HOSPITAL BASED GROUP LEARNING

1. Introduction of 5th HBGL Day Course
2. Re-organisation of content and description of each course
3. This will affect all trainees, if you are an ST2 and have not attended all 4 courses yet you may find it difficult to attend all 5. Do not worry, there will be opportunity to cover material in ST3.

**Guidance**

* Hospital Based Group Learning (HBGL) comprises 5 educational day courses which map to the RCGP 5 Educational Themes: Knowing Yourself and Relating to Others; Applying Clinical Knowledge & Skills; Managing Complex & Long term Care; Working Well in Organisations & Systems of care; Caring for the Whole Person & the Wider community
* We encourage you to attend all 5 courses ONCE during your hospital component of training (18 months). You do need to plan across your hospital posts as we know rotas are tight. You cannot attend these courses when in GP placements or in ST3
* If you started training when the old 4 courses (RDMP) then you need to look at the content of each course and identify if you have already attended a course with that or similar content
* You may attend any course on multiple occasions, there are always benefits to you in meeting and discussing case with your peers - even if the content is the same, undoubtedly there will be different presentations and case discussions. However, do be aware that by doing this you may limit your opportunities to attend other options.
* Remember that there are limited places on each course so please think carefully about how you and your colleagues can attend courses, especially if there are a number of you in the same unit.
* Below we provide the aims and objectives of all the new courses with the capability/competency areas covered for you to review.
* Do remember the other educational opportunities available to you during hospital placements

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| **5 RCGP EDUCATIONAL THEMES** | **Capability/Competency areas covered** | **Aims** |
| [**KNOWING YOURSELF & RELATING TO OTHERS**](#One)Andrew Mackay & Jo Gardiner | * Fitness to practise
* Maintaining an ethical approach
* Communication and consultation
 | To encourage trainees to reflect on their role in providing safe, informed and inclusive care for patients, with an emphasis on considering their responsibilities in understanding the views and wishes of patients and how these impact on the role of the doctor in providing care, as an individual and in wider teams.  |
| [**APPLYING CLINICAL KNOWLEDGE & SKILLS**](#Two)John Paterson & Guy Dixon | * Data gathering and interpretation
* Clinical examination and procedural skills
* Making decisions
* Clinical management
 | To understand how we apply our knowledge and skills when reaching a diagnosis or managing a situation, and to reflect on how we address challenges in the use of systems, guidelines and protocols, with an emphasis on general practice care |
| [**MANAGING COMPLEX & LONGTERM CARE**](#Three)Andrew Mackay & Jo Gardiner  | * Managing medical complexity
* Working with colleagues and in teams
 | To encourage reflection on our readiness to deal with both acute and chronic health care needs in individuals, and how we might use our own skills and the skills of others in general practice and community teams to enhance the ability of our patients to manage their health needs |
| [**WORKING WELL IN ORGANISATIONS & SYSTEMS OF CARE**](#Four)John Paterson & Guy Dixon | * Maintaining performance, learning and teaching
* Organisation, management and leadership
 | To understand how we apply our diagnostic and relationship skills to the task of managing the process of care for patients, whilst managing change and coping with pressure. To understand how we structure and pace the delivery of care, and how we organise and use the skills in teams to support us over the duration of our involvement with patients. |
| [**CARING FOR THE WHOLE PERSON & THE WIDER COMMUNITY**](#Five)Catherine George & Gisu Cooper | * Practising holistically and promoting health
* Community orientation
 | To encourage trainees to think broadly about management options that work well for the individual patient, make effective use of local resources and how to promote health. To understand how General Practice fits within the greater NHS. |

KNOWING YOURSELF & RELATING TO OTHERS

Core capability/competency area

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| **Fitness to practise*** Demonstrating the attitudes and behaviours expected of a good doctor
* Managing the factors that influence your performance
 |
| **Maintaining an ethical approach*** Treating others fairly and with respect, acting without discrimination
* Providing care with compassion and kindness
 |
| **Communication and consultation*** Establishing an effective partnership with patients
* Maintaining a continuing relationship with patients, carers and families
* Working as an effective team member
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Curriculum Statements

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| [2 01 The GP Consultation in Practice](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/knowing-yourself-and-relating-to-others/2-01-the-gp-consultation-in-practice.aspx)* Consultation and communication skills
* Ethics and values
* Promoting equality and valuing diversity
* Carers, relatives and families
 |
| [2 03 The GP in the Wider Professional Environment](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/knowing-yourself-and-relating-to-others/2-03-the-gp-in-the-wider-professional-environment.aspx)* Leadership
* Team based care and chronic disease management
* Practice management, finances and law
 |

**Aim**

To encourage trainees to reflect on their role in providing safe, informed and inclusive care for patients, with an emphasis on considering their responsibilities in understanding the views and wishes of patients and how these impact on the role of the doctor in providing care, as an individual and in wider teams.

Objectives

1. To understand what influences how we respond to the patients we encounter
2. To develop an understanding of the attitudes and expectations we bring to such encounters
3. To look at how we work with patients, and how we respond when our views or beliefs are challenged
4. To look at ways in which we interact with others providing medical and social care
5. To consider how we develop skills in team working, and how we support others in the team

APPLYING CLINICAL KNOWLEDGE & SKILLS

Core capability/competency area

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| **Data gathering and interpretation*** Applying a structured approach to data gathering and investigation
* Interpreting findings accurately to reach a diagnosis

***Clinical examination and procedural skills:**** Demonstrating a proficient approach to clinical examination
* Demonstrating a proficient approach to the performance of procedures
 |
| **Making decisions*** Adopting appropriate decision-making principles
* Applying a scientific and evidence-based approach
 |
| **Clinical management*** Providing general clinical care to patients of all ages and backgrounds
* Adopting a structured approach to clinical management
* Making appropriate use of other professionals and services
* Providing urgent care when needed
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Curriculum Statements

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| [3.02 Genetics in Primary Care](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/applying-clinical-knowledge-section-1/3-02-genetics-in-primary-care.aspx) [3.03 Care of Acutely Ill People](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/applying-clinical-knowledge-section-1/3-03-acutely-ill-people.aspx) [3.08 Sexual Health](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/applying-clinical-knowledge-section-1/3-08-sexual-health.aspx) [3.12 Cardiovascular Health](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/applying-clinical-knowledge-section-1/3-12-cardiovascular-health.aspx) [3.13 Digestive Health](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/applying-clinical-knowledge-section-1/3-13-digestive-health.aspx) [3.19 Respiratory Health](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/applying-clinical-knowledge-section-1/3-19-respiratory-health.aspx)  | [3.15 Care of people with ENT, oral, facial problems](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/applying-clinical-knowledge-section-2/3-15-ent-oral-and-facial-problems.aspx)[3.16 Care of people with eye problems](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/applying-clinical-knowledge-section-2/3-16-eye-problems.aspx)[3.17 Care of people with metabolic problems](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/applying-clinical-knowledge-section-2/3-17-metabolic-problems.aspx)[3.18 Care of people with neurological problems](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/applying-clinical-knowledge-section-2/3-18-neurological-problems.aspx)[3.20 Care of people with musculoskeletal problems](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/applying-clinical-knowledge-section-2/3-20-musculoskeletal-problems.aspx)[3.21 Care of people with skin problems](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/applying-clinical-knowledge-section-2/3-21-skin-problems.aspx) |

**Aim**

To understand how we apply our knowledge and skills when reaching a diagnosis or managing a situation, and to reflect on how we address challenges in the use of systems, guidelines and protocols, with an emphasis on general practice care

Objectives

1. To consider how we make and justify decisions - for patients, colleagues, the practice, the hospital and ourselves
2. To understand how we approach questions of risk and how we communicate this to patients
3. To look at the interface between primary and secondary care from information shared in communications, with reflection on how this influences our practice
4. To consider how we use guidelines and referral pathways in managing symptom presentation
5. To consider how we use our skills in prioritisation, and how we use teams in general practice

MANAGING COMPLEX & LONGTERM CARE

Core capability/competency area

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| **Managing medical complexity*** Enabling people living with long-term conditions to improve their health
* Managing concurrent health problems within an individual patient
* Adopting safe and effective approaches for patients with complex needs
 |
| **Working with colleagues and in teams*** Working as an effective team member
* Coordinating a team-based approach to the care of patients
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Curriculum Statements

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| [3.10 Care of people with mental health problems](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/managing-complex-care/3-10-mental-health-problems.aspx)[3.11 Care of people with intellectual disability](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/managing-complex-care/3-11-intellectual-disability.aspx)[3.14 Care of people who misuse drugs and alcohol](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/managing-complex-care/3-14-drugs-and-alcohol-misuse.aspx) |

**Aim**

To encourage reflection on our readiness to deal with both acute and chronic health care needs in individuals, and how we might use our own skills and the skills of others in general practice and community teams to enhance the ability of our patients to manage their health needs

**Objectives**

1. To identify how we recognise the long term needs of patients, whether presenting acutely or in the course of management of known medical conditions
2. How we recognise what we need to do as general practitioners, and what can be done by others, including the patient
3. To reflect on the skills that we need in organising such care, and in being effective members or leaders of teams.
4. To examine the practical and ethical challenges posed when patients are not able to fully engage independently in managing their care
5. To consider how we communicate with patients and with others to identify care needs and to coordinate their delivery

WORKING WELL IN ORGANISATIONS & SYSTEMS OF CARE

Core capability/competency area

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| **Maintaining performance, learning and teaching*** Continuously evaluating and improving the care you provide
* Adopting a safe and scientific approach to improve quality of care
* Supporting the education and development of colleagues
 |
| **Organisation, management and leadership*** Applying leadership skills to improve your organisation's performance
* Making effective use of information and communication systems
* Developing the financial and business skills required for your role
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Curriculum Statements

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| [2 02 Patient safety and quality of care](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/working-in-systems-of-care/2-02-patient-safety-and-quality-of-care.aspx)* Clinical governance and quality improvement
* Information management and technology
 |
| [2 04 Enhancing professional knowledge](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/working-in-systems-of-care/2-04-enhancing-professional-knowledge.aspx)* Evidence based practice and statistics
* Research and academic activity
* Teaching and learning skills
 |
| [3 01 Healthy people, promoting health and preventing disease](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/working-in-systems-of-care/3-01-healthy-people.aspx) |

**Aim**

To understand how we apply our diagnostic and relationship skills to the task of managing the process of care for patients, whilst managing change and coping with pressure. To understand how we structure and pace the delivery of care, and how we organise and use the skills found in teams to support us over the duration of our involvement with patients.

**Objectives**

1. To consider how we judge the quality of care that we provide, and how we seek to understand what can be improved
2. To consider how we learn what is expected of us in the care we provide, and how we adapt this as knowledge and experience develops
3. To consider our role in supporting ourselves and others to do well and to develop, and how we respond when areas of performance that could be improved are identified
4. To consider the process of implementation of change
5. To consider how we recognise the impact of our work on ourselves, and how we develop resilience

CARING FOR THE WHOLE PERSON & THE WIDER COMMUNITY

Core capability/competency area

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| **Practising holistically and promoting health*** Demonstrating the holistic mindset of a generalist medical practitioner
* Supporting people through experiences of health, illness and recovery
 |
| **Community orientation*** Understanding the health service and your role within it
* Building relationships with the communities in which you work
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Curriculum Statements

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| [3.04 Care of children and young people](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/caring-for-the-whole-person/3-04-children-and-young-people.aspx)[3.05 Care of older adults](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/caring-for-the-whole-person/3-05-older-adults.aspx)[3.06 Women’s health](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/caring-for-the-whole-person/3-06-womens-health.aspx)[3.07 Men’s health](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/caring-for-the-whole-person/3-07-mens-health.aspx)[3.09 End of life care](http://www.rcgp.org.uk/training-exams/gp-curriculum-overview/online-curriculum/caring-for-the-whole-person/3-09-end-of-life-care.aspx) |

**Aim**

To encourage trainees to think broadly about management options that work well for the individual patient, make effective use of local resources and how to promote health. To understand how General Practice fits within the greater NHS.

**Objectives**

1. To reflect on the attitudes and skills needed to consider the needs of patients in their lives and in their community – both apparent and hidden
2. To understand the opportunities and limitations of working within the community sector of the NHS, and to reflect on our role in shaping such services
3. To consider the role of the general practitioner – now and in the future
4. To reflect on our role in promoting health, in individuals and in communities
5. To consider what influences our expectations of people and systems in our role as general practitioners