

Special Interest Training in Geriatrics and Higher Level Special Interest Curriculum Grids

FALLS

| OBJECTIVE | SUBJECT MATTER | TEACHING METHODS LEARNING EXPERIENCES | ASSESSMENT | EVIDENCE OF COMPETENCE TO BE INCLUDED IN THE RECORD |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> To provide the trainee with advanced knowledge and skills to assess and manage older patients presenting with falls (with or without injury) in any healthcare setting. To provide the trainee with advanced knowledge and skills to assess and manage older patients presenting with syncope in any healthcare setting. | <p>Knowledge</p> <ul style="list-style-type: none"> Basic Gerontology Epidemiology of Falls Aetiology and pathophysiology of falls Evidence-based interventions to reduce falls risk Models of falls prevention services Epidemiology of syncope Aetiology and pathophysiology of syncope Evidence-based assessment of syncope Evidence-based treatment of syncope <p>Skills</p> <ul style="list-style-type: none"> Assessment of gait and balance, including at least one validated balance assessment tool Assessment of vision as it relates to falls risk Diagnosis of causes of falls and syncope Tilt testing Diagnostic carotid sinus massage Interpretation of relevant cardiovascular tests (ECG, Holter monitor, Echo) Drug and non-drug interventions Team and leadership skills Health promotion <p>Attitudes</p> <ul style="list-style-type: none"> Patient empathic view of compromises between safety and improved mobility | <ul style="list-style-type: none"> Observation and discussion with senior staff On-the-job training including assessment of gait and balance, tilt testing, diagnostic carotid sinus massage, multidimensional falls assessment, multidisciplinary working. To include feedback from relevant staff following supervised practice Clinic or day hospital type experience of at least 1 session weekly for minimum of 12 months, or 2 sessions for 6 months Personal study Formal postgraduate education courses | <ul style="list-style-type: none"> Ability to perform an accurate history and examination pertinent to falls and syncope, including a collateral history or witness account Ability to accurately identify the causes and risk factors for falls in different individuals and settings Ability to formulate an appropriate investigation and management plan Ability to pursue the management plan along with the multidisciplinary team Ability to explain the diagnosis and management to the patient Ability to write a clear record and communicate to the patient and their General Practitioner Ability to critically appraise a falls service | <ul style="list-style-type: none"> Satisfactory expert trainer's report, including the views of the multidisciplinary team (MSF). Satisfactory scores on formal knowledge-based assessment. Satisfactory Mini-CEX's of falls consultation, falls clinic and assessment of gait and balance. Satisfactory DOPS of Tilt Test and diagnostic Carotid Sinus Massage, including consent for CSM. Log book showing performance of at least 20 Tilt Tests and diagnostic Carotid Sinus Massage tests (10 supervised, 10 unsupervised). Critical appraisal of a falls service Evidence of a completed audit cycle or substantive research relevant to falls. Evidence of attendance at specialist falls conference(s) and/or course(s) for 3 or more days in total. Oral presentation or poster on falls-related topic at regional or national meeting Evidence of teaching on falls prevention to patients, non-medical staff and medical staff. Evidence of participation in national audit of falls or fracture management. |

Special Interest Training in Geriatrics and Higher Level Special Interest Curriculum Grids

ORTHOGERIATRICS and BONE HEALTH

| OBJECTIVE | SUBJECT MATTER | LEARNING EXPERIENCES | ASSESSMENT | EVIDENCE OF COMPETENCE TO BE INCLUDED IN THE RECORD |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • To provide the trainee with advanced knowledge and skills to assess and manage older patients presenting with fracture, particularly hip fracture, from presentation to discharge. • To provide the trainee with advanced knowledge and skills to assess and manage fracture risk. | <p>Knowledge</p> <ul style="list-style-type: none"> • Basic Gerontology • Major Geriatric syndromes and illnesses • Causes and management of falls and osteoporosis • Effects and risks of injury, surgery and anaesthesia on older people • Knowledge of appropriate assessment technologies to inform clinical management decisions, eg on rehabilitation, use of intermediate care, discharge planning and prognosis. • Different models of orthogeriatric care and of evidence base of evaluations • Drug and non-drug treatments for osteoporosis • Other relevant metabolic bone disorders (osteomalacia, Paget's disease, etc.) <p>Skills</p> <ul style="list-style-type: none"> • Clinical assessment • Leadership skills in interdisciplinary and multi-agency working • Interpretation of Bone Densitometry tests • Choice of appropriate treatments for osteoporosis • The appropriate use and interpretation of Bone Densitometry tests including peripheral measurements and axial DEXA • Knowledge of the causes of osteoporosis and appropriate strategies for the prevention and treatment of osteoporosis, including the evidence base for pharmacological and non-pharmacological treatments. • Knowledge and experience of managing osteoporosis in special groups (eg men, younger adults, steroid-treated) • Understanding of medical and surgical management of common metabolic bone diseases, Paget's disease & primary hyperparathyroidism. • Discharge planning • Health promotion <p>Attitudes</p> <ul style="list-style-type: none"> • Patient empathic view of compromise between safety and improved mobility | <ul style="list-style-type: none"> • Observation and discussion with senior staff • Ward based experience of at least 1 session weekly for minimum of 12 months, or 2 sessions weekly for 6 months • Personal study • Formal postgraduate education course • Attendance at an osteoporosis/metabolic bone disease clinic at least once per week for 6 months. | <ul style="list-style-type: none"> • Ability to assess medical and functional problems in patients with fracture • Ability to formulate an appropriate management plan • Ability to formulate realistic and appropriate rehabilitation goals • Ability to communicate goals to patient • Ability to assess fracture risk in line with guidelines • Ability to plan prevention of future falls and fracture • Ability to lead a multidisciplinary team • Accurate record of team meeting outcomes • Ability to write a clear record and communicate to the patient and their General Practitioner | <ul style="list-style-type: none"> • Satisfactory expert trainer's report, including the views of the multidisciplinary team (MSF). • Satisfactory scores on formal knowledge-based assessment. • Satisfactory Mini-CEX's of acute (pre-operative) assessment, post-operative assessment, multidisciplinary meeting and osteoporosis assessment. • Evidence of regular participation in a formal orthogeriatric service for a minimum of 6 months, to include regular pre-operative assessments for a minimum of 3 months • Critical appraisal of an orthogeriatric service • Evidence of a completed audit cycle or substantive research relevant to orthogeriatrics or bone health. • Evidence of attendance at relevant specialist conference(s) and/or course(s) for 3 or more days in total. • Oral presentation or poster on relevant topic at regional or national meeting • Evidence of teaching on orthogeriatrics and bone health to patients, non-medical staff and medical staff. • Evidence of participation in national audit of falls or fracture management (including National Hip Fracture Database) • Evidence of attending an osteoporosis/metabolic bone disease clinic at least once per week for 6 months. • DOPS relating to DEXA scan interpretation. • Mini- CEX of an osteoporosis case. |

Special Interest Training in Geriatrics and Higher Level Special Interest Curriculum Grids

CONTINENCE

| OBJECTIVE | SUBJECT MATTER | TEACHING METHODS LEARNING EXPERIENCES | ASSESSMENT | EVIDENCE OF COMPETENCE TO BE INCLUDED IN RECORD |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Trainee demonstrates knowledge and skills to assess, patients with urinary and faecal incontinence. • Trainee demonstrates knowledge and skills required to investigate and diagnose patients with urinary or faecal incontinence • Trainee demonstrates knowledge and skills required to manage and treat patients with urinary and faecal incontinence | <p>Knowledge</p> <ul style="list-style-type: none"> • Anatomy and physiology of lower urinary tract and changes associated with later life. • Pathophysiology of lower urinary tract and bowel disease in adults • Relevant examination in the assessment of patients with urinary and faecal incontinence • The appropriate use of investigation in diagnosis, including multichannel cystometry • Treatment options for patients with bladder and bowel problems and the appropriate use of each. • The roles of the multidisciplinary team in the management of continence problems • Relevant national and international guidelines for the management of continence in older people (NICE, SIGN, International Consultation on Incontinence) • Relevant recent research in continence in older people • Implementation and development for integrated continence services <p>Skills</p> <ul style="list-style-type: none"> • Taking a continence focused history • Physical, functional and cognitive examination with relevance to continence problems • Ability to perform bladder scans and perform urodynamic testing to International Continence Society standard • Interpretation of the results of investigation, including multichannel cystometry and anal ultrasound and manometry • Demonstrable ability to formulate management plan using relevant modalities, including lifestyle and behavioural treatments, drugs and referral of relevant cases for surgical intervention • Demonstrable ability to apply the results of research to clinical practice | <ul style="list-style-type: none"> • Attendance at specialist continence clinics run by both doctors and nursing staff • Attendance at relevant urology, gastroenterology (med – surg)/ and urogynaecology / gynaecology clinics with continence focus • Attendance at urodynamic clinics and performance of testing to level of competence which will assure comprehensive knowledge and understanding of tests. • Attendance at relevant bowel investigation clinics • Personal study • Participation in formal postgraduate continence courses • Participation in relevant continence research conferences | <ul style="list-style-type: none"> • Trainee demonstrates competence in obtaining information relating to continence status and relevant comorbidities and conditions which have an impact on continence Trainee performs to National Occupational Standard (ESC01) • Trainee demonstrates ability to identify causes, and risk factors for incontinence and use relevant QoL assessments in order to assess impact of disease • Trainee demonstrates ability to formulate appropriate management plan for continence and demonstrates awareness of likely limitations • Trainee demonstrates ability to discuss plan with patient, relevant carers and other professionals involved with the care of the incontinent individual • Trainee demonstrates active involvement in care and management of patients with continence problems (clinical, audit, research) | <ul style="list-style-type: none"> • Satisfactory trainer’s report, including multi-source feedback from the wider continence team • Satisfactory Mini-CEX of exemplar conditions for older people with bladder and bowel dysfunction • Evidence of regular participation in a continence service for a minimum of 6 months, to include in-patient, out patient and domiciliary care • Evidence of a completed audit cycle relevant to continence care for older people. • Evidence of satisfactory completion of recognized cystometry course. • DOPS relating to performance of multi-channel cystometry and their interpretation. • Satisfactory completion of CbD for patient requiring physiological investigations for assessment of bowel dysfunction |

MOVEMENT DISORDERS (MDs)

Special Interest Training in Geriatrics and Higher Level Special Interest Curriculum Grids

| OBJECTIVE | SUBJECT MATTER | TEACHING/LEARNING METHOD | ASSESSMENT | EVIDENCE OF COMPETENCE TO BE INCLUDED IN RECORD |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • To facilitate a trainee's learning of knowledge to a level of understanding that allows appropriate use with secondarily some experience of synthesis, reflection and evaluation of that knowledge. • To facilitate the trainee's skills development beyond knowledge of, and the ability to show how, to actual appropriate use. • The trainee will be able to competently manage patients with movement disorders of any stage including knowing when to ask for help. | <p>Knowledge</p> <ul style="list-style-type: none"> • Incidence and prevalence of MDs (Parkinson's disease; parkinsonism; Lewy body dementia; essential tremor; multisystem atrophy, PSP) and their significance in the context of population demography changes and other age related diseases. • of MDs' symptoms, signs, progress complications, investigations, imaging, and management. <p>Skills</p> <ul style="list-style-type: none"> • of diagnosing MDs commoner syndromes and diseases while understanding the similarities, differences and overlap areas and how to communicate these diagnoses to patients. • in pharmacotherapeutics in MDs. • of diagnosis, management and rehabilitation of the complications/ problems in MDs' complex phases. • in following MDs from diagnosis with a shifting emphasis towards a palliative approach with progress. | <ul style="list-style-type: none"> • Experience working in an MD service offering or having access to all aspects of care. • Experience working with MD specialist nurses in the community and primary/ secondary care interface • Experience working with the wider inter professional team • Experience of assessing referrals from related disciplines (eg A&E, trauma, psychiatry etc) • Experience of tertiary referral services (eg neurosurgery) – by visits if necessary. • Personal study including of national guidelines, specialist societies' information (eg Pd Society, BGS Pd Section, NICE, etc) • Attending <i>relevant</i> meetings | <ul style="list-style-type: none"> • Of the trainee's ability to perform an accurate, thorough and appropriate assessment of a patient presenting with a movement disorder at any stage. • Of the trainee's ability to generate a management plan • Of the trainee's ability to understand, access and use appropriately a <i>service</i> for patients. • To undertake quality assurance through audit (essential) and research exposure (desirable). • To use this real-world service based setting as an opportunity to develop leadership, management and team working skills. | <ul style="list-style-type: none"> • Completion of a needs based bespoke learning programme as soon as possible • Attendance at meetings pre-agreed with identified educational supervisor. Pd Academy Masterclass to be mandatory • Evidence of attendance at agreed out of area experience (eg old age psychiatry, neurology, neurorehabilitation, neurosurgery, neuro-radiology, palliative care, voluntary sector) based on experience and bespoke learning plan • Population/service and NICE audits (2) • Lay and medical staff teaching sessions (2) • CBD at mid point and near end (2) • Mini CEX at mid point and near end (2) • DOPS assessment of UPDRS ADL scale (1) • MSF from wide range of contacts involved • Research project at PD Section poster standard or better • Satisfactory reports from clinicians involved in facilitating trainee's learning with sign off by educational supervisor |

Special Interest Training in Geriatrics and Higher Level Special Interest Curriculum Grids

DEMENTIA AND PSYCHOGERIATRIC SERVICES

| OBJECTIVE | SUBJECT MATTER | TEACHING METHODS LEARNING EXPERIENCES | ASSESSMENT | EVIDENCE OF COMPETENCE TO BE INCLUDED IN THE RECORD |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Trainee assesses and manages patients who present acutely with cognitive impairment • Trainee assesses and manages patients who present with cognitive impairment incidental to other co-morbidities | <ul style="list-style-type: none"> • Knowledge <ul style="list-style-type: none"> • Biological substrates involved in delirium • Diagnostic assessment tools for delirium • Complications of delirium • Pharmacological management of delirium • Non-pharmacological management of delirium • Legal issues of capacity and consent in delirium • Skills <ul style="list-style-type: none"> • Physical assessment of people with delirium • Ordering appropriate investigations • Appropriate prescribing of drugs • Multi-disciplinary team working to ensure appropriate non-pharmacological management • Knowledge <ul style="list-style-type: none"> • The impact of cognitive impairment on the assessment and management of other illnesses • The impact of cognitive impairment on rehabilitation, eg. in stroke • The effect of treatment of other illnesses on cognitive impairment • The effect of drug treatments of cognitive impairment on other illnesses • Skills <ul style="list-style-type: none"> • Differentiating between cognitive impairment and other diagnoses (e.g. depression, dysphasia etc) • Working with colleagues to optimise management of people with cognitive impairment and other co-morbidities | <ul style="list-style-type: none"> • Experience (minimum 1 month) <ul style="list-style-type: none"> • Assessment and management of patients with delirium in acute with discussion with senior medical staff • Personal study including • Attachments to units/trainers specialising in the assessment and management of delirium may be helpful • Experience (minimum 1 month) <ul style="list-style-type: none"> • Assessment and management of in-patients, out-patients, day hospital and the community with discussion with senior medical staff • Personal study • Attachments to specialist memory clinic may be helpful | <ul style="list-style-type: none"> • Evaluation by direct observation – Educational Supervisor’s report • Review of case-notes/correspondence – CbD x 3 • Mini-CEX x 3 for specific skills • 1 x 360° (multi-source) assessment, if not completed for the other module | <ul style="list-style-type: none"> • Satisfactory training and assessment records • Satisfactory Mini-CEX of specific skills • Satisfactory 360° (multi-source) assessment |

Special Interest Training in Geriatrics and Higher Level Special Interest Curriculum Grids

| OBJECTIVE | SUBJECT MATTER | TEACHING METHODS LEARNING EXPERIENCES | ASSESSMENT | EVIDENCE OF COMPETENCE TO BE INCLUDED IN THE RECORD |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Trainee assesses and manages patients who present non-acutely with cognitive impairment | <ul style="list-style-type: none"> • Knowledge • Diagnostic criteria for dementia • Assessment tools for dementia • Differential diagnosis of dementia • Investigation of dementia • Non-pharmacological management of dementia • Palliative care of people with dementia • Skills • Ability to distinguish between normative and non-normative cognitive decline • Assessment of cognitive status • Assessment of behavioural and psychological symptoms associated with dementia | <ul style="list-style-type: none"> • Experience (minimum 2 months) • Attachment to a specialist memory clinic for at least 2 months | <ul style="list-style-type: none"> • Evaluation by direct observation – Educational Supervisor’s report • Review of case-notes/correspondence – CbD x 3 • Mini-CEX x 3 for specific skills • 1 x 360° (multi-source) assessment, , if not completed for the other module | <ul style="list-style-type: none"> • Satisfactory training and assessment records • Satisfactory Mini-CEX of specific skills • Satisfactory 360° (multi-source) assessment |
| <ul style="list-style-type: none"> • Trainee assesses and manages patients who present with pre-existing intellectual disability presenting with cognitive decline | <ul style="list-style-type: none"> • Knowledge • Differential diagnosis of cognitive decline in people with pre-existing intellectual disability • Atypical presentations of dementing illnesses in people with pre-existing intellectual disability • Assessment scales useful to measure cognitive status in people with pre-existing intellectual disability • Common co-morbidities that might affect management of dementia in people with pre-existing intellectual disability • Specialist services available for people with pre-existing intellectual disability • Skills • Communicating with people with pre-existing intellectual disability • Physical assessment, including vision and hearing, of older adults with pre-existing intellectual disability • Appropriate investigation of cognitive decline in people with pre-existing intellectual disability • Liaising with community learning disability teams and primary care to optimise assessment and management of dementia in people with pre-existing intellectual disability | <ul style="list-style-type: none"> • Experience (minimum 1 month) • Sessional or full-time attachment with Community Learning Disability team with experience of outpatients, day hospital and community assessments • Attachment to a specialist clinic/service for people with pre-existing intellectual disability with dementia • Personal relevant study especially of common syndromes and physical assessment of people with pre-existing intellectual disability | | |

Special Interest Training in Geriatrics and Higher Level Special Interest Curriculum Grids

INTERMEDIATE CARE and COMMUNITY PRACTICE

| OBJECTIVE | SUBJECT MATTER | TEACHING METHODS LEARNING EXPERIENCES | ASSESSMENT | EVIDENCE OF COMPETENCE TO BE INCLUDED IN RECORD |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Additional training for the “trainee” who wishes to develop a special interest in Intermediate Care/Community Geriatrics.</p> | <p>Knowledge</p> <ul style="list-style-type: none"> • Models of Intermediate Care/Community Geriatrics including evolving role of Day Hospital • Understanding of the various agencies involved in community care • Opportunities provided by Assistive Technologies eg Monitoring devices, technology assisted living • Current evidence base for intermediate and community care <p>Skills</p> <ul style="list-style-type: none"> • Good clinical skills • Excellent communication skills • Appropriate use of facilities • Managing in a non-hospital setting • Good time management • Multidisciplinary team leadership • Effective liaison with GPs including joint management of cases <p>Behaviours and attitudes</p> <ul style="list-style-type: none"> • To develop an approach to care that crosses the traditional division between primary and secondary care • To recognize the importance of geriatrician involvement in intermediate care • To recognize the role of the geriatrician in education & management of community staff | <ul style="list-style-type: none"> • Seeing, learning and doing with an established community team led by a consultant for four months full-time or an equivalent amount of exposure spread over a longer period of time. • Leading at least 10 full multi-disciplinary team meetings • Experience of advising the Community Team on aspects of patient management by telephone or electronic mail, with formative de-briefing with a consultant and the team. • Direct experience of a range of triage and complex referral pathways. • Perform at least 10 solo home visits to assess patients, with formative de-briefing by a consultant. • Lead at least 5 complex case conferences. • A formal attachment to a primary care practice • Visits to Beacon Sites with formative ‘write up’ | <ul style="list-style-type: none"> • Ability to perform a competent assessment in a community setting (5 CBDs with Educational or Clinical Supervisor [must include 1 residential setting, 1 assistive technology issue and 1 CGA at home], 2 Mini-CEXs with consultant geriatrician or senior community nurse, MSF must include at least 3 community staff) • Ability to formulate an appropriate action plan for the patient (assessed as part of the CBDs and Mini-CEXs above, . At least 3 to be included in the 10-patient logbook for formal assessment by Educational Supervisor) • Ability to demonstrate a multi-disciplinary solution for appropriate patients, utilising a range of community based options (as assessed by a CBD with supervisor, a Mini-CEX of the trainee leading an MDT discussion of an appropriate case, staff from MDT to be included in MSF) • Ability to recognise when to refer a patient to a secondary care service in a timely way (at least 1 CBD and at least 1 case to be included in the assessed logbook) • Ability to communicate effectively with the patient, carers, GP, team and other agencies in an accurate, professional and timely manner (At least 1 CBD to have a communication focus, review of communication media during CBDs and Mini-CEXs, MSF) • Ability to write an appropriate, accurate and sufficient record (Embedded in CBDs and assessed logbook Mini-CEX) | <ul style="list-style-type: none"> • Satisfactory Mini-CEX in the following settings: <ul style="list-style-type: none"> - multi-disciplinary team meeting; - home assessment; - Day Hospital; - Community Rehabilitation facility. - Residential Home • MSF including various colleagues, including Community Multi-Disciplinary Team members. • Detailed logbook record of at least 10 patients in different community settings with appropriate reflection and record of formal assessment by Educational Supervisor • Full reflective record of a minimum of 5 CBDs . • Otherwise, as in Grid 6. |