

DISCIPLINE OF GENERAL PRACTICE TEACHING NEWSLETTER

May, 2013

FEATURED PROFILE Ms Heather McMaster



Heather is the Administrative Coordinator for the General Practice Rotation with the Discipline of General Practice.

She is the first point of contact for Practice Managers and GP teachers regarding medical student placements. She enjoys supporting medical student teaching in general practice within the Discipline and has loved being a member of the team for over ten years.

Heather's interests outside work include outdoor activities, particularly bike-riding.

WELCOME to this edition of the Discipline of General Practice Teaching Newsletter.

First of all, a big thank you to our clinical teachers who are providing our students with a wonderful experience in general practice. The one-on-one teaching they receive in your practices is a privileged and powerful learning tool and their appreciation is reflected in the consistently high feedback ratings.

We were delighted to receive the official University of Queensland Student evaluations from 2012 and our rotations received the highest student ratings for Overall Teaching across all Clinical Rotations in year 3 of the MBBS. A credit to our practices and the team at UQ led by Dr Nancy Sturman and Ms Heather McMaster.

This year we have for the first time expanded our longitudinal program, the "Urban LinCc" project to second year medical students. Selected students spend a session a week in host general practices during a semester in year 2. The feedback from both students and practices has been overwhelmingly positive. This first contact with "real patients" in a "real life clinical setting" is important in guiding future GP career choices.

Through modelling patient-centred primary health care and promoting research, innovation and scholarship the Discipline of General Practice hopes to develop and train a next generation of colleagues to carry on the transformation of care in the community. We teach across the preclinical and clinical phases of the MBBS curriculum providing a unique opportunity to showcase and enthuse students for our discipline. GP registrars working with us during their academic term are certainly also great attractors. In addition, we have hosted international students for research electives, further building links with the global GP and academic community.

I extend a warm welcome to all of you to apply for an academic title with the Discipline of General Practice, which will give you access to the UQ library and other UQ services, in appreciation of your contributions to the medical program at UQ. More information can be found on the next page.

Thank you and I hope to meet you at the next preceptor training session.

Prof Mieke van Driel, Head of Discipline

PROMOTING EFFECTIVE LEARNING EXPECTATIONS by Dr Margie Henderson

Have you sometimes wondered if your student is interested or why they haven't done what you have asked them to do?

Perhaps it is because of a mismatch between your and their expectations – between what you want to teach them and what they want to learn, or what you are prepared to let them do and what they think they should be able to do? Perhaps the range of general practice is too daunting? Often a short initial discussion about expectations and focusing learning can help to alleviate some of these issues.

Boston University has developed the "One Minute Learner" tool to guide this discussion. The six components are:

GOALS

What is their current level of skills? What does the student want to learn short and long term; what do you want them to learn?

GETTING GOING

When and how should the student start seeing patients? For example, which patients should the student see (or not see)?

HOW MUCH AND HOW LONG

What should the student do in the room with the patient? For example, how much of the visit should the student do on his/her own? How long should the student spend with each patient?

PRESENTING

Where and how should the student present? For example, where should the student present (in front of the patient, outside of the room, etc)? What format should they use for presenting? How detailed should the presentation be?

CHARTING

When and how should the student write notes? For example, what format should the student use for his/her notes? When should the student write the notes?

QUESTIONS

When should the student ask questions that they have? For example, should the student wait until the end of the session? Should they ask questions as they come up?

Accessed 28/4/13 http://www.stfm.org/publications/EducationColumns_March2013.cfm and www.fmdrl.org/index.cfm?event=c.getAttachment&riid=6739



STUDENT FEEDBACK

The things I liked most about my clinical attachment were:

It was good to be with multiple doctors - I had a lot of different experiences and saw different perspectives on medicine.

I was able to get hands on experience and perform many procedures, although I would have liked more opportunity to perform histories and examinations.

I loved the continuity of care - seeing patients come back and recognising my face!



Introduce the student in a positive manner - "Now we have two brains to work out the problem and one of them is young!"

Encourage the student to prioritise issues in a consultation.

Include the student in all practice activities including lunchtime conversations and evening meetings"

Encourage the student to "go first" in history-taking, examination, diagnosis and developing a management plan.

ACADEMIC TITLE HOLDERS FOR GENERAL PRACTITIONER TEACHERS

The Faculty of Health Sciences proudly acknowledges the dedicated work of its many externally-funded health professionals, including our general practitioner teachers.

To recognise the work of these health professionals the Faculty of Health Sciences awards individuals with academic titles.

Many of Queensland's best health professionals are UQ Academic Title Holders with the Faculty of Health Sciences.

It is their enthusiasm and dedication that keeps the Faculty at the forefront of worldwide health education and research trends and ensures the recognition the Academic Title gives is of the highest value.

Benefits of a University of Queensland Academic Title include:

UQ LIBRARY ACCESS

The UQ Library has one of the largest academic collections in Australia and by far the largest in Queensland. It provides an exceptional collection of health and medical books, more than 3500 health and medical e-Journals, drug information online and access to medical databases.

THIRD YEAR GP ROTATION DATES 2013

- 1. 14th January 8th March
- 2. 18th March 10th May
- 3. 20th May 12th July
- 4. 22nd July 13th September
- 5. 23rd September 15th November

Research Support Network

Academic Title Holders are expected to submit research grant applications through UQ and will benefit from the excellent research support network available.

UQ EMAIL ACCOUNT, INTERNET AND STAFF WEB PORTAL ACCESS

All Academic Title Holders receive a UQ email account, internet and staff web portal access.

DISCOUNTED BOOKS

The University Bookshop offers a rewards system for UQ staff and Academic Title Holders (approximately equivalent to 10% discount on books after a certain number of points accrued).

UQ Sport

Academic Title Holders are eligible to join the University's sports club - UQ SPORT. Members have access to over 40 sporting clubs and receive discounts at a number of St Lucia campus facilities.

To apply for an Academic Title please go to http://www.uq.edu.au/ health/academic-titles



VISIT US

www.som.uq.edu.au/about/academic-disciplines/general-practice.aspx

or contact Dr Nancy Sturman: n.sturman1@uq.edu.au