Index

active listening 19–20, 89–90
acutely ill people (curriculum statement, care of acutely ill people) 156–162
alcohol (curriculum statement, care of people who misuse drugs and alcohol) 113–119
applied knowledge test (AKT) 7
calibration 17–18
candidate concerns 80–82, 96
learning needs 83–85
self-reflection 82
support 84–87
cardiovascular health (curriculum statement, cardiovascular health) 120–126
cases 36, 59
children 36–37
practice cases 191–218
clinical management 39–41, 71–74, 94
condensed curriculum guide 6
consultation, ending the 41–42, 95
consultation skills 7–10, 86, 89
model consultation 37–38
questioning 20–21

SPICE 21, 77–78
structure of consultation 8, 22, 66–67, 91
see ‘time management’
CSA, a definition 29
structure and timing of the exam 30–32
cueing 16, 18
on the day 33–37
data-gathering 38–39, 69–70, 94
digestive health (curriculum statement) 135–141
diversity – see under ‘patient’
ENT (curriculum statement, care of people who have ENT, oral and facial problems) 149–155
e-portfolio 96
ethics, challenges 51–52
general principles 49–51
scenarios 54–56
systematic approach 52–54
examiners 32, 36
feedback statements 7–10, 43, 65–66, 88
Index

health promotion 74–75
practice cases 163–169, 198–204
hidden agendas 20, 36, 90
housekeeping 42, 95

ICE (see SPICE, consultation skills)
interpersonal skills 21, 41, 75–78, 90

jargon (medical terminology) 17, 79
knowledge 6, 8
language use – see ‘jargon’

management plan 8, 72–73
see also ‘clinical management’
shared 9–10, 78–79
marking 42–43, 61–62
marking schedules, practice cases 105–218

mental health (curriculum statement, care of people with mental health problems) 184–190
metabolic problems (curriculum statement, care of people with metabolic problems), 105–112
musculoskeletal problems (curriculum statement, care of people with musculoskeletal problems) 127–134, 170–176, 205–211

neuro-linguistic models 9–11, 89
Neurological conditions (curriculum statement, care of people with neurological problems) 177–183

observers 32–33, 93

patient diversity 23, 37, 91
practice case 135–141

patient’s agenda 8, 67–68
understanding the impact 19
patient, angry 23, 91–92
patient records 35, 60, 92
patient, role-playing the 60–61, 63
performance anxiety 10–12, 86–87, 89
personal development plan (PDP) 5, 12
see ‘resources for improvement’
strategies for improvement 97
physical examination 18, 22, 39, 70–71, 91
prescriptions 40–41

reflective practice 48
resources for improvement 7, 88
respiratory health (curriculum statement) 198–204
risk management 74
role-play exercise – feedback 62, 64

sexual health (curriculum statement) 163–169
skin problems (curriculum statement) 170–176
practice cases 191–197

SPICE – see ‘consultation skills’

time management 21–22, 34, 68–69, 91, 94
tips and hints 13–15, 24–27, 45–47

UR × 7 – capacity assessment 57–58
UPSSIC – Fraser Competence assessment 57

values 95

women’s health (curriculum statement) 142–148