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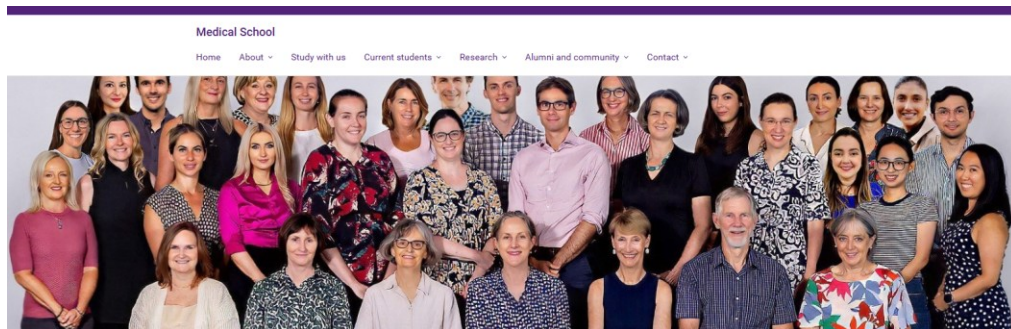
CREATE CHANGE

Patient participation in GP placements for medical students

GPCU Drop-In Session
May 2025

Finding relevant articles on our website

<https://medical-school.uq.edu.au/mayne-academies/general-practice>



Mayne Academy of General Practice & General Practice Clinical Unit

The Mayne Academy of General Practice and the General Practice Clinical Unit (GPOU) at the University of Queensland includes a vibrant group of GP academics, primary care researchers, GP registrars, higher degree research students and professional staff. The Mayne Academy of General Practice is involved in the General Practice curriculum across the Greater Brisbane, Rural and Ochsner Clinical Schools. The GPOU works in partnership with general practices across greater Brisbane to provide clinical placements for medical students and to undertake practice-based research. Students flourish in these valued learning environments and learn about the complexity of caring for people in the community by observing experienced practice staff and participating in consultations. We enjoy sharing our passion for general practice with students to support growing the general practice workforce. Our multidisciplinary team is involved in a wide range research activities dedicated to developing the evidence-base for high-quality primary health care to improve outcomes for people and communities. Postgraduate education in skin cancer medicine is delivered in the [Master of Medicine - MMed \(Skin Cancer\) programs](#).

Team Teaching & Learning Research GP Academic Registrars Newsletters Contact us



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In partnership with an outstanding team of general practitioner teachers, we make a strong contribution to teaching across the [MD program](#). The Mayne Academy also supervises Higher Degree by Research (HDR) students, including general practitioners and other health professionals.

The UQ MD program

The UQ MD (Doctor of Medicine) is a 4-year postgraduate degree. The [UQ MD curriculum](#) has recently undergone extensive revision and change with the updated program commencing in Year 1 2023 and will be fully implemented by 2026. The updated program involves year-long integrated courses with progressively increasing clinical experience. The new program is based around six key themes: Safe and Effective Clinician; Critical Thinker; Scientist and Scholar; Advocate for Health Improvement; Dynamic Learner and Educator; Kind and Compassionate Professional; and Partner and Team Player. Under the new program students are allocated to one of four Learning Communities in the Greater Brisbane Clinical School, or to the Rural Clinical School, or to the Ochsner Clinical School.

Implications of the updated UQ MD for GP Clinical Teachers

The biggest change for GP Clinical Teachers is that students will now have two opportunities to experience general practice during their training.

- All Year 2 students undertake a longitudinal placement in general practice for one day per week over approximately 14 weeks; AND
- From 2026, all Year 4 students will undertake an immersive placement in general practice for more than 30 half-day sessions over 8 weeks, prior to a pre-intern experience. From 2026, this Year 4 placement replaces the Year 3 Immersive 6-week placement.

GP PLACEMENTS 2025

Year 3/4 Immersion		Year 2 Longitudinal General Practice Placement	
Placement 1	13 January - 21 February	First Half	3 February - 30 May
Placement 2	24 February - 4 April 24		No placements scheduled for week commencing 24 Mar, 31 Mar
Placement 3	14 April - 23 May		23 June - 31 Oct
Placement 4	23 June - 1 August	Second Half	No placements scheduled for weeks commencing 11, 18, 25 Aug, 1 Sep
Placement 5	4 August - 12 September		
Placement 6	22 September - 31 October		

* Year 2 students are not expected to make up sessions as part of any missed placement.

[Handbook for GP Clinical Teachers](#)

[Resources for GP Clinical Teachers](#)

[General Practice placement \(Year 2\)](#)

[General Practice placement \(Years 3 and 4\)](#)

[Applying for a UQ Academic Title](#)



Updates for 2025

- [What's new for GP teachers in 2025 \(PPTX, 12.1 MB\)](#)
- [Information for new UQ GP teachers \(PPTX, 18.1 MB\)](#)
- [Are you a GP registrar interested in teaching UQ medical students in your practice? \(PPTX, 12.8 MB\)](#)

Teaching guides


Claiming CPD points for teaching medical students in general practice:

- [RACGP instructions](#)
- [ACRRM instructions as per below:](#)
 1. Log in, Go to 'My PD portfolio'
 2. Choose 'Add an activity'
 3. Choose 'Educational activity'
 4. Select 'Teaching programs - presenting/facilitating/instructing'
 5. Complete the activity details.

GP2U: Experienced GP teachers offer tips and talk about challenges for teaching in general practice

1. Introduction
2. Teaching history taking, clinical reasoning and communication skills
3. Learning procedural skills
4. Feedback conversations with students
5. Challenges for teachers
6. Dr Rory Melville on feedback
7. Reflections and tips from an award-winning GP teacher

Good teaching articles

If you are unable to access the full text, please email [Associate Professor Nancy Sturman](#) to send you the full article (and submit the Academic Title application in order to access the University of Queensland Library .

- [Good teaching - top 10 strategies](#)
- [Teaching on the run - Doctors as teachers](#)
- [Teaching on the run - Teaching with patients](#)
- [Teaching on the run - Teaching a skill](#)
- [Teaching on the run - The under-performing junior doctor or student](#)
- [Reasoning for registrars: An overview for supervisors and medical educators](#)
- [Patient participation in general practice based undergraduate teaching: a focus group study of patient perspectives](#)
- [Medical students, early general practice placements and positive supervisor experiences](#)
- [Teaching medical students: Tips from the frontline](#)
- [Incorporating students into your practice](#)
- [Teaching clinical reasoning](#)
- [Brisbane general practitioner experiences of teaching medical students: Rewards, costs and challenges](#)
- [Integration of GP Registrars in general practice for teaching and learning \(VITAL project\)](#)
- [RACGP: Supervising Medical Students and prevocational doctors in General Practice](#)
- [GP Supervisors Association Teaching Plans: intended for work with GP Registrars, easily adapted for working with medical students](#)
- [Why and how do General Practitioners teach: An exploration of the motivations and experiences of rural Australian general practitioner supervisors](#)
- [A student's experience with Urban LinCC \(source: AMAQ\)](#)

Teaching about ethics and professionalism in general practice

- [General Practitioner Perceptions of Ethical Issues in General Practice](#)
- [Teaching Medical Students: Ethical Challenges](#)
- [Learning about Ethics and Professionalism in General Practice](#)
- [Medical Education Research](#)

RICOS code 000255



Patient participation in general practice undergraduate teaching: a focus group study of patient perspectives

A research study in 2017 by Parks et al

to seek patients' perspectives on teaching in general practice

Patients were self-selected, roughly half/half identifying as male and female, from 2 practices with different demographics in the UK, when general practices were experiencing a large increase in student numbers, similar to currently in Australia

Universities are increasing student placements in general practice as one strategy to increase student interest in becoming GPs

Key Findings - Professionalising the process

These patients were generally happy to contribute to GP-based teaching

Wanted confidentiality to be made clear at the outset

Iterative consent wanted – patients wanted clarity that can consent or decline student involvement at any point

They suggested more normalisation that there is teaching at the practice, including notes at reception, newsletters, on website, on forms, etc

Key Findings – importance of relationships

These patients were more willing to be engaged in teaching when had assurances of involvement of a trusted GP

They were more comfortable when a student-patient connection was established at start of every consult – e.g. student introducing themselves even if observing

Key Findings – educational principles

These patients wanted some active engagement with the students e.g. before or during the consultation

They were interested in what the students were learning and felt empowered to be helping them learn

They wanted students to be able to ask a question of the GP or them

They were more uncomfortable if the student was completely silent

They noted that when students asked questions it gave the patient a sense of what the student already knows

Emphasised the value of students thanking the patient for assisting with their learning

Key takeaways

Small study but set in similar situation of increasing student numbers

In UK where almost all GPs have students

This is now the case throughout our region where many more practices now have students

Emphasises a focus on what patients may want or gain from these interactions

Park S. E. et al, Patient participation in general practice based undergraduate teaching: a focus group study of patient perspectives.

British Journal of General Practice 2017; 67 (657): e260-e266

<https://doi.org/10.3399/bjgp17X690233>

Remember to self-log this for CPD – EA 0.5 hours



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Thank you

Dr Beth Shirley and Dr Cherri Ryan

General Practice Clinical Unit

School of Medicine

<https://medical-school.uq.edu.au/mayne-academies/general-practice>