing current inpatients, attending ward rounds led by consultants and senior trainees.
2. Working as part of the multidisciplinary team (MDT) on the AMU or Medical ward and in particular participating at regular MDT meetings where patient management plans are formulated and discussed.
3. Working as a member of the admitting medical team and also as the inpatient cover team for the wards, including 'out of hours' at night and at weekends.
4. Carrying out practical procedures when available/required and with appropriate supervision.
5. Utilising simulation training opportunities in clinical skills training facilities.
6. Outpatient clinics with own base clinical team and where appropriate making best use of specialist outpatient clinic opportunities.
7. Attending formal teaching opportunities such as hospital grand rounds, Core medical Training (CMT) teaching sessions, CMT Regional Training Days and tutorials where appropriate.
8. Participating in clinical governance meetings and contributing to audits where appropriate.
9. Understanding that workplace based assessments represent excellent learning opportunities and arranging adequate numbers and variety of these in a planned fashion with consultants and senior trainees.

## Advice and Guidance Relating to preparation and planning for specialty exams on Exit from BBT

Trainees are strongly encouraged to study for the MRCP part 1 examination as early as possible during their BBT programme, as this tests broad medical knowledge and the scientific underpinnings of general medicine, including basic medical sciences and pharmacology. The earlier this is attempted the easier it usually is, building as it does on the knowledge acquired for medical final examinations.



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**Educational Plan From:** ..... **To:** .....

Trainee : ..... email: .....

Placement Supervisor: ..... email: .....

Overall Educational Supervisor: ..... email: .....

**Learning Needs Identified:**

**How will these be addressed?**

### Assessment Planner

Assessment	Focus of assessment	When?
Additional		

### Signed & agreed:

<b>Trainee:</b>		<b>Date:</b>
<b>Placement Supervisor:</b>		<b>Date:</b>