

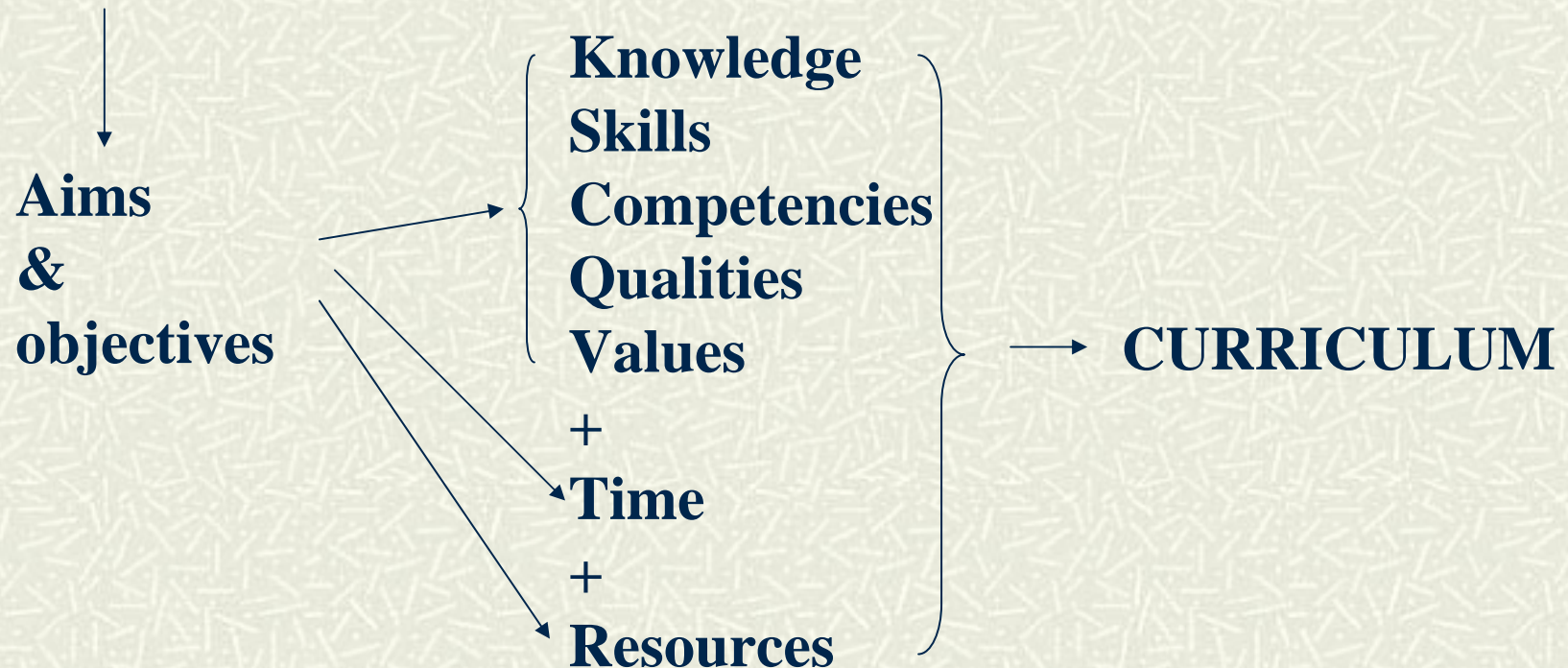
# The vocational training curriculum

Roger Neighbour



# What is a curriculum?

**Job description**





# What are the key features of a family doctor?

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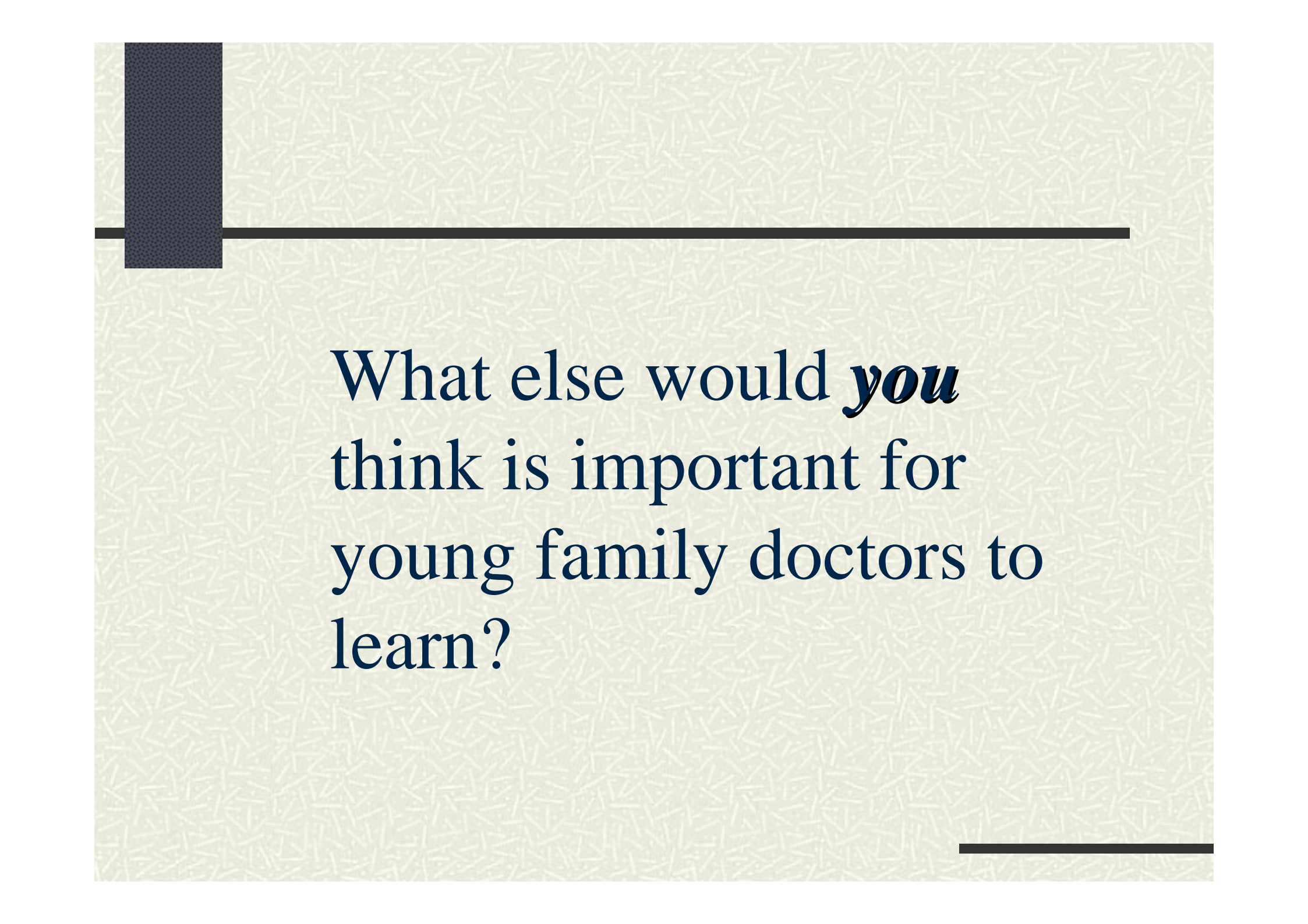
- # Clinical generalist
  - # Long-term continuity
  - # Community-based
  - # Personal and family orientation
  - # Point of first contact
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# What is 'clinical generalism'?

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- # Focus on 'the person who has the disease' rather than on the disease itself
  - # Diagnosis in physical, psychological & social terms
  - # 'Family' and 'narrative' perspective
  - # Undifferentiated or atypical illness
  - # Managing complexity, co-morbidity, uncertainty and risk
  - # Concerned with doctor-patient relationship
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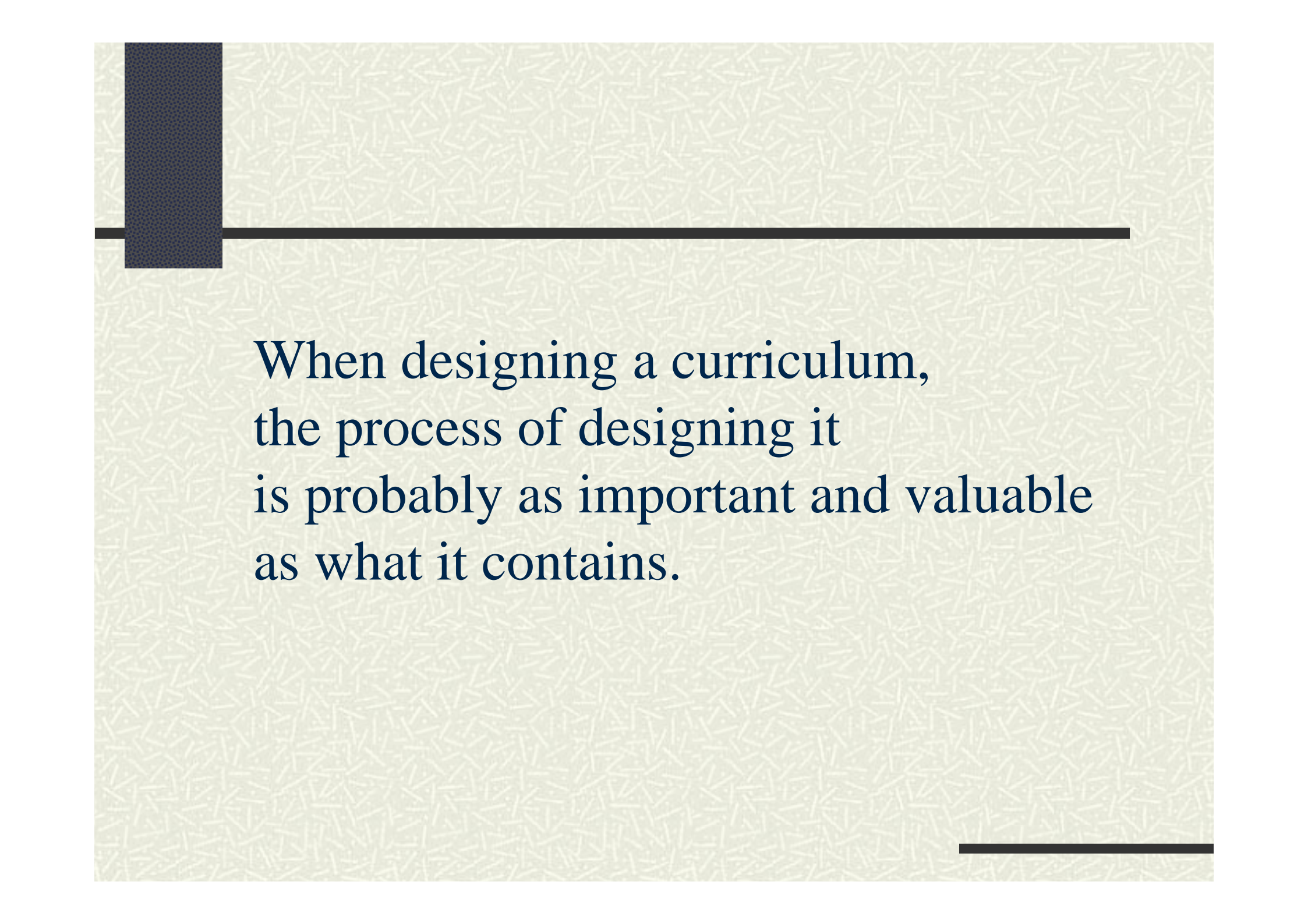




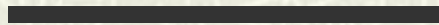
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What else would ***you*** think is important for young family doctors to learn?

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When designing a curriculum,  
the process of designing it  
is probably as important and valuable  
as what it contains.





# The new RCGP Curriculum

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## **Six key domains (headings)**

- # Primary care management
  - # Person-centred care
  - # Specific problem-solving skills
  - # Comprehensive approach
  - # Community orientation
  - # Holistic approach
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# RCGP curriculum (ii)

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## **3 areas of competence**

- # Clinical tasks
  - # Communication with patients
  - # Practice management
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# Contents of the RCGP curriculum (i)

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- # Being a general practitioner
  - # The general practice consultation (doctor/patient relationship)
  - # Personal & professional responsibilities
    - Clinical governance
    - Patient safety
    - Ethics and values
    - Promoting quality, valuing diversity
    - Research & academic activity
    - Teaching, mentoring & supervision
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# Contents of the RCGP curriculum (ii)

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- # Management, including IT
  - # Health promotion, disease prevention
  - # Care of acutely ill people
  - # Care of children & young people
  - # Care of older adults
  - # Men's & women's health
  - # Sexual health
-



# Contents of the RCGP curriculum (iii)

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- # Cancer & palliative care
  - # Mental health problems
  - # People with learning disabilities
  - # Clinical management
    - Cardiovascular problems
    - Digestive problems
    - Drug-using adults
    - ENT & facial problems
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## Clinical management (continued)

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- Eye problems
  - Metabolic problems
  - Neurological problems
  - Respiratory problems
  - Rheumatology / soft tissue problems
  - Skin problems
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# Issues for further consideration

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- # Content
  - # Organisation
  - # Teaching style & methods
  - # The 'hidden curriculum'
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# 'Content' issues

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- # What topics to include, which to omit, which to leave to student
  - # Who is consulted when planning content?
  - # Sequencing – what to teach first e.g. 'survival', common problems, roles of colleagues
  - # Whether to focus on assessment
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# 'Organisation' issues

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- # Balance of hospital / general practice attachments
  - # Balance of clinical / educational time
  - # Balance of individual / group experience
  - # Possibility of attachments away from home practice
  - # Additional courses
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# 'Teaching methods' issues

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- # 'Apprenticeship' versus 'competency-focused'
  - # Didactic v. non-didactic
  - # Teacher- or student-led
  - # Balance between 'experience' (finding out the hard way) & supervised self-reflection
  - # How to teach values and attitudes?
  - # Methods of formative assessment
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# The 'hidden curriculum'

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“The things that are worth learning but which perhaps cannot be taught”

The sub-text beneath the surface

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# The hidden curriculum

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For example:

- # Professionalism
  - # Dedication
  - # Compassion
  - # Curiosity
  - # Leadership
  - # Life-long learning
  - # Personal self-development
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# How to evaluate training programmes?

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- # How can you tell when the student has stopped learning?
  - # Is assessment of the student the same as evaluation of the training programme?
  - # Whose evaluations are important?
  - # What are the indicators of a successful training programme?
  - # What will you do with the results of an evaluation?
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