

GP Curriculum statements – 15.6 Metabolic Conditions

Learning Outcomes that could be delivered in Secondary care (Linked to Competency areas in the Curriculum)

<p>1. Demonstrate a logical approach to the diagnosis of the following common and/or important metabolic conditions in secondary care: diabetes mellitus, obesity, thyroid disorders, hyperlipidaemia and endocrine disorders (i.e. Prolactinoma, Acromegaly, Diabetes Insipidus, Cushing's syndrome, Hyperaldosteronism, Addison's disease, Pheochromocytoma and Parathyroid disorders).</p>	<ul style="list-style-type: none"> • Primary Care Management • Knowledge base
<p>2. Demonstrate a logical approach to their investigation, including specific tests in secondary care such</p>	<ul style="list-style-type: none"> • Primary Care Management • Knowledge base
<p>3. Recognise that many metabolic conditions e.g. diabetes mellitus and obesity are increasingly prevalent and have a serious impact on quality of life.</p>	<ul style="list-style-type: none"> • Primary Care Management • Person centred care • Community orientation
<p>4. Recognise that diagnosing these conditions is frequently difficult and their presentation is often asymptomatic or non-specific, with a significant symptom overlay between the conditions.</p>	<ul style="list-style-type: none"> • Specific problem solving skills • Comprehensive approach
<p>5. Understand the principles of treatment of metabolic conditions in secondary care, acknowledging their multidisciplinary nature and the importance of teamwork.,</p>	<ul style="list-style-type: none"> • Primary care management • knowledge base • Community orientation • Holistic care
<p>6. Show awareness of the need for good communication with patients, families, carers and also between the primary and secondary care interface, including the role of the Diabetic Specialist Nurse.</p>	<ul style="list-style-type: none"> • Attitudinal aspects • Comprehensive approach • Community orientation

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<p>7. Demonstrate an awareness of managing diabetic emergencies (hypoglycaemia, hyperglycaemic ketoacidosis, hyperglycaemic hyperosmolar non ketotic coma), myxoedema coma, thyrotoxicosis and Addisonian crisis.</p>	<ul style="list-style-type: none"> • Specific problem solving skills • Knowledge base
<p>8. Recognise that health promotion, including dietary modification and exercise can have a significant impact on these conditions.</p>	<ul style="list-style-type: none"> • Person centred care • Holistic care
<p>9. Communicate diagnoses, risks and treatment options with patients, families and carers in an ethical and non-prejudicial manner.</p>	<ul style="list-style-type: none"> • Person-centred care. • Attitudinal aspect
<p>10. Psychomotor skills</p> <ul style="list-style-type: none"> A) BMI calculation B) Leg examination in diabetics C) Neck examination D) Near patient capillary glucose testing 	<ul style="list-style-type: none"> • Knowledge base • Psychomotor skills