

GP Specialty Training Programme

GPStR Self-Assessment Tool



How to use this tool

To help you identify your learning needs in relation to the GP Curriculum we have attached a list of the knowledge base and learning outcomes taken from section 10.1 in the form of a confidence rating scale. You will then be able to use it to help you identify areas that require development. Then using the specialty handbook you can consider how you may be able to address these learning needs and how they could be assessed. Please complete this before your initial meeting with your Clinical Supervisor. In this meeting you will then be able to complete an educational plan for the post.

Please note that it may not be possible to cover all of these learning objectives within this post. By repeating the self-assessment tool at the end of the post you will be able to identify areas that you still need to cover. By sharing this with your Educational Supervisor they will be able to help you with finding ways to cover these potential gaps as part of your overall GP Specialty Training Programme.

WHAT learning needs identified? (where rated as less confident)	HOW may this be addressed? Learning objective	How will you ASSESS your learning? e.g. CbD / Mini-CEX / DOP

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10.1 WOMEN'S HEALTH – KNOWLEDGE BASE

Please rate your confidence in your knowledge of the following areas	<div style="display: flex; justify-content: space-between; padding: 5px;"> Not Confident Slightly Confident Confident Very Confident </div>			
Symptoms				
➤ Breast pain, breast lumps, nipple discharge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Pruritis vulvae, vaginal discharge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Dysparunia, pelvic pain, endometriosis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Amenorrhoea, menorrhagia, dysmenorrhoea, inter-menstrual bleeding, irregular bleeding patterns, postmenopausal bleeding, pre-menstrual syndrome, menopause, menopausal problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Infertility – primary and secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Urinary malfunction: dysuria, urinary incontinence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Emotional problems, including low mood and symptoms of depression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common and/or important conditions				
➤ Abnormal cervical cytology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Vaginal and uterine prolapse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate your confidence in your knowledge of the following areas	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Not Confident Slightly Confident Confident Very Confident </div>			
➤ Fibroids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Gynaecological infections including Bartholin's abscess and sexually transmitted infections (covered in detail in the RCGP curriculum statement on <i>Sexual Health</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Gynaecological malignancies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Miscarriage and abortion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Ectopic pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Trophoblastic disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Normal pregnancy and pregnancy problems including hyperemesis, back pain, symphysis pubis dysfunction, multiple pregnancy, growth retardation, pre-eclampsia, antepartum haemorrhage and abruption, premature labour, polyhydramnios, abnormal lies, placenta praevia, deep vein thrombosis and pulmonary embolism, post dates, reduced movements, intra-uterine infection, intra-uterine death, foetal abnormality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Sexual dysfunction including psychosexual conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Mental health issues including anxiety, depression, suicide, eating disorders and the relationship between these, pregnancy and the menopause.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Investigations				
➤ Pregnancy testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Urinalysis, MSU (mid-stream specimen of urine) and urine dipstick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate your confidence in your knowledge of the following areas	<div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> Not Confident Slightly Confident Confident Very Confident </div>			
➤ Blood tests including renal function tests, hormone tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Knowledge of secondary-care investigations including colposcopy and subfertility investigations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treatment				
➤ Knowledge of specialist treatments and surgical procedures including: laparoscopy, D&C, hysterectomy, oophorectomy, ovarian cystectomy, pelvic floor repair, medical and surgical termination of pregnancy, sterilisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Understand the risks of prescribing during pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Palliative care, including management of pain, vomiting, anxiety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency care				
➤ Bleeding in pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Suspected ectopic pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Domestic violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prevention				
➤ Health education regarding lifestyle and sexual and mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Pre-pregnancy issues discontinuing contraception, folic acid, family and genetic history and lifestyle advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate your confidence in your knowledge of the following areas

Not Confident Slightly Confident Confident Very Confident



➤ Pregnancy care including health promotion, social and cultural factors, smoking and alcohol, age factors, previous obstetric history, diabetes and obesity, rhesus problems and use of antidepressants, hypertension and other medical problems, anaemia, acid reflux, leg ache and varicose veins, haemorrhoids, rubella testing and immunisation

10.1 WOMEN'S HEALTH – LEARNING OUTCOMES

Please rate your confidence against the following statements taken from learning outcomes of the GP Curriculum				
Person-centred care				
I can communicate sensitively with women about sexuality and intimate issues (particularly in recognising the impact of past sexual abuse and genital mutilation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the importance of confidentiality and informed consent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the issues relating to the use of chaperones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the impact of gender on individual cognition and lifestyle, and formulate strategies for responding to this. For example, some women, such as those from low socio-economic groups, or living with an addiction, may have limited control over lifestyle choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can detect whether the female patient wishes to see a doctor of the same sex and arrange this where practical and appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific problem-solving skills				
I can demonstrate a reasoned approach to the diagnosis of women's symptoms in a manner that is comfortable for both the patient and the GP using history, examination, incremental investigations and refer appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I recognise the prevalence of domestic violence and question sensitively where this may be an issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I intervene urgently with suspected malignancy and have a low threshold for the referral of breast lumps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognise and intervene immediately when patients present with a gynaecological emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate an understanding of the importance of risk factors in the diagnosis and management of women's problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate your confidence against the following statements taken from learning outcomes of the GP Curriculum	<div style="display: flex; justify-content: space-between; padding: 5px;"> Strongly disagree Disagree Agree Strongly Agree </div>			
A comprehensive approach				
I can outline screening strategies relevant to women (e.g. cervical, breast, other cancers, postnatal depression) and discuss their advantages/disadvantages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can outline prevention strategies relevant to women (e.g. safer sex, pre-pregnancy counselling, antenatal care, immunisation, osteoporosis).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A holistic approach				
I can discuss the psychosocial component of women's health and the need, in some cases, to provide women patients with additional emotional and organisational support (e.g. in relation to pregnancy options, hormone replacement therapy, breast cancer and unemployment).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contextual aspects				
I am familiar with legislation relevant to women's health (e.g. abortion, contraception for minors).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitudinal aspects				
I can recognise my own values, attitudes and approach to ethical issues (e.g. abortion, contraception for minors, consent, confidentiality, cosmetic surgery).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the impact of culture and ethnicity on women's perceived role in society and their attendant health beliefs, and tailor health care accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate your confidence against the following statements taken from learning outcomes of the GP Curriculum	<div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between;"> Strongly disagree Disagree Agree Strongly Agree </div>			
Psychomotor skills				
I can perform a gentle and thorough pelvic examination, including digital and speculum examination, assessment of the size, position and mobility of the uterus, and the recognition of abnormality of the pelvic organs, paying attention to professional etiquette, patient consent, comfort and information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can competently perform a cervical smear with sensitivity and care, providing a positive, informative experience for the woman that allows her to control the process and enhances her view of herself and her body.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can perform a competent and sensitive breast examination, paying attention to explanation, informed consent, professional etiquette and comfort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can perform catheterisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can change a ring pessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 SEXUAL HEALTH

The knowledge base

Symptoms:

Key issues in the diagnosis of sexual health problems will be the eliciting of appropriate signs and symptoms, and subsequent investigation and treatment or referral of people presenting with:

- Genital skin conditions including rashes, ulcers and lichen sclerosis
- Ano-genital lumps
- Abnormal genital smell
- Unusual or different vaginal discharge
- Pain on passing urine in women
- Lower abdominal pain in women
- Pain on intercourse
- Intermenstrual bleeding
- Vaginal bleeding after sex.

Common and/or important conditions in women:

- Urinary tract infections in women
- Bacterial vaginosis
- Candidiasis
- Group B haemolytic streptococcus
- Chlamydial infections
- Gonorrhoea
- *Trichomonas vaginalis*
- Ano-genital ulcers – herpes simplex, syphilis, tropical infections, primary HIV infection
- Ano-genital warts
- Conditions suggestive of immunosuppression (e.g. pneumocystis, pneumonia, tuberculosis, lymphoma, seborrhoeic dermatitis or oral thrush) or of primary HIV infection
- Syphilis
- Conjunctivitis (neonatal and adult)
- Reiter's syndrome
- HIV/AIDS and the presentations/complications including pneumocystis pneumonia, candidiasis, cryptococcus, Kaposi's sarcoma, toxoplasmosis, lymphoma, hepatitis, tuberculosis
- Sexual dysfunction.

Investigations:

- Pregnancy testing
- Urinalysis
- Approaches to the diagnosis of bacterial vaginosis in primary care
- Blood tests for HIV and syphilis
- Blood tests for hepatitis B and their interpretation
- Microbiology and virology swabs – which to use, which samples to take, limitations of tests and interpretation of results
- Secondary care investigations, e.g. colposcopy.

Treatment:

- Contraception – effectiveness rates, risks, benefits and appropriate selection of patients for all methods, including methods of emergency contraception
- Contraception – the safe provision of all methods of oral contraception (including emergency hormonal contraception) and also contraceptive patches and DMPA injections
- Contraception – knowledge and availability of intra-uterine methods of contraception (including as a method of emergency contraception), subdermal implants, sterilisation and natural family planning
- Abortion – methods and the legal procedures relating to referral for abortion
- Principles of treatment for common conditions diagnosed and/or managed in primary care (see above)
- Principles of antiretroviral combination therapy for HIV/AIDS, potential side effects and the role of the GP in their management in primary care.

Emergency care:

- Emergency hormonal contraception
- Emergency intra-uterine contraception
- The role of post-exposure prophylaxis (PEP) in HIV prevention
- Referral for suspected *Pneumocystis carinii* pneumonia

- Responding to early presentation of rape and sexual assault.

Prevention:

- Health education and prevention advice – safe sex and risk reduction
- Unplanned pregnancies
- National screening programmes – cervical screening, chlamydia, antenatal HIV testing
- Hepatitis B immunisation programme
- Occupational risks – exposure to needle stick injuries.

Person-centred care

- Take a sexual history from a male or female patient in a way that is private and confidential, non-judgemental, responsive to the reactions of the patient and avoids assumptions about sexual orientation or the gender of the partner(s), assumptions related to age, disability or ethnic origin.

Specific problem-solving skills

- Describe the functional anatomy of the male and female genital systems and the female reproductive physiology to aid diagnosis.
- Apply the information gathered from the patient's sexual history and examination to generate a differential diagnosis and formulate a management plan.
- Describe common presentations of sexual dysfunction and of sexual violence and abuse, including covert presentations such as somatisation.
- Counsel patients with sexual problems including psychosexual issues related to contraception, sexually transmitted infection, HIV testing and for patients who have an unplanned or unwanted pregnancy.
- Describe the best-practice guidance on the provision of advice and treatment to young people under 16 years.
- Describe when urgent intervention is needed in sexual health and, if necessary, to refer appropriately, e.g. in provision of emergency contraception or in severe pelvic inflammatory disease or in serious infections in the immune-compromised patient.
- Describe the presentation of sexually transmitted infections that may present early and in an undifferentiated way or may be present without symptoms.
- Describe the limitation of 'watching and waiting' because some serious infection, e.g. chlamydia and HIV, may also lapse back into being asymptomatic, whilst still causing harm to the patient.

A comprehensive approach

- Use the sexual history (including partner history and information on sexual practices including condom use) and other relevant information to assess risk of sexually transmitted infection, unwanted pregnancy and cervical cancer.
- Use risk assessment to tailor advice and care accordingly, including advice on safer sexual practices and hepatitis B immunisation.
- Describe the factors that may indicate that a woman is at high risk of cervical cancer and the value of an opportunistic approach to screening in this group.
- Describe when to refer a patient with cervical smear abnormalities and what is involved in secondary-care management.
- Describe the specific interventions for HIV prevention such as post-exposure prophylaxis and the prevention of mother-to-baby transmission.
- Describe the screening programmes in use in the UK and the benefits, limitations and need for informed consent.
- Describe the different patient groups who are at greater risk of unplanned pregnancies and the value of an opportunistic approach for health promotion.

A holistic approach

- Understand the social stigma that is often associated with sexual health problems, even in some healthcare professionals.
- Describe those factors associated with risky sexual behaviour including mental health problems, drug and alcohol misuse and a history of sexual abuse.
- Be aware of the legal aspects relating to sexual health including termination of pregnancy and the methods used in the UK.

- Be aware of the legal aspects of providing contraception and sexual health in under-16s (including child protection).

Attitudinal aspects

- Take a sensitive, non-judgmental and person-centred approach to handling sexual health problems.
- Describe the ethical principles involved when treating patients who have sexual health concerns, e.g. contraception and abortion.
- Understand the different cultural expectations regarding sexual behaviour and orientation.
- Describe the importance of confidentiality, informed choice and valid consent.
- Ensure that the doctor's own beliefs, moral or religious reservations about any contraceptive methods or abortion and about sexual behaviour and practices do not adversely affect the management of a patient's sexual health.

Psychomotor skills

- Perform a sexual health examination including digital and speculum examination, assessment of the size, position and mobility of the uterus, and the recognition of abnormality of the pelvic organs.
- Intramuscular injection.
- Take microbiology and virology swabs from ano-genital areas.
- Teach the patient about male and female condom use.
- Take a cervical smear.

NOTES: