**Undergraduate education in anaesthesia, intensive care, pain and perioperative medicine: the development of a national curriculum framework**

Professor Andrew Smith, Dr Christopher Carey, Dr Jonathan Sadler, Dr Helen Smith, Dr Robert Stephens and Dr Claire Frith

**Appendix**

**Outcomes relevant to anaesthesia, intensive care, pain and perioperative medicine from GMC’s Outcomes for Graduates**

**(Numbers refer to the GMC document)**

*Recognition and management of the acutely ill patient*

13c Perform a full physical examination.

14b Make an initial assessment of a patient’s problems and a differential diagnosis. Understand the processes by which doctors make and test a differential diagnosis.

16a Assess and recognise the severity of a clinical presentation and a need for immediate emergency care.

16b Diagnose and manage acute medical emergencies.

16d Provide immediate life support.

16e Provide cardio-pulmonary resuscitation or direct other team members to carry out resuscitation.

*Applying basic science to clinical practice*

8a Explain normal human structure and functions.

8f Demonstrate knowledge of drug actions: therapeutics and pharmacokinetics; drug side effects and interactions, including for multiple treatments, long-term conditions and non-prescribed medication; and also including effects on the population, such as the spread of antibiotic resistance.

8g Make accurate observations of clinical phenomena and appropriate critical analysis of clinical data.

12a Critically appraise the results of relevant diagnostic, prognostic and treatment trials and other qualitative and quantitative studies as reported in the medical and scientific literature.

*Supporting decision-making for optimal patient care, including end-of-life care*

9d Explain psychological factors that contribute to illness, the course of the disease and the success of treatment.

9e Discuss psychological aspects of behavioural change and treatment compliance.

9f Discuss adaptation to major life changes, such as bereavement; comparing and contrasting the abnormal adjustments that might occur in these situations.

9g Identify appropriate strategies for managing patients with dependence issues and other demonstrations of self-harm.

13e Assess a patient’s capacity to make a particular decision in accordance with legal requirements and the GMC’s guidance.

13f Determine the extent to which patients want to be involved in decision-making about their care and treatment.

13g Provide explanation, advice, reassurance and support.

14g Formulate a plan for treatment, management and discharge, according to established principles and best evidence, in partnership with the patient, their carers, and other health professionals as appropriate. Respond to patients’ concerns and preferences, obtain informed consent, and respect the rights of patients to reach decisions with their doctor about their treatment and care and to refuse or limit treatment.

20c Be polite, considerate, trustworthy and honest, act with integrity, maintain confidentiality, respect patients’ dignity and privacy, and understand the importance of appropriate consent.

20d Respect all patients, colleagues and others regardless of their age, colour, culture, disability, ethnic or national origin, gender, lifestyle, marital or parental status, race, religion or beliefs, sex, sexual orientation, or social or economic status. Graduates will respect patients’ right to hold religious or other beliefs, and take these into account when relevant to treatment options.

20e Recognise the rights and the equal value of all people and how opportunities for some people may be restricted by others’ perceptions.

*Problem solving in clinical care*

8c Justify the selection of appropriate investigations for common clinical cases.

12c Apply findings from the literature to answer questions raised by specific clinical problems.

13a Take and record a patient’s medical history, including family and social history, talking to relatives or other carers where appropriate.

13b Elicit patients’ questions, their understanding of their condition and treatment options, and their views, concerns, values and preferences.

14a Interpret findings from the history, physical examination and mental-state examination, appreciating the importance of clinical, psychological, spiritual, religious, social and cultural factors.

14d Interpret the results of investigations, including growth charts, x-rays and the results of the diagnostic procedures in Appendix 2 of *Outcomes for Graduates*.

14e Synthesise a full assessment of the patient’s problems and define the likely diagnosis or diagnoses.

14f Make clinical judgements and decisions, based on the available evidence, in conjunction with colleagues and as appropriate for the graduate’s level of training and experience. This may include situations of uncertainty.

*Communication, collaboration, negotiation*

14j Contribute to the care of patients and their families at the end of life, including management of symptoms, practical issues of law and certification, and effective communication and team working.

15a Communicate clearly, sensitively and effectively with patients, their relatives or other carers, and colleagues from the medical and other professions, by listening, sharing and responding.

15b Communicate clearly, sensitively and effectively with individuals and groups regardless of their age, social, cultural or ethnic backgrounds or their disabilities, including when English is not the patient’s first language.

15c Communicate by spoken, written and electronic methods (including medical records), and be aware of other methods of communication used by patients. The graduate should appreciate the significance of non-verbal communication in the medical consultation.

15d Communicate appropriately in difficult circumstances, such as when breaking bad news, and when discussing sensitive issues, such as alcohol consumption, smoking or obesity.

15e Communicate appropriately with difficult or violent patients. 15f Communicate appropriately with people with mental illness. 15g Communicate appropriately with vulnerable patients.

15h Communicate effectively in various roles, for example, as patient advocate, teacher, manager or improvement leader.

19a Keep accurate, legible and complete clinical records.

19b Make effective use of computers and other information systems, including storing and retrieving information.

19c Keep to the requirements of confidentiality and data protection legislation and codes of practice in all dealings with information.

19d Access information sources and use the information in relation to patient care, health promotion, giving advice and information to patients, and research and education.

 22a Understand and respect the roles and expertise of health and social care professionals in the context of working and learning as a multi-professional team.

22b Understand the contribution that effective interdisciplinary team working makes to the delivery of safe and high-quality care.

22c Work with colleagues in ways that best serve the interests of patients, passing on information and handing over care, demonstrating flexibility, adaptability and a problem-solving approach.

22d Demonstrate ability to build team capacity and positive working relationships and undertake various team roles including leadership and the ability to accept leadership by others.

*Practical pharmacology*

17a Establish an accurate drug history, covering both prescribed and other medication. 17b Plan appropriate drug therapy for common indications, including pain and distress. 17d Calculate appropriate drug doses and record the outcome accurately.

17f Access reliable information about medicines.

17g Detect and report adverse drug reactions.

17h Demonstrate awareness that many patients use complementary and alternative therapies, and awareness of the existence and range of these therapies, why patients use them, and how this might affect other types of treatment that patients are receiving.

*Carry out practical procedures safely and effectively*

18a Be able to perform a range of diagnostic procedures, as listed in Appendix 2 and measure and record the findings.

18b Be able to perform a range of therapeutic procedures, as listed in Appendix 2.

18c Be able to demonstrate correct practice in general aspects of practical procedures, as listed in Appendix 2.

*Understanding fallibility, managing risk*

14i Identify the signs that suggest children or other vulnerable people may be suffering from abuse or neglect and know what action to take to safeguard their welfare.

21d Manage time and prioritise tasks, and work autonomously when necessary and appropriate.

21e Recognise own personal and professional limits and seek help from colleagues and supervisors when necessary.

23a Place patients’ needs and safety at the centre of the care process.

23b Deal effectively with uncertainty and change.

23d Promote, monitor and maintain health and safety in the clinical setting, understanding how errors can happen in practice, applying the principles of quality assurance, clinical governance and risk management to medical practice, and understanding responsibilities within the current systems for raising concerns about safety and quality.

23e Understand and have experience of the principles and methods of improvement, including audit, adverse incident reporting and quality improvement, and how to use the results of audit to improve practice.

23j Recognise the duty to take action if a colleague’s health, performance or conduct is putting patients at risk.

**Reference**

General Medical Council. Outcomes for Graduates. 2015; Retrieved from https://www.gmc-uk.org/Outcomes\_for\_graduates\_Jul\_15\_1216.pdf\_61408029.pdf