

Menopause

Learning Outcome: To develop the skills to manage the menopause and related conditions competently

Knowledge Criteria	Clinical Competency	Professional Skills and attitudes	Training support	Evidence/ Assessment
<p>Take a history and life style assessment</p> <p>Visual analogue scores and quality-of-life questionnaires</p>	<p>Demonstrate history taking and ability to perform a relevant examination relating to menopause</p> <p>Undertake general clinical examination</p> <p>Assess abnormal bleeding including interpretation of ultrasound and endometrial assessment reports</p> <p>Ability to consider differential diagnoses</p>	<p>Establish rapport with patient, and demonstrate good general communication skills</p> <p>Demonstrate tact, empathy and concern</p> <p>Ethnic and trans cultural issues</p> <p>Medico-political, legal and societal issues</p> <p>Application of knowledge, justification, prioritisation, audit</p>	<p>Attendance at theoretical course</p> <p>Observation and discussion with senior medical staff and team</p> <p>Interactive tutorials</p>	<p>Mini Cex</p> <p>Log of cases</p> <p>Case based Discussions (CbD)</p> <p>Observed consultations</p> <p>Case reports and audit</p>
<p>Knowledge of physiology, epidemiology and demography of the climacteric to include:</p> <p>Endocrine changes</p> <p>Aetiology of ovarian failure</p> <p>Primary and secondary ovarian failure & surgical menopause</p>	<p>Understand the physiology and demography of the climacteric, menopause and premature ovarian failure</p> <p>Understand the short, intermediate and long term consequences of ovarian failure</p>	<p>Ability to understand "hot topics", uncertainty and qualitative research</p> <p>Demonstrate a knowledge of recent advances / controversies in management of the menopause</p> <p>Matching principles to individual patients</p>	<p>BMS Handbook and website</p> <p>Other reading</p> <p>Tutorials</p> <p>Attendance at theoretical course</p>	<p>CbD</p>

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Genetics of the menopause	Identify need for genetic screening and counselling	Professionally impart information and refer appropriately	Attendance at genetics clinics/ BMS Handbook and website with genetics counsellors	Feedback from genetics counsellor (TO1)
Pathophysiology of: Vasomotor symptoms, incidence and aetiology Connective tissue effects Including skin and hair Urogenital atrophy (effect on female urethra, bladder, vagina and pelvic floor muscles)	Appropriate enquiry re possible short and medium term sequelae of the menopause Performance of specific examination based on findings of directed enquiry e.g. looking for urogenital signs where dyspareunia is complained of.	Demonstration of skilled history taking and examination with the minimum of distress to the patient.	Appropriate support by preceptor(s) in clinical setting. Initial demonstration and observation before independent consultation is allowed.	Feedback from colleagues (medical and nursing) (TO1) Audit of patient satisfaction.
Mood disorders	Undertake basic psychological evaluation	Demonstrate tact, empathy and concern Ability to elicit appropriate history	Theoretical course Training & Support from experienced counsellor	Critically observed consultations (OSAT)
Cognitive symptoms	Undertake cognitive assessment, to include computerised testing Be aware of the benefits of HRT to cognitive function and memory	Competence in administering cognitive function tests	Information regarding cognitive function assessment from theoretical course and literature	Observed administration of tests (OSAT)
Sexual changes & Sexual dysfunction	Undertake a basic psychosexual evaluation	Appropriate identification and referral of women with psychosexual problems	Support and education from affiliated psychosexual counsellor	Observed consultations and case based

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	Demonstrate ability to take a sexual history including dyspareunia, vaginismus, phobias, psychosexual dynamics and libido	Demonstrate tact, empathy and concern		discussions
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<p>Bone Bone physiology including genetics</p> <p>Peak bone mass, and contributing factors (environment, exercise, anorexia/bulimia)</p> <p>Methodology for investigating and screening bone density, including DEXA and ultrasound densitometry</p> <p>Bone markers and their relevance</p> <p>Treatment strategies to include: Lifestyle counselling, Weight-bearing exercise, Ca and Vitamin D, HRT & pharmaceutical alternatives e.g. Biophosphonates, Strontium, SERMs</p>	<p>Undertake clinical osteoporosis assessment and make appropriate recommendations</p> <p>Interpretation of bone density and results (<i>measurements, including DEXA and Ultrasound</i>)</p> <p>Explanation of lifestyle and therapeutic interventions to those at risk of osteoporosis and to those with established disease</p>	<p>Correct identification (case finding) of patients with osteoporosis risk factors</p> <p>Demonstration of ability to recommend appropriate investigations e.g. DEXA</p> <p>Understanding of investigative results and implications to individual risk.</p> <p>Ability to skilfully convey these findings to the patients to enhance understanding without unnecessary alarm</p>	<p>Discussion with senior medical staff in Osteoporosis clinic</p> <p>Tutorials with radiologists / radiographers skilled in DEXA scanning</p> <p>BMS Handbook and website</p> <p>ATSM Course</p>	<p>Case based discussions</p> <p>Log of cases</p> <p>OSAT</p>
<p>The Breast Benign breast disease</p> <p>Breast cancer to include risk and a previous history</p>	<p>Interpretation of breast risk and screening results</p> <p>Demonstrate ability to discuss breast cancer risk with HRT, and the risks</p>	<p>Identification and referral of women with breast problems/cancer risk</p> <p>Demonstrate tact, empathy and concern</p>	<p>BMS handbook</p> <p>ATSM course</p> <p>Observation and discussion with senior medical staff</p>	<p>Case based discussions</p> <p>Log of cases</p>

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of breast cancer risk and HRT	with previous breast cancer		and multidisciplinary team Interactive tutorials with menopause and breast specialists Attendance at breast clinic	Reflective Diary
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<p>Cardiovascular system</p> <p>Pathophysiology of cardiovascular disease to include:</p> <p>Demographics</p> <p>Predisposing factors eg obesity, diabetes, blood pressure, thrombotic risk</p> <p>The effect of oestrogen on: lipid profile, vascular dynamics, coagulation factors, insulin sensitivity, weight distribution & cellular oxidation</p> <p>Epidemiological studies and distinction between primary and secondary prevention</p> <p>Understanding of basic lipid profile, homocysteine and cardiovascular risk markers e.g. lipoprotein a, and genetic markers</p>	<p>Ability to discuss cardiovascular benefits and risks of HRT</p> <p>Ability to discuss VTE risks of HRT</p> <p>Identification and referral of women with increased thrombotic risk</p> <p>Identification and referral of high risk patients with co-existing medical disease</p>	<p>Demonstrate ability to identify personal and familial cardiovascular risk factors</p> <p>Exhibit skill in interpretation of significance of risk factors and relevance to individual</p> <p>Demonstrates ability to make appropriate recommendations regarding therapeutic choices in patients with pre existing cardiovascular disease</p>	<p>ATSM course</p> <p>BMS Handbook and website</p> <p>Interactive teaching with menopause specialists, cardiologists and haematologists.</p>	<p>Log of cases</p> <p>Case based discussions</p> <p>Critical appraisal</p> <p>Observed consultations and CbD</p>

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<p>Cognitive function and Dementia</p> <p>Epidemiology of dementia & genetic predisposition</p> <p>Demography, sex differences</p> <p>Patho-aetiology of dementia, e.g. amyloid deposition, cholinergic transmission</p> <p>Assessment of cognitive function, including computerised testing</p> <p>Effects of oestrogen on the central nervous system</p> <p>Direct effects on neural cells</p> <p>Oestrogen receptor sites and neurotransmitters</p> <p>Suppression of apolipoprotein E</p> <p>Effects on cerebral blood flow</p>	<p>Need understanding of methodology and importance of cognitive assessment</p> <p>Undertake cognitive assessment and examination</p>	<p>Demonstrate ability to discuss assess cognitive function and memory and to discuss potential benefits of HRT</p> <p>Skill in matching principles to individual patients</p> <p>Demonstrate tact, empathy and concern</p>	<p>ATSM course</p> <p>BMS Handbook and website</p> <p>Interactive teaching with menopause specialists, and psychogeriatricians</p>	<p>Case based discussions</p> <p>Critical appraisal</p> <p>Observed consultations and CbD</p>
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<p>Different types of dementia</p> <p>Treatable causes, e.g. endocrine, toxic, traumatic and metabolic</p> <p>Cholinesterase inhibitors</p>				
<p>Pharmacokinetics of HRT</p> <p>Pharmacology of different types of oestrogen, progestogen, and testosterone</p> <p>Types of HRT available and different combinations</p> <p>Modes of delivery and their mechanisms of action : patch, gel, implant, oral, nasal spray and vaginal preparations</p> <p>Contraindications, risks and adverse effects of different preparations</p> <p>Use in special circumstances e.g. endometriosis, breast cancer</p>	<p>Ability to discuss potential benefits of HRT e.g. osteoporosis, cardiovascular, colorectal cancer, dentition, macular degeneration, proprioceptive benefits</p> <p>Ability to discuss risks associated with HRT e.g. breast, VTE, endometrial</p> <p>Ability to discuss potential benefits and risks of alternative treatments e.g. pharmaceutical and complementary therapies for menopause symptoms</p>	<p>Demonstrate ability to formulate individualised risk benefit ratio for HRT and alternatives.</p> <p>Demonstrate ability to match principles to individual patients</p>	<p>ATSM course</p> <p>BMS Handbook and website</p> <p>Interactive teaching with menopause specialists, and pharmacists</p>	<p>Log of cases</p> <p>Case based discussions</p> <p>Observed consultations and Cbd</p> <p>Case reports</p>

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<p>Specific pre-existing medical conditions and HRT</p> <p>Demographics</p> <p>Endometriosis,</p> <p>Asthma,</p> <p>Fibroids,</p> <p>Pre-existing cardiovascular disease,</p> <p>Neurological disease e.g. migraine, epilepsy, Parkinson's disease, Alzheimer's disease and Multiple Sclerosis</p> <p>Gastrointestinal disease, e.g. gall bladder, liver, Crohn's disease and lactose intolerance</p> <p>Diabetes</p> <p>Thyroid disease</p>	<p>Ability to discuss risks in relation to the menopause</p> <p>Ability to decide on whether HRT is indicated/ contraindicates in these special situations</p> <p>Identification of medical problems and appropriate referral when required.</p> <p>Ability to liaise with colleagues when difficult medical situations exists/arise.</p>	<p>Demonstrate awareness of importance of pre existing conditions</p> <p>Show ability to discuss cases with colleagues in deciding on best course of management</p> <p>Demonstrate ability to make recommendations regarding therapeutic choices in patients with pre existing medical/oncological/gynaecological conditions</p>	<p>ATSM course</p> <p>BMS Handbook and website</p> <p>Interactive teaching with menopause specialists, and appropriate physicians, oncologists, gastroenterologists, neurologists and other allied specialties.</p>	<p>Log of cases</p> <p>Interactive tutorials with allied specialties</p> <p>Case based discussions</p> <p>Observed consultations and Cbd</p>

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<p>Malignancy, including ovarian, endometrial, cervical</p> <p>Autoimmune diseases, rheumatoid arthritis and systemic lupus erythematosus</p>				
<p>Management and organisation</p> <p>Setting up a menopause team</p> <p>Multidisciplinary teamwork</p> <p>Setting up a formulary</p> <p>Medico-legal issues and consent</p> <p>Clinical governance</p> <p>Pharmacoeconomics</p> <p>Continuing medical education</p> <p>Teaching</p> <p>Links with primary and secondary care</p>	<p>Knowledge of team issues, team management and skills</p> <p>Awareness of leadership skills required in clinical organisation</p> <p>Encouragement of multi-disciplinary work as team leader</p> <p>Awareness of regulatory framework of practise and management issues</p> <p>Awareness of organisational structure of PCTs/PBC/Trusts and funding issues</p>	<p>Demonstrates ability to work effectively within a team and demonstrates ability to lead a multidisciplinary team</p> <p>Shows respect for others' opinion and demonstrates ability to deal with difficult colleagues</p> <p>Understands ethical issues related to clinical decision making & legal responsibilities</p> <p>Commitment to maintaining own standards, personal care and professional growth</p> <p>Self awareness, insight, reflective learning, "the</p>	<p>ATSM course</p> <p>Management courses</p> <p>Discussions with gynaecology business manager/clinical director/medical director/Chief Exec/PCT managers/pharmacists</p> <p>Ref to GMC document "Duties of a doctor"</p>	<p>Log of experience</p> <p>Audit</p>

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		doctor as a person" Values and attitudes, integrity, ethics, consistency, caritas.		
Audit and research	<p>Understanding of definition and conduct of audit e.g.benchmarking, audit cycle, closing the loop</p> <p>Understanding of principles of research methodology - specifically -types of projects e.g. observational/RCT/translational - role of R & D department _importance of GCP -obtaining ethics approval (COREC/MREC/LREC) -application for funding -role of MHRA / EMEA / FDA</p>	<p>Clinical audit project conducted well (mandatory)</p> <p>Demonstrates knowledge of all processes leading to successful set up, running and completion of research</p> <p>Submission/publication of menopause related research project / review article (not mandatory)</p>	<p>ATSM/ audit/research methodology courses & literature</p> <p>Discussion / tutorials with preceptor, clinical governance facilitators, trust or university R & D department.</p>	<p>audit project</p> <p>Publication(s) in peer reviewed journals (not mandatory)</p>
Evidence base of best practice	<p>Ability to communicate effectively</p> <p>Ability to teach postgraduates on topics relevant to menopause, using appropriate teaching resources</p> <p>Ability to organise an educational programme e.g. short course or multidisciplinary meeting</p>	<p>Demonstrates ability to educate effectively</p> <p>Demonstrates ability to apply research critique to key publications</p> <p>Shows self awareness, insight, and reflective learning,</p>	<p>ATSM course</p> <p>Interactive tutorials with preceptor</p> <p>Attendance at specific research/statistics and educational organisation courses</p>	<p>Critical appraisal</p> <p>Journal "clubs" - attendance and presentation</p>
<p>Critically appraise published material and understanding of evidence-based appraisal</p> <p>Quantitative research Principles of statistics Healthy user bias and factors of statistical confabulation</p>				

MODULE	TOPIC: MENOPAUSE
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Skill	Competence Level					
	Observation		Direct Supervision		Independent Practice	
	Date	Signature	Date	Signature	Date	Signature
GENERAL						
Take a history and life style assessment						
Demonstrate ability to dispense health and lifestyle advice						
Demonstrate good general communication skills						
Demonstrate an understanding of concordance and compliance						
Undertake general clinical examination						
Appropriate use of VAS and QOL questionnaires						
ENDOMETRIUM & BLEEDING						
Assess abnormal bleeding including interpretation of ultrasound and endometrial histology results						
Demonstrate ability to choose appropriate HRT regimen according to bleeding pattern & uterine status						
Demonstrate ability to alter HRT regimen if bleeding or progestogenic side effects						
Demonstrate ability to discuss the endometrial risks of HRT						

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OTHER INVESTIGATIONS						
Demonstrate ability to decide on course of investigation e.g. endocrine tests / bone assessment/lipids/cognitive function						
Identify need for genetic screening and counselling						
PSYCHOLOGY/PSYCHOSEXUAL						
Undertake basic psychological evaluation						
Demonstrate ability to take a sexual history, including vaginismus, phobias, psychosexual dynamics and libido						
UROGENITAL						
Undertake urogynaecological assessment						
Demonstrate ability to clinically assess dyspareunia						
COGNITION						
Demonstrate understanding of what cognition is and how to assess it						
Demonstrate understanding of all forms of dementia						
Discuss potential benefits and risks of HRT for Alzheimer's & other dementia						
BONE						
Undertake clinical osteoporosis assessment						
Demonstrate ability to discuss osteoporosis benefits of HRT & non hormonal alternatives						
Interpret bone density measurements, including DEXA, peripheral X ray and bone ultrasound.						

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Understanding of the role of markers of bone turnover						
BREAST						
Demonstrate ability to discuss breast cancer risks with HRT						
Demonstrate ability to discuss risks of HRT with previous breast cancer						
CARDIOVASCULAR						
Undertake cardiovascular examination						
Demonstrate understanding of significance of investigative cardiovascular risk factors i.e. lipids/lipoproteins/vascular compliance/insulin resistance/ metabolic syndrome.						
Demonstrate ability to discuss cardiovascular benefits and risks of HRT						
Demonstrate ability to discuss VTE risks of HRT						
OTHER SYSTEMS						
Demonstrate ability to discuss colorectal benefits of HRT						
Demonstrate ability to discussion dentition benefits of HRT						
Demonstrate ability to discuss proprioceptive benefits of HRT						
Demonstrate ability to discuss macular degeneration benefits of HRT						
HRT & ALTERNATIVES						
Demonstrate ability to create an individual benefit/risk ratio for HRT & alternatives based on personal and family risk profile and patient choice						

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Demonstrate ability to counsel patients regarding the efficacy and safety of pharmaceutical alternatives for managing menopausal symptoms						
Demonstrate ability to counsel patients regarding the efficacy and safety of complementary therapies for managing menopausal symptoms						
AUDIT & RESEARCH						
Demonstrate understanding and ability to set up and conduct audit and research						

<i>Training Courses or sessions</i>		
Title	Signature of educational supervisor	Date

Advanced Training Skills Module

<i>Authorisation of Signatures - please print your name and sign below</i>	
Name (please print)	Signature

Completion of Module I confirm that all components of the module have been successfully completed	
Date	
Name of Educational Supervisor	
Signature of Educational Supervisor	