

General Practice Clinical Unit (GPCU)

# Handbook for GP Teachers

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## Welcome

Welcome from the **GPCU** and thank you for participating in this important component of the Program.

We believe that all medical students can benefit from spending time in General Practice, both to learn skills that GPs are best at, such as dealing with uncertainty, and to gain an understanding of health in the primary care setting.

The following pages outline information which we hope will assist you to deliver a quality learning experience to our medical students during their General Practice course.

We appreciate the time and energy that your practice team will be contributing and hope that you will find many benefits as a result of your participation.

We encourage you to visit the UQ General Practice website at <https://medical-school.uq.edu.au/mayne-academies/general-practice> and explore the [Our Teaching](#) (including Resources for GP Clinical Teachers) and Research sections. <https://medical-school.uq.edu.au/academic-disciplines/general-practice/our-teaching>

Regular GP Teacher Newsletters are emailed to our teaching practices and are also available on our website.

**[med.mdgp@uq.edu.au](mailto:med.mdgp@uq.edu.au)**

Is your contact point for all things GPCU.

This email is closely monitored and your enquiry can be redirected as required.

### Our Team

<b>Professor Katharine Wallis</b>	Head, General Practice Clinical Unit and Mayne Professor of General Practice
<b>Associate Professor Nancy Sturman</b>	Academic Coordinator for the General Practice Course General Practice Clinical Unit
<b>Dr Michaela Kelly</b>	Academic Coordinator for the General Practice Course General Practice Clinical Unit
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## GP Placement Dates 2024

Placement 1	15 January - 23 February
Placement 2	26 February – 5 April
Placement 3	15 April – 24 May
Placement 4	24 June – 2 August
Placement 5	5 August – 13 September
Placement 6	23 September – 1 November

## Year 2 Longitudinal General Practice Placement Dates 2024 (to be confirmed)

First Half	29 January – 24 May No placements scheduled for week starting 4 March, 25 March & 15 April
Second Half	17 June - 25 October <i>No placements scheduled for week starting 22 July, 12 August, 19 August, 26 August &amp; 16 September</i>

# The University of Queensland Medicine Program

The current UQ Medicine Program is a four-year postgraduate-entry program.

The new UQ MD Program curriculum commenced in 2023, with intake of the first Year 1 cohort. The new program includes an increased role for general practice. From 2024, all Year 2 students undertake a 14-week (one day per week) longitudinal general practice clinical placement. All Year 3 or Year 4 students complete the 6-week (30 half-day sessions) general practice clinical placements in the General Practice course. This handbook is relevant to GP clinical teachers across both types of placement.

Detailed information about the MD program can be found by going to the Faculty of Medicine's website: <https://medical-school.uq.edu.au/study/md-curriculum>.

## Guidelines for GP Clinical Teachers

### General advice

- Please be positive about general practice! Students are more likely to consider general practice as a career if they meet positive role models and identify the intellectual challenges of our specialty.
- Please **do not provide clinical care** to your student while they are on placement with you (except for emergency care). For reasons of both confidentiality and boundaries, we ask students not to seek placements in practices in which they or a close relative is either employed or a patient.

### Welcoming the student

- We ask that you meet with your student at the beginning of the course, and **introduce** them to their GP clinical teachers, your practice staff, and your policies and procedures.
- We recommend that you ask your student to complete a **confidentiality agreement form** – which is provided to you at the commencement of the course
- Please **arrange mutually convenient times** for the student's clinical sessions.

## Supervision of Students

Our students enjoy developing their consultation and physical examination skills under your guidance and being taught procedural skills such as injections and excisions. We encourage you to afford them as many opportunities as practical, within the business and busyness of your general practice. Of course, as the general practitioner you have the direct and principal responsibility for the patient:

- The student should consult the GP teacher about the management of all patients;
- The ultimate management of the patient should be provided by the GP teacher.

**Students should never attempt any procedure or activity that has not been cleared by the GP or that is beyond the student's expected level of expertise or capability.** We strongly recommend that you be physically present at the workplace at all times whilst the student is providing clinical care. If you are absent, doctors with general or full unconditional registration should oversee the student. Students should only go on home visits to patients with the GP teacher present, and may elicit histories and examine patients in their homes only under direct supervision.

Please note that students have varying levels of previous clinical experience, based for example on their undergraduate degrees and how advanced they are through their medical education. Some students will still need to gain confidence in basic clinical skills.

## Expected Student Behaviour

### Attendance:

Students are expected to attend consistently at the agreed time, be punctual and to notify the practice if they will be late or are unable to attend a planned session. Please provide the students with the best method of notifying you in these circumstances.

### Dress:

Students are asked to be tidy with clothing appropriate to the clinical setting, and aware of personal hygiene.

### Approach to patients:

Students are asked to treat all patients with respect, remembering the ethical and legal requirements of clinical practice. Students should not exchange personal contact details with patients. Students should discuss any emerging or existing issues related to patients with their GP teacher as soon as possible.

### Approach to staff:

Students are expected to treat all practice staff with respect and undertake any reasonable requests made of them by practice staff.

## Student Access Plans

The University of Queensland aims to provide an inclusive environment for students who have a disability or are experiencing exceptional circumstances. These students often develop a 'Student Access Plan' in consultation with a Diversity, Disability and Inclusion advisor. The Student Access Plan is designed to assist students to equitably participate in their program by recommending reasonable adjustments in their courses to accommodate the impact of their condition or circumstance, and to facilitate discussion between the student and teachers responsible for implementing adjustments. If a student has an access plan that affects their GP placement, you may be advised of this by email from the relevant course administrator. We also

advise students to raise their plan with teachers directly. **If you have any queries or concerns about the appropriate implementation of adjustments or how these may affect a student's ability to meet course requirements, please contact the academic course coordinator in the first instance** ([med.mdgp@uq.edu.au](mailto:med.mdgp@uq.edu.au)). Please also note that there may be some students experiencing difficulty whom we are not aware of, and if you have any concerns about students' wellbeing, performance or professionalism please do not hesitate to let us know ([med.mdgp@uq.edu.au](mailto:med.mdgp@uq.edu.au)).

## Patient Consent

Consent must be obtained from your patient and recorded in the patient's chart for the student to participate in their consultation with you. This is a requirement of RACGP accreditation standards (see <https://www.racgp.org.au/download/Documents/Standards/RACGP-Standards-for-general-practices-5th-edition.pdf> <https://www.racgp.org.au/running-a-practice/practice-standards/standards-5th-edition/standards-for-general-practices-5th-ed/core-standards/core-standard-2/criterion-c2-2-presence-of-a-third-party-during-a> for further interest). Patient consent should be obtained without the student present, for example at the time of making the appointment or when the patient checks in with reception. Please consider confirming patient consent through the consultation if it moves to more intimate or sensitive concerns.

We recommend the common practice of displaying a sign introducing the student in your waiting room (a "Notice for Reception Area" is provided via email prior to the commencement of each block for you to use if you do not already have one).

## Medical Indemnity

### Medical Student Insurance Cover

Medical students are insured by The University of Queensland for the duration of the approved course, but not for any extra sessions with your practice outside of their GP Course. Your student must obtain approval from the General Practice Clinical Unit before starting any such extra sessions. Please also note that if the student receives any payment from your practice during their attachment, their status changes to an employee and the University policy does not cover them.

### GP Teacher Medico-legal Cover

Please confirm with your Medical Defence Organisation your cover for healthcare incidents where the healthcare is provided by someone you are observing, supervising, mentoring or teaching. It is our understanding that complaints relating to medical students in general practices are extremely uncommon.

### Your responsibility to notify the University

Please note that it is your responsibility to notify the University immediately should any criminal charges be placed upon you or should any conditions or cancellation occur to your AHPRA Registration. You must notify us if you have been charged with or found guilty of any criminal offence which is relevant to your ability to perform the inherent requirements of this position, or have engaged in, or to your knowledge have been investigated for, any other behaviour that would be incompatible with the position or which may adversely affect the University's reputation if subsequently disclosed.

## Occupational exposures, practice incidents

Students are encouraged to inform you and/or your practice staff in the event of any exposure to blood or body fluids.

In the event of any student exposures or other incidents relating to the student which affects staff, student or patient safety, please contact our team so we can provide you with assistance needed. Contacts include the General Practice Clinical Unit 3365 5260, Matt Bloxsom ([med.mdgp@uq.edu.au](mailto:med.mdgp@uq.edu.au)), Dr Nancy Sturman & Dr Michaela Kelly (GP course, ), Dr Annabel Chau (Year Two Longitudinal Placement), and Prof. Katharine Wallis (GPCU Head,. We will also contact the student to advise them of UQ protocols to be completed based on the incident. Please also ensure that the student completes a UQ Incident Report Form <https://medical-school.uq.edu.au/current-students/student-ohs> for any exposure incidents.

We also recommend the Queensland Health **Guideline for the management of occupational exposure to blood and body fluids**, available online at <https://www.health.qld.gov.au/qhpolicy/docs/gdl/qh-gdl-321-8.pdf>

## Troubleshooting and Managing Concerns

Please notify the Academic or Student Coordinators as early as possible if there are difficulties with any aspect of the placement.

These worries/difficulties can range from concern about the student's knowledge or clinical skills, concern that the student is unwell, right through to more serious concerns around student-patient, student-teacher, or student-staff interactions.

Please feel empowered to speak up if you are worried about a student. We want to hear from you. Here are some ways you can do this:

- The GPCU email inbox [med.mdgp@uq.edu.au](mailto:med.mdgp@uq.edu.au) is monitored regularly by the professional staff team, who will ensure your concern is managed promptly, sensitively and discreetly and forwarded to the appropriate staff member for response.

## Support for Students

UQ has a range of resources for students who are in need of support. These include a dedicated website

**UQ Medical Student Support Services** provide support across the Medicine Program.

Email: [med.mss@uq.edu.au](mailto:med.mss@uq.edu.au) Ph: (07) 3365 1704; After Hours Crisis Support: 1300 851 998;

Website: <https://medicine-program.uq.edu.au/medical-student-aspirations-and-support>

There is also external support available:

**Queensland Doctors' Health Program** <https://dhq.org.au> ph. 3833 4352, which provides support for any doctor or medical student across Queensland.

## Support for GP Teachers

### Teaching Resources

The **UQ General Practice website** provides a range of teaching resources:

- <https://medical-school.uq.edu.au/academic-disciplines/general-practice/our-teaching>
- GP2U videos – Some of our GP teachers discuss their experiences and tips about Teaching history taking, clinical reasoning and communication skills; Learning procedural skills; Feedback conversations with students; Challenges for teachers; and Feedback in General Practice

- Teaching webinars
- Good teaching articles
- You will also find our newsletters and a description of UQ GP teaching opportunities for your practice.

## Practice Incentives Program Teaching Payments

Practice Incentives Program (PIP) Teaching Payments may be claimed for UQ clinical sessions that the students spend under your supervision or the supervision of your GP colleagues (including GP registrars) in accredited practices. PIP forms will be emailed to the practice at the beginning of the placement. For further information regarding the Teaching Payment, refer to the PIP [Teaching Incentive Guidelines](#).

## CPD points

General practitioners can claim CPD hours for teaching medical students in general practice.

RACGP will approve up to a maximum of 30 hours CPD per GP per year for involvement in teaching in general practice, allocated as 15 hours Educational Activity and 15 hours Reviewing Performance. The RACGP is required by the Australian Medical Council to audit 5% GP CPD records per year.

Tips for GP teachers on claiming CPD hours:

1. The General Practice Clinical Unit, University of Queensland will provide a letter confirming practice provision of clinical placements for medical students at the end of each semester.
2. Keep a log of your hours teaching and/or your practice teaching roster.
3. Login to your RACGP CPD dashboard to claim your CPD hours for teaching.
  - a. Educational activities (up to 15 hours per GP teacher per year for teaching):
    - Log of dates and time spent teaching where possible with a summary of key discussion points and reflections.
  - b. Performance review (up to 15 hours per GP teacher per year for teaching):
    - If the teaching and/or case-based discussions prompted reflection on your own practice and performance, you could claim hours in the performance review category, keeping a log of reflective notes.
    - Log of reflective notes may consider the following questions:
      - i. What were the main topics covered?
      - ii. What were the key learnings?
      - iii. Was this activity relevant to your practice? Why/why not?
      - iv. Will you change your practice as a result of this activity? If so, how?
      - v. Are there any barriers to implementing changes to practice, and if so, how will you overcome these?



## Academic Title Holder Applications

We recommend that our GP teachers apply to become Academic Title Holders. The benefits of doing this include access to the UQ library which provides online access to an enormous range of resources including journals, text books, the electronic Therapeutic Guidelines and the Australian Medicines Handbook. Other benefits include:

- Acknowledgement of your contribution; recognition of excellence through promotion
- UQ library access, including access to eTherapeutic Guidelines and the Australian Medicines Handbook
- Option to sign up for a UQ Fitness Passport, which gives access to sporting facilities around Brisbane at a reduced cost
- Opportunity for closer involvement in the MD Program – participate in the OSCEs, Multiple Mini Interviews, Personal Advisor Network
- Access to [professional development in learning and teaching](#)
- Support for developing your research profile

Further information on becoming UQ Academic Title Holder is available here: [Academic Title Holders - Health - University of Queensland \(uq.edu.au\)](#)

You will need to apply by completing an online form. The UQ General Practice website has developed a helpful video for GP teachers completing the form, available here:

<https://youtu.be/opWdPKelVgC>

# The Year 2 Longitudinal General Practice Placements

The Year 2 general practice placements provide students with valuable learning experiences within the General Practice environment.

Evaluations have shown positive experiences for both students and general practitioners (GPs).

## Timetabling and Attendance

The student will spend one day (not less than 6 hours) at the practice each week for 14 weeks throughout the semester. Students have other scheduled learning activities on the other 4 days of the week. If a placement session is not able to be undertaken as planned on the student's scheduled day, for whatever reason, it is not expected that this will be re-scheduled.

## Teaching Provided to Students by the GPCU

### Seminars and Tutorials

Students attend an Orientation Seminar with GPCU staff prior to commencing placement at your practice. This seminar is designed to provide students with an understanding of health care delivery within the community setting in addition to how they might best learn within this setting. Students will also attend two tutorials during the semester, delivered by GPCU staff, and one or two additional days dedicated to other learning activities. Students are not expected to attend their general practice placement on a tutorial or other learning activity week. Please refer to Page 4 for the dates on which your students will not be attending their placement with you..

## Year 2 Longitudinal General Practice Placement Assessment

### Student assessment tasks requiring GP assistance

#### **Mini-CEX (x2) - History taking and Physical Examination**

The Mini-CEX tasks are designed to give a student feedback on their history-taking and physical examination skills. An appropriate patient/s for these tasks is/are to be chosen by the supervising GP and consent to participate in the process sought from the patient/s. The student's performance is to be observed and verbal feedback given. Documentation that feedback has occurred is recorded in the student's mobile MyProgress App.

#### **Observed Clinical Assessment**

Students will also have a small number of clinical and procedural skills to observe, assist or perform themselves under observation by the GP. A clinical staff member is required to sign off on completion of 5 tasks.

The table below lists tasks which students may have opportunities to perform under supervision, assist with, or observe in the general practice setting.

Perform under direct supervision	Assist or Observe	Observation only
<b>Examination</b> <ul style="list-style-type: none"> <li>Routine observations - BP / Pulse / Temperature / O<sub>2</sub> Saturations</li> <li>Adult measurements Height/Weight/Waist Circumference/BMI</li> <li>Paediatric measurements – Height, weight, head circumference</li> <li>Vision Testing (Snellen Chart, Visual Fields)</li> <li>Use of otoscope</li> <li>Use of ophthalmoscope</li> </ul>	<b>Examination</b> <ul style="list-style-type: none"> <li>Fluorescein dye to eye</li> <li>Local anaesthetic drops to the eye</li> <li>Nebuliser set up</li> </ul>	<b>Examination &amp; Procedural</b> <ul style="list-style-type: none"> <li>Foreign body removal - eye</li> <li>Ear syringing</li> <li>Ankle Brachial Index (ABI)</li> <li>Clinician conduct speculum examination +/- bimanual examination</li> <li>Insertion of intrauterine device</li> <li>Insertion of Implanon</li> <li>Ingrown toe-nail wedge resection</li> <li>Iron infusion</li> <li>Venesections</li> <li>Intra-articular injection/aspiration</li> </ul>
<b>Bedside Investigation</b> <ul style="list-style-type: none"> <li>Use a glucometer</li> <li>Urine dipstick testing</li> <li>Urine pregnancy testing</li> </ul>	<b>Bedside investigations</b> <ul style="list-style-type: none"> <li>Urine drug screen</li> </ul>	<b>Patient Education</b> <ul style="list-style-type: none"> <li>Discussion of community resources available at home</li> </ul>
<b>Consultation Skills</b> <ul style="list-style-type: none"> <li>Explain how to perform an MSU</li> <li>Explain how to use a puffer/MDI/spacer</li> </ul>	<b>Consultation Skills</b> <ul style="list-style-type: none"> <li>Explain how to take a self-collect CST</li> <li>Motivational interviewing</li> </ul>	<b>Specific consults</b> <ul style="list-style-type: none"> <li>New diagnosis chronic condition e.g. diabetes. asthma, hypertension</li> <li>Antibiotic stewardship</li> <li>Appropriate use/rationalisation of investigation (pathology or imaging)</li> <li>Travel consult</li> <li>Contraception</li> <li>Sexually Transmitted Infections</li> <li>Preconception / Antenatal / Postnatal Visit</li> <li>Vaccination (live vs inactivated)</li> <li>Referral for emergency</li> <li>Referral for outpatient consult</li> <li>Breaking bad news</li> <li></li> </ul>
<b>Procedural Skills</b> <ul style="list-style-type: none"> <li>Apply an arm sling or ankle bandage</li> <li>Perform an ECG</li> <li>Perform spirometry</li> <li>Perform aseptic technique</li> <li>Perform minor wound care</li> <li>Perform wound dressing</li> <li>Perform injection (IM or SC)</li> <li>Collect a swab for bacterial culture</li> <li>Assist in suturing</li> <li>Perform skin scraping</li> </ul>	<b>Procedural</b> <ul style="list-style-type: none"> <li>Assist with cryotherapy</li> <li>Assist with Skin biopsy (shave/excision)</li> <li>Assist with venepuncture</li> </ul>	<b>General Practice Logistics / Frameworks</b> <ul style="list-style-type: none"> <li>Discussion &amp; formulation</li> <li>General Practice Management Plans (GPMP) &amp; Team Care Arrangements (TCA)</li> <li>Mental Health Care Plans</li> <li>Health assessment</li> <li>Routine child health check</li> <li>End of life planning (AHD, EPOA, statement of choices)</li> <li>Certificates (medical, Work Cover, Centrelink)</li> <li>Fitness to Drive Assessment</li> <li>Occupational Assessment</li> </ul>

### **Learning Logs**

Students will independently complete learning logs to extend their learning from practice. These include a reflection on what they learned that week, and what they seek to learn in the following week.

### **Reflective Letter to the General Practitioner**

An **end of placement reflection**, in the form of a letter to you as the supervising GP, will complete the student's learning as they develop their skills in reflection and how this will guide their future practice.

## The General Practice Course

Years 3 and 4 of the MD are largely spent doing clinical placements. These placements occur in a range of locations in and around Brisbane, regional and rural locations in Queensland, or in New Orleans. General Practice is currently a 6-week course in Year 3 or Year 4, but will evolve into a 7-8 week (length to be confirmed) course in Year 4 from 2026.

### Timetabling and Participation

Students are expected to spend at least 30 sessions (half days, not less than 3 hours) in a general practice clinical setting during the 6-week general practice block, under the supervision of their teaching GPs. They are welcome to attend for a greater number of sessions following negotiation with the practice. Practice Incentives Program (PIP) payments can be claimed for all these sessions. It is the expectation of the General Practice Clinical Unit that sessions will be spread reasonably evenly over the block unless this is not convenient for the teaching practice.

### Learning Objectives

By the end of the Course, students should be able to:

1. Demonstrate knowledge of the **epidemiology, pathophysiology, clinical features**, and management of (a) *common*, and (b) *serious / important presentations* in general practice
2. Demonstrate competency in the **clinical skills** required to diagnose and manage patient presentations in general practice (i.e. communication skills, history-taking, physical examination, ordering and interpreting relevant office and laboratory investigations, and performing minor procedures)
3. Demonstrate competency in **clinical reasoning** and the ability to formulate a diagnosis (and/or differential diagnosis) and problem list, for patients presenting in general practice
4. Demonstrate competency in developing **management plans** with patients and carers presenting in general practice
5. Demonstrate an understanding of factors influencing a **patient's experience** of illness and health
6. Demonstrate competency in recognising and appropriately negotiating relevant **ethical and professional issues** which arise in clinical and collegiate/professional encounters
7. Demonstrate competency in incorporating **prevention and health promotion** into clinical encounters where appropriate
8. Demonstrate competency in incorporating **evidence-based medicine** into clinical encounters where appropriate; and
9. Demonstrate a sound understanding of the **role and responsibilities of general practitioners** in the Australian health care system, including the importance of effective clinical handovers.

### Teaching Provided to Students by the GPCU

Each week throughout the 6-week general practice clinical placement, students meet for a 2.5–3-hour case-based tutorial facilitated by a practising GP (in which they review de-identified cases of interest from their week in general practice, discuss ethical and professional issues which have arisen, and practise their consultation skills). They have also been given a suite of recorded lectures and reading resources to study,

in the times they are not assigned to clinical sessions. These resources are provided on a GP Course Blackboard site.

Student learning has been grouped into weekly themes, covering conditions and topics best suited to learning during general practice placements. It might be helpful to focus these themes in the corresponding weeks.

- Week 1 – The Australian Healthcare System, Cardiovascular and Respiratory Medicine
- Week 2 – Women's and Men's Health, Sexual Health
- Week 3 – Aboriginal and Torres Strait Islander Health, Skin Medicine, Mental Health, Fatigue.
- Week 4 – Social Determinants of Health, Paediatrics, Endocrinology
- Week 5 – Refugee Health, Aged and Palliative Care, Pain Management, Musculoskeletal Medicine
- Week 6 – GIT, Headache, Emergencies in General Practice

## Year 3 General Practice Course Assessment

### Student Assessment Tasks requiring GP assistance

#### Clinical Participation Assessment (CPA)

Two CPAs are to be completed and discussed with the student, one in week 3 (mid-block) and one in week 6 (end-block). Please note that while the mid-block CPA is formative, the end-block CPA is a summative assessment and that your student may fail the course based on an unsatisfactory end-block CPA (containing two or more Borderline or any Unsatisfactory ratings). Please discuss any students to whom you have awarded any "Unsatisfactory", or 2 or more "Borderline", ratings on the week 3 CPA, with the Academic Course Coordinator or your local Academic Discipline lead, so that we can provide appropriate support for you and the student.

We strongly recommend that the same GP teacher complete both the mid-block and end-block CPA, where at all possible. When several GPs at your practice have contributed to the student's teaching and learning, please seek input from these colleagues before completing the assessments

The CPA will be completed using the MyProgress student mobile app. Students may also email you the CPA to complete.

#### Assessment Tasks to Be Completed by the Student

- Multiple Choice Question (MCQ) Examination. Held at the end of the semester
- A role-played clinical case assessment. Held in the last week of each block.
- In-tutorial assessment. Based on tutorial participation over the block.

#### Workplace Learning Portfolio (WLP)

WLP is a Year 3 and 4 course that is independent from the general practice course (with its own Academic Course Coordinator). The overarching principles of the WLP are to provide regular opportunities for students to be observed performing key clinical tasks, and to engage in contemporaneous feedback. Tasks to be completed include DOPS (Direct Observation of Procedural Skills), COPS (Compulsory Observed Procedural Skills) and Mini-CEXs (mini Clinical Evaluation Exercises). There is a minimum number of DOPS (assessed as At Standard) which a student must complete across Year 3 and 4. They are able to undertake these activities on multiple occasions over the year until they can demonstrate proficiency and competency in the tasks being assessed.

Students may request that you observe and sign off on these activities during their general practice placement. These are formative assessments. Please do not hesitate to mark a student as 'Not Yet at Handbook for GP Teachers 15

Standard'; this will not affect their progression in the course. Your student will open up the correct blank form on their mobile device for you to complete and sign. Sign off for DOPS may be by anyone who is credentialed to perform the procedure independently in their workplace (including, for example, GPs, GP registrars and RNs).

The Academy for Medical Education (AME) is always pleased to receive your feedback, questions and suggestions for improvement; for the WLP course, please direct these to [med.wlp@uq.edu.au](mailto:med.wlp@uq.edu.au).

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feedback, questions and  
med.wlp@uq.edu.au



# UQ Medical student placements

	Year 2 Longitudinal GP Placement	Year 3/4 Block GP Placement
Placement duration	14 weeks	6 weeks
Sessions during placement <i>(1 session = minimum of 3 hours)</i>	1 day per week (2 session each week)	30 sessions spread over 6 weeks (Approximately 5 sessions per week)
Session days and times	Same day each week	Negotiated between student and practice
Named Clinical Supervisor (GP Teacher)	Should have most sessions with their named clinical supervisor but student may also undertake sessions with other GP teachers within practice. Continuity of GP teachers throughout the placement is encouraged.	Should have most sessions with their named clinical supervisor but student may also spend time with other GP teachers within the practice.
Student prior knowledge and experience <i>(Note: Students have a vast range of prior undergraduate qualifications, experience and life skills)</i>	<ul style="list-style-type: none"> <li>• Have received teaching in history-taking, system examinations, communication skills and basic procedural skills</li> <li>• Learning mainly in simulated environments</li> <li>• Limited patient contact</li> </ul>	<ul style="list-style-type: none"> <li>• Are rotating through other clinical immersions</li> <li>• Clinical experience will depend on how far progressed through year 3 or 4 at time of GP placement</li> </ul>
Suggested learning activities <i>(Note: Students vary in their clinical experience based on their prior career/ life experience and these activities are a guide only. Please feel free to use your judgement based on individual students' needs.)</i>	<ul style="list-style-type: none"> <li>• Initially, observing consults, asking questions and informal discussions between GP and student about interesting aspects of cases seen together</li> <li>• As the placement progresses students could take a focused history, do focused examinations, formulate differential diagnoses</li> </ul>	<ul style="list-style-type: none"> <li>• Ideally, students will have some opportunity to see patients in separate room, to take a history then present this to their GP teacher</li> <li>• Students could perform examinations under supervision then discuss their findings with their GP teacher for review</li> <li>• Students will be gaining proficiency in clinical reasoning, discussing differential and provisional diagnoses and may be able to suggest aspects of a management plan</li> </ul>
Assessment <i>Please talk to your student about when each assessment item is due.</i>	<ul style="list-style-type: none"> <li>• Completion of 7 learning logs</li> <li>• Completion of 5 GP clinical tasks</li> <li>• 2x Mini-CEX (Clinical Evaluation Exercise)</li> <li>• Reflective Letter to GP</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Participation Assessments (CPA)</li> <li>• Students may also ask you to observe and sign off procedural skills and tasks during their placement for their workplace learning portfolio course.</li> </ul>
GP may claim CPD hours for teaching	✓	✓
GP may apply for UQ Academic Title	✓	✓
Practice may claim PIP payment <i>(Maximum 2 x 3-4 hour sessions per day, per GP-student pair.)</i>	✓	✓



## Contact details

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