

CC6 The patient as central focus of care

Prioritises the patient's wishes encompassing their beliefs, concerns expectations and needs		
Knowledge	Assessment Methods	GMP Domains
Recall health needs to deal appropriately with diverse patient groups including those such as learning disabled, elderly, refugees and non-English speaking	E, C, Mi, ACAT	1
Skills		
Give adequate time for patients to express ideas, concerns and expectations	E, C, ACAT	1, 3, 4
Respond to questions honestly and seek advice if unable to answer	E, C, ACAT	3
Encourage the health care team to respect the philosophy of patient-focused care	E, C, ACAT	3
Develop a self-management plan including investigation, treatments and requests/instructions to other healthcare professionals, in partnership with the patient	E, C, ACAT	1,3
Support patients, parents and carers where relevant to comply with management plans	E, C, ACAT, PS	3
Encourage patients to voice their preferences and personal choices about their care	E, C, ACAT, PS	3
Behaviours		
Support patient self-management	Mi, C, ACAT, PS	3
Recognise the duty of the medical professional to act as patient advocate	Mi, C, ACAT, PS	3, 4
Level Descriptor		
1	<p>Responds honestly and promptly to patient's questions but knows when to refer for senior help</p> <p>Recognises the need for different approaches to individual patients</p>	

2	Recognises more complex situations of communication, accommodates disparate needs and develops strategies to cope
3	Deals rapidly with more complex situations, promotes patient's self care and ensures all opportunities are outlined
4	Is able to deal with all cases to outline patient self-care and to promote the provision of this when it is not readily available

Emergency department context

1	<p>Provides information for patients on discharge including expected recovery time and impact on ability to work for common conditions e.g. ankle sprain</p> <p>Recognises the impact of the condition on the patient e.g. ability to drive</p> <p>Gives patient copies of the letter to GP</p> <p>Appreciates ethnic or cultural concentrations in local population and attempts to gain knowledge relating to differences which affects clinical management plans</p>
2	<p>Recognises the Gillick-competent adolescent and adjusts care accordingly</p> <p>Is able to make an appropriate assessment of capacity in adults and takes appropriate steps to manage/treat patients who lack capacity, including consulting with relatives/carers where possible.</p> <p>Supports patients returning to work, including use of physiotherapy services, recognising the negative impact of not working</p>
3	<p>Discusses alternative management options with patients who decline conventional treatment</p> <p>Deals with patient's beliefs in sympathetic manner including requests for female doctor</p>
4	<p>Effectively promotes self-care to 'worried well' patients avoiding unnecessary investigations and treatments</p> <p>Accepts patient views and does not try to change – including self-discharge after overdose or life-threatening conditions</p> <p>Recognises that patients may not need to be 100% fit in order to return to work</p>

Leadership	Specialty trainees should demonstrate competence in all elements of domains, with some evidence in setting direction
Demonstrating personal qualities	Remains empathic to patients who challenge medical dogma
Working with others	Supports nurses and junior trainees in discharging the 'worried well' ** Acts as patient advocate in end of life decisions or DNAR dilemmas, liaising with critical care and other specialties to ensure best outcome for individual patients
Managing the service	Accepts and investigates complaints recognising the patient viewpoint * Promotes patient survey and acts on results of survey *
Improving services	Invites patient representative review of departmental processes and pathways Attends or ensures engagement with local patient groups ***
Setting direction	Defines departmental philosophy to place patient at the centre of care and actively promotes