



## 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>	✓	✓