

## Assessment Blueprint For Rehabilitation Medicine

		Exam	CbD	Mini-CEX	MDTO	MSF	PS	Portfolio
<b>A GOOD CLINICAL CARE</b> <b>1.1. History taking, examination and record keeping skills</b> <b>1.1i History taking</b> <b>The trainee is able to take a history from individuals with disabling conditions, with particular reference to long term neurological conditions, spinal injury, musculoskeletal disorders and amputation &amp; limb deficiencies</b>								
<b>K</b>	The trainee consistent demonstrates a knowledge of the a). Epidemiology of the range of disabling disorders including those related to <ul style="list-style-type: none"> <li>• the nervous system including head injury, stroke, Parkinson's disease and other movement disorders, multiple sclerosis and other demyelinating disease, motor neurone disease, traumatic and non-traumatic spinal cord injury, Guillain-Barre syndrome, neuropathies, cerebral palsy,</li> <li>• the spinal cord including both traumatic and non-traumatic disorders of the spine</li> <li>• the musculoskeletal system including rheumatoid disease, the spondyloarthritides, osteoarthritis, soft tissue rheumatism, spinal disorders, osteoporosis, and congenital &amp; acquired disorders of muscle</li> <li>• acquired amputations and NASDAB</li> <li>• the vascular system that determine the development of peripheral vascular disease</li> <li>• common psychological disorders particular those frequent in disabling disorders</li> <li>• developmental disorders</li> <li>• survivors of multiple trauma</li> </ul> b). Aetiology of the range of disabling disorders,	<b>X</b>						
<b>S</b>	The trainee consistently takes a history and examines effectively by: a). Respecting the individuals privacy, dignity, wishes and beliefs and obtaining informed consent wherever appropriate b). Providing support and information to the individual throughout the assessment c). Identifying the most appropriate assessment to use, including when to take a psychiatric history d). Ensuring that the symptoms being presented by the individual have been fully addressed			<b>X</b>				

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A	<p>The trainee</p> <ul style="list-style-type: none"> <li>a). Fully addresses patients concerns, expectations and ideas</li> <li>b). Respects patient confidentiality</li> <li>c). Maintains cultural awareness and identity</li> <li>d). Values patient comprehension</li> <li>e) Works to minimise the perceived stigma associated with mental health problems</li> <li>f) The trainee consistently reflects on his/her personal response to unusual behaviours and recognises the need to reflect on the framework by which one makes judgements</li> </ul>						X	
<p><b>1.1ii Examination</b>  <b>The trainee is able to examine individuals with disabling conditions, with particular reference to long term neurological conditions, spinal injury, musculoskeletal disorders and amputation &amp; limb deficiencies</b></p>								
K	<p>The trainee consistent demonstrates a knowledge of the</p> <ul style="list-style-type: none"> <li>a). Pathophysiology of various specific impairments including cardiac dysfunction, respiratory failure, spasticity, ataxia, LMN weakness, dysphagia, disorders of speech and language, cognitive dysfunction including perception, memory, attention, concentration, sequencing, planning and executive functions, sensory impairment due to visual and hearing loss, neuropsychological dysfunction, bladder and bowel dysfunction, sexual dysfunction and infertility,</li> <li>b) Pathophysiology features of diseases bones, joints and the spine including and understanding of normal and abnormal movement</li> </ul>	X						
S	<p>The trainee consistently takes a history and examines effectively by:</p> <ul style="list-style-type: none"> <li>a). Respecting the individuals privacy, dignity, wishes and beliefs and obtaining informed consent wherever appropriate</li> <li>b). Examining the patient comprehensively and accurately exercising good judgement in the selection of examination techniques</li> </ul>			X				
A	<p>The trainee</p> <ul style="list-style-type: none"> <li>a). respects a patients dignity, cultural background and other beliefs</li> <li>b). recognises the importance of patient consent in the context of an examination</li> </ul>						X	

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		Exam	CbD	Mini-CEX	MDTO	MSF	PS	Portfolio
<b>1.1iii Principles of diagnosis</b> <b>The trainee is able to make a diagnosis and provide prognostic information for individuals with disabling conditions, with particular reference to long term neurological conditions, spinal injury, musculoskeletal disorders and amputation &amp; limb loss</b>								
<b>K</b>	a). Diagnostic features of the range of disabling disorders including the clinical features of common cognitive deficits, including attention, executive function, memory, language, and spatial disorders, including the common patterns of these disorders and the behavioural consequences of these deficits b). A knowledge of the anatomy and surface landmarks of major joints and soft tissue structures c). Range of behaviours seen in patients with brain injury both in the acute, post acute and long term d). Prognosis and prognostic features of the range of disabling disorders e) Mechanisms of recovery, neural plasticity, learning and skill acquisition f) Influence of psychological factors	<b>X</b>						
<b>S</b>	The trainee consistently takes a history and examines effectively by: a). Identifying the factors that contribute to the patients symptoms b). Proposing a differential diagnosis and most likely diagnosis c). Discussing the diagnosis with the individual d). Arranging further investigation and assessment as appropriate e). Providing information about the nature of investigations and further assessment to the patient			<b>X</b>				
<b>A</b>	a) works to adapt their communication style to the needs of the patient			<b>X</b>			<b>X</b>	

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	Exam	CbD	Mini-CEX	MDTO	MSF	PS	Portfolio
<b>1.1iv Therapeutics and safe prescribing</b> <b>The trainee is able to prescribe appropriately and safely a range of interventions for individuals with disabling conditions, with particular reference to long term neurological conditions, spinal injury, musculoskeletal disorders and amputation &amp; limb loss</b>							
K	<p>The trainee consistently demonstrates a knowledge of</p> <p>a). Management of acute spinal cord injury</p> <p>b). Both pharmacological and non-pharmacological treatment options for the range of disabling disorders including</p> <ul style="list-style-type: none"> <li>• neurological disorders such as head injury, stroke, Parkinson's disease and other movement disorders, multiple sclerosis and other demyelinating disease, motor neurone disease, traumatic and non-traumatic spinal cord injury, Guillain-Barre syndrome, neuropathies, cerebral palsy</li> <li>• musculoskeletal disorders including inflammatory and non-inflammatory connective tissue disorders, diseases of bone (particularly osteoporosis), muscle (congenital and acquired) and tendon.</li> </ul> <p>Non-pharmacological treatment options for disabling disorders include role of surgery education, self management, occupational therapy, physiotherapy, exercise and rest, safe injection techniques, biomechanical modalities such as prosthetics, orthotics and splinting, assistive devices and environmental adaptation</p> <p>c). Management approaches for specific impairments including spasticity, ataxia, LMN weakness, sensory impairment due to visual and hearing loss, neuropsychological dysfunction including behavioural disturbance, bladder and bowel dysfunction, sexual dysfunction and infertility, dysphagia, disorders of speech and language, feeding difficulties, neurogenically disturbed respiratory function, cognitive dysfunction including perception, memory, attention, concentration, sequencing, planning and executive functions</p> <p>d). Long term management approaches for specific impairments including spasticity, respiratory failure and need for long term ventilation, pain, pressure sores</p> <p>e). Different treatment options and resources; both drug and non-drug, available for such psychiatric disorders, and cognitive deficits (including post traumatic amnesia)</p> <p>f). Benefits and limitations of counselling approaches</p> <p>g) Expert patient programme</p> <p>g). Common approaches used to manage abnormal behaviours</p> <p>h). Provisions of the mental health act and mental capacity bill 2005</p>						

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S	<p>The trainee is able to</p> <ul style="list-style-type: none"> <li>a). identify the therapeutic interventions that are available and explain those to the individual and, if appropriate, those involved in their care</li> <li>b). prescribe medication appropriately, informing the patient about risks and benefits accurately</li> <li>c). agree the delivery of therapeutic interventions, including if appropriate operative treatment, that takes account of the needs of the individual and all other relevant factors</li> <li>d). schedule the delivery of therapeutic interventions as agreed with the individual</li> <li>e). confirm the delivery of therapeutic interventions with all relevant practitioners and agencies</li> <li>f). establish when the effect of the therapeutic intervention will be reviewed</li> <li>g) identify patients who pose a threat to themselves and take appropriate action</li> <li>h) refer on to appropriately both to psychiatrists and to others who provide psychological support such as psychotherapists, clinical psychologists, counsellors, or other professionals such as social workers or community psychiatric nurses</li> <li>i) choose the most appropriate approach to managing a person with a cognitive disorder or a behavioural disorder</li> <li>j) work with the multidisciplinary team to identify and implement the most appropriate intervention for an individual with a cognitive disorder</li> </ul>			X				
A	<p>The trainee</p> <ul style="list-style-type: none"> <li>a) recognises the benefit of minimizing the number of medications taken by a patient</li> <li>b) recognises the importance of communicating complex multidisciplinary treatment plans clearly to all concerned.</li> <li>c) promote the expert patient programme</li> <li>d) recognises the importance of providing enough information to the patient to allow them to make an informed choice regarding treatment options</li> </ul>						X	
<p><b>1.1v Information management</b>  <b>The trainee is able to collate and manage information relevant to individuals with disabling conditions, with particular reference to long term neurological conditions, spinal injury, musculoskeletal disorders and amputation &amp; limb deficiencies</b></p>								
K	<p>The trainee consistent demonstrates a knowledge of the</p> <ul style="list-style-type: none"> <li>a) performance and interpretation of a range of common neuro-physiological, neuro-radiological and neuro-psychological tests,</li> <li>b) common laboratory, imaging and other diagnostic tests in the diagnosis of bones, joints and other connective tissues.</li> <li>c) the range of tests available to evaluate cognitive disorders</li> <li>d) Freedom of Information Act</li> </ul>	X						

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S	information effectively by: a). Reviewing all available and relevant information about the individual b). Arranging further investigation and assessment as appropriate c). Providing information about the nature of investigations and further assessment to the patient e). Reviews the results of investigations, interprets and records the results, acts upon and imparts them to the individual in a timely fashion including interpreting cognitive assessments and explaining their implications for the rehabilitation process, the patients and their family f) Keeps accurate, legible and complete records and comply with all the relevant legal, professional and organisational requirements and guidelines							<b>X</b> (Copy letters)
A	information effectively by: a). Reviewing all available and relevant information about the individual b). Arranging further investigation and assessment as appropriate c). Providing information about the nature of investigations and further assessment to the patient e). Reviews the results of investigations, interprets and records the results, acts upon and imparts them to the individual in a timely fashion including interpreting cognitive assessments and explaining their implications for the rehabilitation process, the patients and their family f) Keeps accurate, legible and complete records and comply with all the relevant legal, professional and organisational requirements and guidelines							<b>X</b> (Copy letters)
<b>1.2 Time management and decision making</b> <b>1.2i Time management</b> <b>The trainee will be able to manage their time and those of others in the multidisciplinary team effectively</b>								
K	The trainee consistently demonstrates a knowledge of a) simple time management techniques simple conflict resolution approaches				<b>X</b>			
S	The trainee is able to consistently and safely a) delegate appropriately within the multidisciplinary team b) lead the MDT in range of settings demonstrating different approaches to manage conflict c) organise and chair a multidisciplinary case conferences, family meetings and other meetings effectively and efficiently				<b>X</b>			

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A	<p>The trainee consistently</p> <ul style="list-style-type: none"> <li>a) recognises when they or the team are struggling and take steps to rectify the situation</li> <li>b) is confident of their ability to lead multi multidisciplinary case conference</li> <li>c) is confident of their ability to organise and chair a family meeting</li> </ul>				X	X		
<p><b>1.2ii Decision making and clinical reasoning</b>  <b>The trainee will be able to co-ordinate the care of individuals with disabling condition</b></p>								
K	<p>The trainee consistently demonstrates a knowledge of</p> <ul style="list-style-type: none"> <li>a) differing concepts about disability including the WHO ICIDH, the ICF as well as though advocated by the disability movement</li> <li>b) relevant legislation including the disability discrimination act, and the mental capacity bill</li> <li>c) roles and expertise of the different members of the multidisciplinary team, including the role of the doctor, both professionally and personally defined</li> <li>d) the standards for specialist in-patient and community rehabilitation services published by the BSRM, and the evidence base and rationale for these</li> <li>e) the differing needs of patients with acute, chronic and progressive disability at differing stages in their lives</li> </ul>	X						
S	<p>The trainee is able to consistently and safely</p> <ul style="list-style-type: none"> <li>a) construct a list of impairments, activity and participation issues following assessment</li> <li>a) work with the MDT and the patient to select the most appropriate form on management</li> <li>b) lead the MDT in range of settings</li> <li>c) work as an advocate on behalf of people with a disability including working across administrative barriers between different service providers to achieve continuity of care</li> <li>d) contribute to the appropriate negotiation of goals, application of resources and review of achievements in different settings</li> <li>e) communicate effectively with patients and relatives</li> </ul>					X	X	
A	<p>The trainee consistently</p> <ul style="list-style-type: none"> <li>a) respects the wishes and needs of the patients,</li> <li>b) recognises the role of the multidisciplinary team</li> <li>c) values the contribution and expertise of the multidisciplinary team, working wit them to develop consistent, fair approaches to management</li> <li>c) negotiates the best outcome for the patient</li> <li>e) is aware of need to search for evidence to support clinical decision making</li> </ul>					X	X	

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<b>1.3 Good clinical care and patient safety</b> <b>1.3i The patient as a central focus of care</b> <b>The trainee is able to plan and agree the delivery of a multidisciplinary goal-centred rehabilitation programmes</b>								
K	a). the rationale, benefits and limitations of goal setting b). different approaches to goal setting c). the evaluation of goal setting		X					
S	The trainee consistently a).works with the individuals and, if appropriate, their families or carers to identify treatment priorities b). identifies and uses all sources of information about the health, and functional abilities of individuals c). clearly identifies the options for addressing ill- health and functional limitations of individuals, including both benefits and risks of each option d). works in partnership with other practitioners and agencies to agree roles and responsibilities for meeting the health needs and functional goals of individuals e). plans the delivery of health care according to the resources available and the impact it will have on the individual f). identify any problems with achieving these plans and resolve them effectively				X			
A	The trainee consistently a).works with the individuals to support self management b). recognises that individuals may make choices that conflict with the physicians value system, reflects on his/her personal response to these choices and recognises the need to reflect on the framework by which one makes judgements		X					
<b>The trainee will understand the social and cultural factors which influence the impact of disability, and their impact on the rehabilitation process</b>								
K	The trainee consistently demonstrates a knowledge of a) causes and effect of societal attitudes to disability and methods of assessing negative attitudes to disability. b) influence of the culture and ethnicity on the impact of disability c) the impact of disability on social functioning including housing employment, financial leisure transport and interpersonal relationship		X					

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		Exam	CbD	Mini-CEX	MDTO	MSF	PS	Portfolio
S	The trainee is able to consistently and safely a) perform a home based assessment of the impact of disease and disability within the home setting. b) liaise with other members of community based professions and provide a joint home based assessment		X					
A	The trainee consistently a) appreciates the factors in the community setting which are relevant to pre discharge planning and effective evaluation of long term outcomes of hospital admissions b) appreciates the roles of stigmatisation and psychosocial factors on the individual's coping skills c) appreciates the social and cultural factors which influence individual's coping skills		X					
<b>1.3iii Team working and patient safety</b>								
<b>The trainee will be able to work across organisational barriers</b>								
K	The trainee consistently demonstrates broad knowledge of available services for the delivery of care in different settings including a).organization of services locally including linkage with paediatric and older peoples services b). practice across the interface between rehabilitation medicine, learning disabilities, psychiatry, neuropsychiatry, and neuropsychology c). practice across the interface between primary and secondary care, health and social services, vocational and voluntary services		X					
S	The trainee consistently a) exercises good judgement in formulating a management plan appropriate to available services. b). can judge risks versus patient wishes.		X					
A	The trainee consistently shows a). willingness to work with what is available. b). adaptability and flexibility. c). sensitivity to patient wishes d). recognises the importance of sharing information with primary care and community teams					X	X	

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<b>1.4 Health Promotion and Public Health</b> <b>The assessment of this section of the curriculum will be through trainer observation of the trainee</b>								
K	The trainee consistently demonstrates a knowledge of a) basic exercise physiology b) the current UK screening programme the expert patient programme	X						
S	The trainee is able to a). identify the health promotion needs of people with disability b). institute appropriate management to promote long term health and well being in people with disability c). advice individuals about the risks and benefits of specific exercise programmes		X					
A	The trainee consistently a) is aware of the impact difficulties with access and communication have on individuals abilities to use screening programmes b) is aware of the risk of mood disorders in people with significant disability		X					
<b>1.5 Legal framework for practice</b> <b>The assessment of this section of the curriculum will be through trainer observation of the trainee</b> <b>The trainee can work within the frameworks offered by law</b>								
K	The trainee consistently demonstrates a knowledge of the legislation required to practice safely and effectively including a) provision of services through the NHS, Local authorities, departments of social security, transport, housing and other departments relevant to the lives with people with disability b) aspects of disability including the DDA and its relevance to employment, driving legislation, court of protection, living will, minimal awareness states and medico-legal reports. c) equal opportunities legislation d) an awareness of the different legal frameworks operating in the various countries of the UK e) the requirements of the DVLA f) mental capacity bill 2005	X						

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S	The trainee is able to consistently and safely a) provide accurate advice to patients and colleagues about their rights and responsibilities with regard to person with a disability and their carers		X					
A	The trainee consistently a) shows respect for the law b) acts within the law at all times c) demonstrates a positive attitude to decision making within a legal framework and is prepared to seek advice when necessary					X		
<p><b>1.6 Ethical research</b>  <b>The assessment of this section of the curriculum will be through a). copies of research study protocols b) copies of ethics and R&amp;D forms c) copies of signed consent forms d) copies of written reports e) presentation at local or national meetings f) attendance at appropriate research awareness and training meetings</b></p> <p><b>The trainee is able to complete a research or clinical audit study from the planning to final report stage</b></p>								
K	The trainee consistently demonstrates a knowledge of a) quantitative research including design of randomised control trials and CONSORT guidelines b) qualitative research including an understanding of theoretical approaches and data analysis c) principles of statistics, both parametric and non parametric d) psychometric principles of measurement (cf NR 2.2) e) the principles and practice of research governance including data protection f) the structure of LREC and MRECs g) importance of informed consent in accordance with Declaration of Helsinki h) International Conference on Harmonisation of Technical Requirements for Registration of Pharmaceuticals for Human Use (ICH) Good Clinical Practice guidelines	X						

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S	<p>The trainee is able to consistently and safely</p> <ul style="list-style-type: none"> <li>a) design and write a comprehensive study protocol using standard headings</li> <li>b) complete ethics and trust R&amp;D forms if necessary</li> <li>c) recruit, and consent study subjects</li> <li>d) collect data and store it appropriately</li> <li>e) analyse data appropriately</li> <li>f) prepare written and verbal reports</li> <li>g) explain implications for practice and steps required to incorporate any changes deemed necessary as a result of the study</li> </ul>							<b>X</b> (Completion of audit form inception to report and presentation)
A	<p>The trainee consistently</p> <ul style="list-style-type: none"> <li>a) recognises the importance of, and displays enthusiasm towards, the advancement of research within rehabilitation</li> <li>b) is supportive of the research efforts of others</li> <li>c) is realistic about the benefits and challenges of rehabilitation research and is usually supportive of research within his/her area of work</li> </ul>							<b>X</b>
<b>The trainee is able to present research/audit study results orally and in written form</b>								
K	<p>The trainee consistently demonstrates a knowledge of</p> <ul style="list-style-type: none"> <li>a). use of word processing packages</li> <li>b) use of PowerPoint to produce slides and posters</li> </ul>							<b>X</b> (Completion of audit form inception to report and presentation)
S	<p>The trainee is able to consistently and safely</p> <ul style="list-style-type: none"> <li>a). design a presentation using power point or similar package,</li> <li>b). prepare a poster using PowerPoint or similar package following BSRM guidelines</li> <li>c).write a paper using standard formats including an awareness of the role of structured abstracts, methodological headings, and structured discussion</li> <li>d). present research findings in a formal setting.</li> </ul>							<b>X</b> (Completion of audit form inception to report and presentation)
A	<p>The trainee consistently</p> <ul style="list-style-type: none"> <li>a) is aware of the importance of reporting audit and research findings and is committed to doing so</li> <li>b) is supportive of others who are reporting audit and research findings</li> </ul>							<b>X</b>

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<b>1.7 Managing long term conditions</b>								
<b>The trainee will be able to co-ordinate the delivery of health care needs of individuals with disabling condition</b>								
<b>K</b>	<p>The trainee consistently demonstrates a knowledge of</p> <ul style="list-style-type: none"> <li>a) differing concepts about disability including the WHO ICIDH, the ICF as well as though advocated by the disability movement</li> <li>b) relevant legislation including the disability discrimination act, and the mental capacity bill</li> <li>c) roles and expertise of the different members of the multidisciplinary team, including the role of the doctor, both professionally and personally defined</li> <li>d) the standards for specialist in-patient and community rehabilitation services published by the BSRM, and the evidence base and rationale for these</li> <li>e) the differing needs of patients with acute, chronic and progressive disability at differing stages in their lives</li> <li>e) methods of measurement and their application</li> </ul>	<b>X</b>						
<b>S</b>	<p>The trainee is able to consistently and safely</p> <ul style="list-style-type: none"> <li>a) work with the MDT and the patient to select the most appropriate form on management</li> <li>b) lead the MDT in range of settings</li> <li>c) organise and chair a multidisciplinary case conference</li> <li>d) organise and chair a family meeting</li> <li>e) work as an advocate on behalf of people with a disability including breaking down administrative barriers between different service providers</li> <li>f) contribute to the appropriate negotiation of goals, application of resources and review of achievements in different settings</li> <li>g) communicate effectively with relatives</li> <li>h) establish monitoring of health care needs</li> </ul>				<b>X</b>			
<b>A</b>	<p>The trainee consistently</p> <ul style="list-style-type: none"> <li>a) respects the wishes and needs of the patients,</li> <li>b) values the contribution and expertise of the multidisciplinary team</li> <li>c) negotiates the best outcome for the patient</li> <li>d) is confident of their ability to lead multi multidisciplinary case conference</li> <li>e) is confident of their ability to organise and chair a family meeting</li> </ul>					<b>X</b>	<b>X</b>	

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<b>The trainee will be able communicate effectively with patients professionals and agencies in planning packages of community based care and rehabilitation</b>								
<b>K</b>	<p>The trainee consistently demonstrates a knowledge of</p> <ul style="list-style-type: none"> <li>a) those factors relevant to the planning of discharge from hospital of individuals with complex disabilities.</li> <li>b) services provided by statutory bodies voluntary agencies and charities and the regulations and legislation under which they operate</li> <li>c) community care plans, the planning of services and the process of multi agency assessments</li> <li>d) the interface between specialist community services and hospital based rehabilitation services and incorporation of shared guidelines</li> <li>e) the interface of specialist community rehabilitation services with primary care and generic community rehabilitation services including community therapy and nursing services</li> <li>f) the work of voluntary and self help groups and their inclusion in the planning and rehabilitation of disabled people and their carers.</li> </ul>	<b>X</b>						
<b>S</b>	<p>The trainee is able to consistently and safely</p> <ul style="list-style-type: none"> <li>a) Assess an individual's long term needs and establish a management plan</li> <li>b) provide a written report of these assessments and plans</li> <li>c) co-ordinate and participate in multi agency case conferences</li> <li>d) chair multi agency case conferences</li> <li>e) establish monitoring processes for the care packages of individual patients</li> <li>f) identify carers needs and ensure that these are reflected in the patient's management plan, including the provision of respite care</li> </ul>				<b>X</b>			
<b>A</b>	<p>The trainee consistently</p> <ul style="list-style-type: none"> <li>a) contributes to the planning of complex discharges acknowledging the importance of their commitment to the process</li> <li>b) respects the individuals employed by and services provided by other agencies, acknowledging their areas of expertise and the constraints under which they work</li> <li>c) acknowledges the nature and importance of the work provided by informal carers,</li> <li>d) negotiates the best outcome for the patient</li> <li>e) is confident of their ability to work with agencies</li> </ul>					<b>X</b>		

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<b>The trainee can make an effective contribution to the planning of community services for specific groups of disabled people</b>								
K	The trainee consistently demonstrates a knowledge of a) the available services for short-term, intermittent and longer term rehabilitation and services for people in institutional care, as well as respite care services b) the work of voluntary and self-help groups and their inclusion in the planning and rehabilitation of disabled people and their carers c) the physical, psychological and social impact of living in residential care and of shared care arrangements		X					
S	The trainee is able to consistently and safely a) participate in the planning of services when requested by voluntary and statutory bodies		X					
A	The trainee consistently a) respects individuals decision about their place of residence b) is aware of the need to involve service users and carers when planning services b) is aware of their personal limitations and authority for planning services						X	
<b>2. RELATIONSHIPS WITH PATIENTS AND COMMUNICATION</b>								
<b>The trainee is able to communicate effectively with people with neurological conditions, and those involved in their care</b>								
K	The trainee consistently demonstrates a knowledge of a). a knowledge of the pathophysiological basis of dysphasia, articulatory dyspraxia and dysarthria b). an understanding of the impact of a range of communication differences and can identify strategies for compensating for and managing these c). an understanding of the conditions required for the communication of complex information and bad news	X						

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S	<p>The trainee is able to consistently communicates effectively by:</p> <p>a). Respecting the individuals privacy, dignity, wishes and beliefs and obtaining informed consent wherever appropriate</p> <p>b). Ensuring that the environment is appropriate to the communication</p> <p>c). Establishing any communication differences with the individual such as language or speech impairment, cognitive impairment, English as a second language, sensory impairment, cultural differences</p> <p>d). Confirming with the individual who they wish to be involved in the communication process</p> <p>e). Clarifying the purpose of the communication with the individual and those involved in their care, and identify their preferred ways of communicating</p> <p>f). Using a range of structures &amp; styles to</p> <ul style="list-style-type: none"> <li>• elicit concerns across physical, psychological and social domains</li> <li>• establish extent of awareness about illness and prognosis</li> <li>• impart information sensitively according to wishes and needs of individual</li> <li>• facilitate decision making and promote autonomy in individuals</li> <li>• identify obstacles to communication and strategies to overcome them</li> </ul> <p>g). Answering correctly any questions raised by the individual and identify the means of answering any questions that cannot be answered immediately</p>			X		X	X	
A	<p>The trainee consistently demonstrates the recognition of the need for a range of communication skills and reflects on his or her practice to ensure his/her skills are maintained</p>					X	X	
<p><b>3. GOVERNANCE AND MAINTAINING GOOD CLINICAL PRACTICE</b></p> <p><b>3.1 Learning</b></p> <p><b>The trainee can maintain good clinical practice</b></p>								
K	<p>The trainee consistently demonstrates a knowledge of</p> <p>a) the importance of CPD</p> <p>b) the obligations imposed on doctors by the GMC</p> <p>c) ethical aspects of rehabilitation medicine including resource allocation, selection for treatment, withdrawal of treatment in progressive disability and in minimally aware states.</p> <p>d) organisation within the medical profession, including the roles of the GMC, Royal Colleges, JCHMT and SAC/PMETB BMA and specialist societies both for physicians and other professions involved in rehabilitation</p>	X						

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		Exam	CbD	Mini-CEX	MDTO	MSF	PS	Portfolio
S	The trainee can a) identify gaps in knowledge and plan actions to fill them b) translates knowledge and new learning into practice c) maintains a portfolio of CPD							X (CPD Portfolio)
A	The trainee consistently a) demonstrates an awareness of the responsibilities of doctors b) an understanding of the ethical framework within which decisions are made c) respect for how others ethical, moral or religious frameworks inform their decision making d) is eager to reflect on his/her own learning to improve his/her skills e) is able to accept and act upon feedback f) demonstrates a commitment to CPD and life long learning g) shows respect for his/her trainer, the Postgraduate Dean and the Royal College of Physicians					X		X (CPD Portfolio)
<b>3.2 Evidence and Guidelines</b>								
<b>The trainee is able to critically appraise scientific, clinical and sociological research literature</b>								
K	The trainee consistently demonstrates a knowledge of a) quantitative research including design of randomised control trials and CONSORT guidelines b) qualitative research including an understanding of theoretical approaches and data analysis c) principles of statistics, both parametric and non parametric d) psychometric principles of measurement e) ) the management skills to incorporate research findings into clinical practice f) clinical guidelines relevant to rehabilitation medicine	X						
S	The trainee is able to consistently and safely a) evaluate scientific, clinical and sociological papers, reviews reports and meta-analyses critically b) prepare reviews for relevant journals on scientific, clinical and sociological papers							X (Anonymised copies of reviews)

## Assessment Blueprint For Rehabilitation Medicine

		Exam	CbD	Mini-CEX	MDTO	MSF	PS	Portfolio
A	a) The trainee consistently actively seeks to apply the best available evidence to patient care and encourages others to do b) The trainee shows a commitment to life-long learning and evidence based clinical practice							<b>X</b> (CPD Record)
<b>3.3 Audit</b> <b>LINKS 1.6 Ethical research: The trainee is able to complete a research or clinical audit study from the planning to final report stage &amp; The trainee is able to present research/audit study results orally and in written form</b>  <b>The trainee is able to monitor the delivery and outcomes of the rehabilitation programme</b>								
K	The trainee consistently demonstrates a knowledge of measurement and evaluation in practice including a). measures of impairment, activity, participation and quality of life b). the roles of disease specific versus generic measures c). the distinction between patient based and clinician based outcomes d). basic psychometric concepts such as validity, reliability and responsiveness e). factors affecting the choice of an outcome measure f). the development of new measures g) sources of different clinical guidelines g) different examples of audit and evaluation in practice	<b>X</b>						
S	The trainee consistently a). identifies suitable evaluation methods that are realistic and achievable b). identifies and uses all sources of information about the effectiveness of health care programmes c). consults with all relevant people on the implementation of the health care programmes d) establishes criteria for determining the effectiveness of health care programmes e) assesses the results of health care programmes against specified criteria f) presents the results of the evaluation to all relevant people g) identifies any problems with the health care programmes and identifies potential solutions h) recommends options to improve the effectiveness of health care programmes to the appropriate people							<b>X</b> (Audit)

## Assessment Blueprint For Rehabilitation Medicine

		Exam	CbD	Mini-CEX	MDTO	MSF	PS	Portfolio
A	The trainee understands the importance of patient's perspective when measuring outcome							
<p><b>4. TEACHING AND TRAINING</b>  <b>The assessment of this section of the curriculum will be through (a) peer review (b) evidence of feedback following teaching (c) evidence of attendance at a TIPS or equivalent course.</b></p> <p><b>The trainee can teach in a multidisciplinary setting including when patients are present</b></p>								
K	The trainee consistently demonstrates a knowledge of a) the principles of effective teaching in a range of settings, lecture theatre, small group, bedside							<b>X</b> (Evidence of peer review when teaching; Copies of teaching materials used)
S	The trainee is able to a). teach undergraduate and postgraduate doctors and allied health professionals b). develop teaching plans with appropriate learning objectives c) supplies supporting materials d) encourages formal feedback							<b>X</b> (Evidence of peer review when teaching; Copies of teaching materials used)

## Assessment Blueprint For Rehabilitation Medicine

		Exam	CbD	Mini-CEX	MDTO	MSF	PS	Portfolio
A	<p>The trainee consistently</p> <p>a) recognises and fulfils their obligation to teach and train others recognises the benefits of peer review</p>							<p><b>X</b></p> <p>(Evidence of peer review when teaching; Copies of teaching materials used)</p>
<p><b>5. WORKING WITH COLLEAGUES</b></p> <p><b>LINKS: 1.7 The trainee will be able communicate effectively with patients professionals and agencies in planning packages of community based care and rehabilitation</b></p> <p><b>The trainee can lead and manage the clinical service and rehabilitation team</b></p>								
K	<p>The trainee consistently demonstrates a knowledge of</p> <p>a)the principles of clinical governance including the role of audit, health and safety and risk management, and the use of information technology to support these processes b)management principles including different styles of leadership, team dynamics, change management, decision making, conflict management, delegation and time management c) the process necessary to appoint staff including equal opportunities legislation d) staff development, including personal career plans, appraisal and in service education opportunities and the issues surrounding the introduction of agenda for change and the Key Skills Framework</p>	<b>X</b>						
S	<p>The trainee is able to consistently and safely</p> <p>a)participate in clinical governance processes including day to day management issues such as organising medical cover rotas, or teaching programmes as well as audit and is able to document such processes b) apply the management principles listed above within the MDT and deal with issues such as change, and conflict positively c) able to participate in appointments panels d) co-operate with colleagues in producing a personal development plan appropriate</p>					<b>X</b>		

## Assessment Blueprint For Rehabilitation Medicine

		Exam	CbD	Mini-CEX	MDTO	MSF	PS	Portfolio
A	<p>The trainee consistently</p> <ul style="list-style-type: none"> <li>a) values the professional and personal values of staff and their contribution to the MDT</li> <li>b) recognises when an individual within the team needs support</li> <li>c) is aware of the tensions that can exist in MDT</li> <li>d) has insight into his or her own role and interactions within the team</li> <li>e) is willing to address areas of difficulty in working with an MDT</li> <li>f) demonstrates a positive attitude to equal opportunities legislation</li> </ul>					X		
<b>The trainee understands the principles and practice that influence service development and delivery</b>								
K	<p>The trainee consistently demonstrates a knowledge of</p> <ul style="list-style-type: none"> <li>a) the roles of generic and specific rehabilitation services such as spinal injuries centres, disablement services centres community teams in the provision of a comprehensive rehabilitation service</li> <li>b) the roles of different agencies in service provision and the influence of their differing priorities</li> <li>c) the various pressures that inform service planning and how these may be influenced e.g., by objective data, pressure group lobbying, political decisions</li> <li>d) a knowledge of the commissioning process</li> <li>e) budgetary management at a local level, and an understanding of delegation of financial responsibility, accountability, and planning</li> </ul>		X					
S	The trainee is able to consistently and safely work with different agencies		X					
A	<p>The trainee consistently</p> <ul style="list-style-type: none"> <li>a) is aware that locally desired goals must be integrated with wider agendas such as those dictated by local or national policies</li> </ul>		X					

## Assessment Blueprint For Rehabilitation Medicine

		Exam	CbD	Mini-CEX	MDTO	MSF	PS	Portfolio
<b>6. Probity and Health</b> <b>LINKS: 1.5 Legal framework for practice</b> <b>The trainee behaves in a professional manner in a wide range of settings</b>								
K	The trainee consistently demonstrates a knowledge of a) equality and diversity issues b) bullying and harassment policies c) the resources available to support the sick doctor d) the standards of Good Medical Practice demanded by GMC							
S	The trainee is able to a) respond to complaints in a timely, non-confrontational manner							<b>X</b> (Copies of formal complaints and responses)
A	The trainee consistently a) recognises the vulnerability of patients and professionals particularly when attending patients in their own home b) reflects on complaints and how they can inform clinical practice both at an individual and team level.							<b>X</b>