

1. Record Nr.	UNINA9910795829803321
Autore	Carney Stuart
Titolo	The Foundation Programme at a Glance
Pubbl/distr/stampa	Hoboken : , : John Wiley & Sons, Incorporated, , 2014 ©2013
ISBN	9781118734629 9780470657379
Edizione	[1st ed.]
Descrizione fisica	1 online resource (159 pages)
Collana	At a Glance Ser.
Altri autori (Persone)	GalenDerek
Disciplina	362.110683
Soggetti	Foundation Programme (Great Britain. National Health Service) Clinical medicine Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Intro -- The Foundation Programme at a Glance -- Contents -- List of contributors -- Preface -- Acknowledgements -- List of abbreviations -- How to use your textbook -- 1 Shadowing and induction -- Shadowing and induction -- Clinical placements -- Student assistantships -- Learning how to do your first F1 job -- Shadowing -- Induction -- What you need to know -- Who else should you meet? -- 2 The e-portfolio - how to plan, manage and evidence your learning -- What is the e-portfolio for? -- Who has access to my e-portfolio? -- What do I put in it? -- Planning and recording your learning -- Recording your meetings with your clinical and educational supervisors -- Supervised learning events and assessments -- Reflection -- Additional evidence -- Sign-off at the end of F1 and F2 -- 3 Supervised learning events and assessments -- Supervised learning events (SLEs) -- What are SLEs? -- When and how do you record a SLE? -- What is DOPS? -- What is mini-CEX? -- What is CBD? -- What is developing the clinical teacher? -- Assessments -- How will you be assessed? -- What is TAB? -- How are core procedural skills assessed? -- What are the supervisor's reports? -- How to use feedback -- 4 Reflective learning -- What is reflection? -- Why is it important? -- Using the e-portfolio to help your reflective practice -- A model for reflection -- What

examples can you use in your reflective log -- 5 Managing your medical career -- What should I aim for in my medical career? -- Career discussions and where to find career support -- Exploring options in the foundation programme -- Other career issues and changes to plan -- 6 Applying to specialty training -- Exploration of the options -- Career structure of your chosen specialties -- Application process timelines -- Interview/selection process -- Applicant etiquette -- Less than full time (LTFT) training. Myths about speciality training applications -- 7 Quality improvement and clinical leadership -- What is quality improvement? -- Improving healthcare for the benefit of patients -- Leading and implementing changes -- 8 Quality improvement projects -- Plan, do, study, act (PDSA) -- Plan -- Do -- Study -- Act -- Audit -- Stage 1 - what problem would you like to fix? -- Stage 2 - what are you seeking to achieve? -- Stage 3 - how are you going to gather and analyze the data? -- Stage 4 - what changes or improvements need to be made? -- Stage 5 - how will you demonstrate that you have made a difference? -- 9 Breaking bad news and handling complaints -- Breaking bad news -- Handling complaints -- 10 Assessing capacity and informed consent -- What is mental capacity? -- Principles -- Supporting patients to make decisions -- Two-stage test of mental capacity -- Stage 1 - diagnostic test -- Stage 2 - functional test -- Acting in the patient's best interests -- 11 Handover and communicating with colleagues -- Effective communication with colleagues -- Safe handover -- Leadership and communication -- Dealing with poor performance in others -- Dealing with your own difficulties -- 12 Communication between primary and secondary care -- Written communication -- Discharge letters -- Referral letters and internal referrals -- Clinic letters -- 13 Introduction to evidence-based medicine -- What is evidence-based medicine? -- Why is it important? -- How to practice EBM - the five steps -- Step 1 - how to ask structured clinical question -- Step 2 - how to access (search for) the best available evidence -- Step 3 - how to critically appraise the evidence -- Step 4 - how to apply the evidence in practice -- Step 5 - how to assess your performance -- 14 Critical appraisal of randomized controlled trials -- What is critical appraisal? -- Is the RCT applicable and valid?. Are the results important? -- Is it a poor quality study or a poorly reported study? -- 15 Critical appraisal of systematic reviews and meta-analyses -- Question - does it ask a clearly focused question? -- Find - did it find all the best evidence? -- Appraise - were the studies critically appraised? -- Synthesis - were the results appropriately combined? -- What could you tell your patient? -- 16 Making the most of guidelines and protocols -- What is the difference between a guideline and protocol? -- How to find guidelines and protocols -- How to critically appraise a guideline or protocol -- How to use guidelines and protocols -- 17 Running a teaching session and presentation skills -- Maximising learning -- Choosing the right media -- PowerPoint -- Printed material -- Audio -- Videotape -- Practical/simulation -- Length -- Emphasize key messages -- 18 Assessment and feedback -- Assessment methodology -- Assessment tools -- Miller's pyramid of clinical competence (Fig. 18.1) -- Assessment demonstrating cause for concern -- Feedback -- Principles of feedback -- Giving feedback -- 19 Assessing and managing the acutely ill patient -- Identifying the unwell patient -- Approaching the acutely ill patient -- Initial assessment -- Airway -- Breathing -- Circulation -- Disability -- When should I call for help? -- 20 Rational prescribing -- First steps -- Prescribing -- Treatment -- Compliance -- External effects on prescribing -- Drug reactions -- What to report

-- 21 Medical record keeping -- Why keep medical records? -- What is included in medical records? -- Who contributes to medical records? -- What information should be recorded? -- What should not be recorded in the notes? -- Confidentiality -- Who can view medical records? -- 22 Time management -- How can I maximize my time? -- Ward rounds -- Preoperative assessments -- Ward work -- On call. Protected time -- Reference -- 23 Fluid management -- Normal body fluids -- Abnormalities of fluid balance -- Assessment of the volume state -- Management of abnormalities of fluid balance -- Administration and monitoring of fluid replacement -- Volume overload -- Maintenance fluids' -- 24 Blood transfusion -- Blood transfusion -- Risks of transfusion -- Managing transfusion reactions -- Prescribing blood products -- Avoiding transfusion errors -- Sampling -- Setting up a transfusion -- Reference -- 25 Discharge planning -- Why is discharge planning important? -- What is discharge planning? -- What is the foundation doctor's role in discharge planning? -- How is a discharge planned? -- Early supported-discharge teams -- Who can discharge a patient? -- 26 Nutrition -- Specific malnutrition (vitamin and mineral deficiencies) -- Nutritional support -- Indications -- Therapeutic diets -- 27 Health promotion and public health -- Alcohol -- Smoking -- Drugs -- Diet and nutrition -- Wider public health issues -- 28 Do not attempt CPR decisions -- Ethical and legal considerations -- When to consider making a DNACPR decision -- Discussions about CPR -- What if a person lacks capacity? -- What if there is a disagreement? -- Practical Issues -- 29 Palliative care -- Pain -- Assessment -- Treatment (Fig. 29.1c) -- Terminal phase of illness -- 30 Certifying death -- How to complete a MCCD -- When to inform the coroner or procurator fiscal -- What does the coroner or procurator fiscal need to know? -- What happens next? -- 31 The unconscious patient -- History -- Examination -- Airway -- Breathing -- Circulation -- Disability -- Examination/Everything Else -- Investigations -- Management -- 32 Stridor -- What is stridor? -- What you see -- History -- Management -- What to do while waiting for help to arrive -- Ongoing management -- 33 Anaphylaxis -- Mechanism. Triggers -- Presentation/range of symptoms -- What questions to ask the patient? -- Examination/anything else to look for? -- Practical management -- Investigations -- 34 Asthma -- Definition -- Epidemiology -- Aetiology -- Pathology -- Assessment -- Severe uncontrolled asthma -- Prognosis -- 35 Pneumothorax and pulmonary embolism -- Pneumothorax -- Definition -- Classification -- Assessment -- Management -- Pulmonary embolism -- Definition -- Risk factors -- Pneumothorax and pulmonary embolism (continued) -- Clinical features -- Investigations -- Treatment (Fig. 35.2) -- 36 Chronic obstructive pulmonary disease -- Definition -- Aetiology -- Pathology -- Clinical features -- Investigations -- Management -- 37 Community-acquired pneumonia -- Classification -- Epidemiology -- Risk factors -- Clinical features -- Investigations -- Severity assessment -- Management -- 38 Acute chest pain -- Key points -- Differential diagnosis -- Heart and aorta -- Lung -- Oesophagus, stomach and abdominal disease -- Chest wall -- Important diagnostic features -- Ischaemic chest pain -- Pulmonary embolism -- Pleuritic pain -- Aortic dissection -- Pericarditis -- Oesophageal pain -- Musculoskeletal pain -- The acute coronary syndromes -- Key investigations -- ECG -- Cardiac troponin -- Other blood tests -- Chest X-ray -- CT scanning -- Echocardiography -- 39 Palpitations -- Key points -- Differential diagnosis: what is the patient describing? -- Irregular heart beat -- Paroxysmal tachycardia (Fig 39.1) -- Abnormal or increased awareness of the normal heartbeat -- Important

diagnostic features -- Supraventricular tachycardias -- Ventricular tachycardia -- Paroxysmal atrial fibrillation -- Key investigations -- ECG -- Holter (ambulatory) ECG recorders -- Invasive electrophysiology study -- 40 Hypotension -- Definitions -- Blood pressure -- Hypotension -- Symptoms and signs. Causes.

Sommario/riassunto

Providing an overview of the formative years of a junior doctor's career, The Foundation Programme at a Glance consolidates the generic and condition-specific skills required to excel in this stage of training. Taking a simple and holistic approach to providing support for junior doctors, it integrates text and image content to suit all learning styles. Sections include advice on making the most of your training, tips on good clinical practice, communication, and common presentations and conditions. Edited by the National Director and Deputy National Director of the UK Foundation Programme, each section is written by experts in their respective fields, presenting insights into the programme with unrivalled authority. The Foundation Programme at a Glance: Uses diagrams, line drawings and flow charts to clearly illustrate concepts Follows the current Foundation Programme curriculum Integrates theory and practice This comprehensive and practical volume contains all the vital information you need to reach excellence during the foundation years, and to get the most out of your time on the programme.
