# Appendix A

# Checklist for point-of-care curricula

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| **Curriculum element** | **Completed** | **Comments** |
| **General considerations** | | |
| Review undertaken of your regional circumstances, with regards to:   * Burden on disease, * Equipment availability (at present and in the future), * Potential benefits, * Difficulties in training personnel and keeping up to date skills. |  |  |
| Regular review/update of point-of-care ultrasound curriculum by a tasked group of clinicians |  |  |
| **Applications to be included** | | |
| Inclusion of a mandatory application to include how to generate and optimise and image (physics and knobology):  *Knowledge*   * The basic components of an ultrasound system * Types of transducer and the production of ultrasound, with an emphasis on operator controlled variables. * Use of ultrasound controls * Know the frequencies used in medical ultrasound and the effect on image quality and penetration * The interaction of ultrasound with tissue including biological effects * Safety issues in ultrasound * The basic principles of real time and Doppler ultrasound including color flow and power Doppler * The recognition and explanation of common artefacts * Image recording systems   *Skills*   * Can operate the key machine controls * Transducer changing * Image manipulation and storage   *Behaviour*   * Safe practice   Limitations of own skills |  |  |
| Inclusion of a mandatory application to ensure good practice and governance in point-of-care ultrasound:  *Knowledge*   * Image recording, storing and filing. * Reporting * Medico-legal aspects – outlining the responsibility to   practise within specific levels of competence and the  requirements for training.   * Consent. * The value and role of departmental protocols * The resource implications of ultrasound use   *Skills*   * Integrate EU into departmental clinical governance / CQI system (see curriculum section 4.5 for further details)   *Behavior*   * Adheres to rule-in philosophy (namely, that a focused ultrasound exam may rule in a pathology but generally will be unable to rule it out). |  |  |
| A selection of CORE (mandatory) applications which have been chosen due to the following:   * Simple to learn, perform and interpret, * Provide a solid foundation to practice, * Have significant impact in the area/region being practiced. |  |  |
| A selection of ENHANCED (not mandatory/higher level) applications which have been chosen due to the following:   * Are more difficult to learn, * Answer more complex questions, * Require proficiency in a related more basic CORE application,] * May be simple to learn but have a lesser impact in the area/region being practiced. |  |  |
| Specification regarding which applications are diagnostic and which are procedural |  |  |
| Each application requires specific details regarding:   * Sectional and ultrasonic anatomy   + Knowledge   + Skills   + Behaviour * Pathology in relation to ultrasound   + Knowledge   + Skills   + Behaviour * Clinical integration   + Knowledge   + Skills   + Behaviour |  |  |
| **Methodology of training** | | |
| Specification of what learning outcomes will be required for each application |  |  |
| Specification regarding what methods will be undertaken (may be more than one) for the induction step or introduction to the application. The most commonly used are:   * Short lectures, * Demonstrations, * Hands on skills teaching, * Simulation sessions, * Open and closed discussions, * Passive and interactive web based learning, * Practical scanning on real patients. |  |  |
| Specification of what methods will be undertaken to allow experience for each application in the following areas:   * Obtaining images, * Interpreting images, * Application of findings to patient care. |  |  |
| Specification of what methods will be undertaken to ensure credentialing/competency has been achieved for each application in the following areas:   * Obtaining images, * Interpreting images, * Application of findings to patient care.   (Such assessments should be objective, achievable and fair) |  |  |
| Specification of what expectations are required to ensure that clinician-performed ultrasound practitioners keep their skills up to date:   * Continuous logging of activity, * Minimum scanning activity for a particular application, * Regular peer quality assurance, * Regular CME/CPD |  |  |