### COMMON PRESENTATIONS AND CONDITIONS

Basic Trainees will require a sufficient depth of knowledge of these presentations and conditions.

- Adolescent pregnancy
- Anxiety disorders
- Contraception for adolescents
- Depression
- Eating disorders
  - anorexia nervosa
  - binge eating
  - bulimia nervosa
- Overdose/toxic effects of common drugs used, including paracetamol, opioids, alcohol and illicit drugs
- Paediatric and adolescent gynaecology
- Paediatric HIV
- Psychosis
- Self-harm
- Sexually transmissible infections (STIs):
  - anogenital warts
  - chlamydia trachomatis
  - herpes genitalis
  - neisseriae gonorrhoeae
  - pelvic inflammatory disease
  - syphilis
  - trichomonas vaginalis
- Substance use, abuse and associated diseases and disorders
  - alcohol
  - amphetamines
  - cannabis
  - nicotine
  - opioids
  - solvents

For all common presentations, Basic Trainees will need to **know how to:**

**Synthesise**
- incorporate epidemiology, pathophysiology and clinical science
- recognise the clinical presentation
- take a relevant clinical history
- conduct an appropriate examination
- establish a differential diagnosis
- plan and arrange appropriate investigations

**Manage**
- provide initial, evidence-based management
- discuss the principles of ongoing management
- apply quality use of medicines
- recognise potential complications of the disease and its management, and initiate preventative strategies
- refer appropriately

**Consider other factors**
- identify broader considerations and their impact on diagnosis and management

### LESS COMMON OR MORE COMPLEX PRESENTATIONS AND CONDITIONS

Basic Trainees will need to have an awareness of, and an understanding of appropriate resources that should be used to help manage patients with these presentations and conditions.

- Attempted suicide
- Chronic fatigue syndrome
- Complex pain disorders
- Conduct disorder
- Female genital mutilation

For all less common and more complex presentations, Basic Trainees will need to **know how to:**

**Synthesise**
- incorporate epidemiology, pathophysiology and clinical science
- recognise the clinical presentation
- take a relevant clinical history
- conduct an appropriate examination
- establish a provisional diagnosis
- plan and arrange appropriate initial investigations

**Manage**
» initiate therapy in consultation
» discuss broad therapeutic options
» recognise potential complications
» refer appropriately

Consider other factors
» identify broader considerations and their impact on diagnosis and management

**EPIDEMIOLOGY, PATHOPHYSIOLOGY AND CLINICAL SCIENCE**

Basic Trainees will be able to describe the principles of the foundational sciences.

- Actions of neurotransmitters and the limbic system (minus the hippocampus)
- Modes and sites of transmission, incubation periods, symptoms and possible complications of the common STIs
- Nature and specific manifestations of addiction in the young
- Nature and specific manifestations of mental health problems in the young
- Neurobiology of normal and abnormal psychological development
- Pathophysiology of HIV and be aware of the different groups of anti-retroviral medication as well as the common side effects
- Pharmacology of drugs of abuse, effects side effects and interactions, including toxicological aspects, where relevant
- Principles of addiction and tolerance
- Various vaccines available to prevent STIs e.g. hepatitis A and hepatitis B vaccines, HPV vaccines

**INVESTIGATIONS AND PROCEDURES**

Basic Trainees will know how to select and interpret the results of these investigations and procedures.

- Acquire history of drug use
- Administer simple drug use screening tools
- Genital swabs and serological screening for sexually transmissible infections:
  » hepatitis B
  » hepatitis C
  » HIV
  » syphilis
- Taking a history from an adolescent patient, using an assessment tool such as HEADSS
- Investigations for sexually transmitted infections
- Mental Status Examination
- Perform a comprehensive HEADSS assessment
- Provide pre-and post-test counselling
- Suicide risk evaluation
- Use of validated tool(s) for assessing level of alcohol use

**IMPORTANT SPECIFIC ISSUES**

Basic Trainees will be able to identify important specialty-specific issues and their impact on diagnosis and management.

- Advantages and limitations of the different diagnostic tests available to diagnose the common STIs
- Common risk behaviours and how to counsel and educate a young person regarding these
- Conduct brief interventions to reduce harm from drug use
- Contraception
- Indications for sectioning, and therapeutic options under Mental Health Act
- Awareness of personal reactions to childhood illness, behaviour, disability,
family situations and the impact these may have on personal professional practice

- Factors that may affect adherence to treatment, including medications. Use techniques for improving adherence
- Gender identity
- Health, education and welfare services in the community that support young people with addiction
- High risk groups for the different STIs
- Identify health, education and welfare services in the community which support children/adolescents in their ordinary life and which provide resources for children with special needs, especially those with mental health problems and disorders
- Impact of drug use on presentation
- Impact of physical, intellectual, emotional, psychological and social factors in adolescent development and disease
- Issues of gender identity of adolescents
- Legal and ethical principles in dealing with adolescents (including consent)
- Liaise and communicate with community, health, drug and alcohol, and education and welfare practitioners
- Nature and specific manifestations of addiction in the young
- Normal and abnormal child and adolescent psychological development and the relationship to child and adolescent mental health
- Preparing girls with a disability for menarche
- Principles of sexual and reproductive health
- Prevalence of substance use and abuse in adolescents and their onset
- Recall local protocols for liaison with psychiatric services
- Recognise mental health manifestations of systemic disease
- Recognise signs of drug use and abuse on general history and examination
- Risks of driving with specific conditions
- Sexual health promotion in adolescents and ‘protective behaviours’
- Sexuality:
  - in the previously abused child
  - in young people with chronic conditions
  - issues for the person with a disability
- Specific issues of ethics, law and adolescent confidentiality related to sexuality
- Transition of care for young people with chronic conditions
- Understand the need for confidentiality and balancing autonomy with dependence

**LEARNING METHODS**

Suggested opportunities, activities, and resources to assist with learning.

- Clinical experience with adolescent and young adult patients in a range of settings
- Prescribing psychotropic medication, including:
  - checking interactions to avoid the serotonergic syndrome
  - describing the mode of action, adverse effects, interactions, pharmacokinetics of antipsychotics, benzodiazepines, antidepressants
  - using these medications judiciously, carefully monitoring for side effects
  - using non-pharmacological approaches initially where possible
• Observe consultant or senior registrar take history and conduct a physical examination with patients from this age group
• Direct observation of trainee performing an alcohol breath analysis
• Direct observation of trainee taking a drug use history
• Discuss treatment options for mental health conditions and their use:
  » cognitive behavioural therapy
  » family therapy
  » play therapy
  » pharmacotherapy

Journals

Others
• Odyssey House Trust Christchurch odysseychchurch.org.nz/index.php/about-us
• Australian Drug Information Network adin.com.au/
• Child and Adolescent Mental Health Service (CAMHS) icamhs.com.au/
• National Health and Medical Research Council (NHMRC) Alcohol Guidelines nhmrc.gov.au/your-health/alcohol-guidelines
• NHS Assessing young people for substance misuse nta.nhs.uk/young-people.aspx
• BMJ Learning Module- Introduction to STI learning.bmj.com/learning/module-intro/sexually-transmitted-infections.html?moduleid=6054203
• NICE. Prevention of Sexually Transmitted Infections and Under 18 Conceptions 2007 nice.org.uk/guidance/PH3