

GLOSSARY OF DESCRIPTORS FOR EVIDENCE OF LEARNING/DEVELOPMENT IN DOMAINS

Patient Care	<p>Holistic care assessment to include:</p> <ul style="list-style-type: none"> Use of validated assessment tools to identify level of pain, stress, psychosocial issues Coping strategies Patient management Consultation Assessment and/or review Discuss expectations/potential outcomes Make prescribing decisions in partnership with the patient after discussion/explanations of all options available Formulate treatment plan Polices relating to patient care - vulnerable patient/mental capacity act Mandatory training - information governance, health records, DOLS Evidence of competence in record keeping Direct observation of procedures (DOPS) Consultant based discussion (CbD) Mini- CEX (assessment observation of patient consultation)
Analysis of learning	<ul style="list-style-type: none"> Clinical portfolio/learning contracts Reflection Critical appraisal DOPS, CbD, Mini-CEX
Presentation skills	<ul style="list-style-type: none"> Oral presentations Poster presentations Preparation IT skills Evaluation DOPS, Mini-CEX
Publication	<ul style="list-style-type: none"> Patient information Nursing/Medical publication Academic reports Case studies Protocols Policies and guidelines DOPS, CbD, Mini-CEX
Research and audit development	<ul style="list-style-type: none"> Literature searching/reviewing Instigating and collecting data for audit Recording audit and actioning/reporting outcomes Data presentation Critical analysis and data interpretation DOPS, CbD, Mini-CEX

GLOSSARY OF DESCRIPTORS FOR EVIDENCE OF LEARNING/DEVELOPMENT IN DOMAINS CONTINUED

Education	<p>Communications skills course</p> <p>Psychological assessment skills course (desirable)</p> <p>Counselling course (desirable/optional)</p> <p>Work based/experiential learning</p> <p>Self-directed learning</p> <p>Academic programmes</p> <p>DOPS, CbD, Mini-CEX</p>
Health education	<p>Source health promotional materials to include:</p> <p>British Association of Dermatologists</p> <p>British Society for the Study of Vulval Disease</p> <p>Vulval Pain Society</p> <p>Vulval Cancer</p> <p>Patient Support Groups</p>
Developing learning contracts necessary for speciality	<p>Mentorship</p> <p>Undertake regular clinical supervision and write a reflective learning outcome from each session</p> <p>Identify relevant clinical skills</p> <p>Sub-speciality skills</p>
Communication	<p>Verbal skills</p> <p>Written skills</p> <p>Non-verbal communication</p> <p>Breaking bad news</p> <p>Empathy</p> <p>DOPS, CbD, Mini-CEX</p>
Medicines management	<p>Pharmacology</p> <p>Patient Group Directions</p> <p>Non- medical independent prescribing</p> <p>Systemic monitoring</p> <p>Therapeutics</p> <p>Medicines and Healthcare products Regulatory Agency (MHRA)</p> <p>Control of Substances Hazardous to Health Regulations</p> <p>Storage and administration</p> <p>Medicines Evidence Commentaries</p> <p>DOPS</p> <p>CbD</p> <p>Mini-CEX</p>