



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Faculty of
Medicine

Primary Care
Clinical Unit

GP Teaching Newsletter

February 2018

Welcome to 2018. We look forward to another exciting and successful year with so many dedicated GP teachers. We have started the year with a new enthusiastic cohort of medical students who are having their first 'real life' clinical experience in general practice. The first cohort may be less skilled, but are definitely very keen! Thank you for making their first encounter with patient care so powerful and inspiring.

Through a recent survey we have learned that you are interested in improving your skills and knowledge about clinical teaching. So, this year we'll be offering some webinars and sessions on "High Performance Teaching in GP" (see announcement in this newsletter). Thanks for joining us and helping us lift the GP rotations to new levels. We're also very pleased that an analysis of the perspectives and experiences of GP teachers who participated in the Urban LInCC program has now been published. We've learned that motivated students and keen teachers and practice staff are the key ingredients for a rewarding and high quality learning experience. For those interested we provide a list of recent PCCU publications in the area of medical education in this newsletter.

This year we welcome a new GP academic registrar. We'll introduce Dr Alison Green to you in a next newsletter. We are very happy that Dr Hayley Thomas has signed up for a second year with us. Their perspectives keep us all grounded in the 'future' of general practice.

Thanks again for your support and for sharing your knowledge, skills, wisdom and patients with the next generation of colleagues.

Professor Mieke van Driel, Head Primary Care Clinical Unit (PCCU) and Discipline of General Practice

Congratulations to Dr Anthony Keating

who was presented with a Clinical Teaching Excellence award by the UQ Rural Clinical School Rockhampton.

Featured profile: Dr Nivine Farage



Nivine is the Discipline Academic Supervisor for general practice at the UQRCS Rockhampton and is actively involved in medical education both at undergraduate and postgraduate level. In addition

to her UQRCS role, she is a supervisor of training for the GP registrars in her practice, is an examiner for the FRACGP and serves on the board of examiners for the AMC.

She completed postgraduate training in the UK and attained Membership of both the Royal College of Physicians and Royal college of General Practitioners (UK). In 2007 she moved with her family to Australia and attained Fellowship of the RACGP. For the last ten years Nivine has practiced as a GP at Rockhampton with special interests in women's health, occupational health, chronic disease management and medical education.

Outside work she enjoys spending time with her family, walking, learning languages and listening to music.

UQ PCCU GP Teacher VITALS

Join our inaugural video-conferenced session for GP teachers from the comfort of your practice or home

High Performance Teaching – how is it possible?

Wednesday 14th March 6-7pm

For details, contact Jocelyn Selwood (j.selwood@uq.edu.au)

2018 GP Rotation dates

1. 8th January – 2nd March
2. 12th March - 4th May
3. 14th May – 6th July
4. 16th July – 7th September
5. 17th September – 9th November

2018 Urban LInCC dates

- 19th Feb – 25th May
- 23rd July – 26th October

Actively involving your students

Students commonly comment that one of the best aspects of a GP rotation is being actively involved and doing things such as interviewing patients, examining patients and helping with procedures. While each doctor will work differently, here are some suggestions for actively involving your students.

- Ask the students what they want to learn and encourage them to think about what they can learn from the general practice rotation.
- If the student is observing you, ask them
 - To summarise why the patient has come
 - To predict the next step in consultation – what else should we ask; what investigations might help us?
 - To commit to a diagnosis after hearing the patient's history
 - For their management ideas - how would they manage the patient's problem and why.
- Allow the student to sit in the doctor's chair and be observed for a specific task eg taking the history, discussing management, educating the patient.
- Allow the student to see a patient on their own in another room while you see other patients. Ask them to present the patient's problems to you as part of your consultation with that patient.
- Involve them when you are doing a procedure – allow them to cut sutures, help with bandaging, give injections.
- Get them to help you - ask them to look for the latest evidence for you; let them write the patient notes; ask about their background and use their knowledge from other fields.
- Involve other practice staff (especially the practice nurse) in their learning – ask the student to spend time in the treatment room; ask other doctors to show them any patients with interesting presentations.
- Observe them practising their consultation skills for the diagnostic and management interviews in the end of rotation exam.

Your specific feedback on their performance is particularly helpful so do this as frequently as you can – briefly ask them how they thought they went with the task, discuss what they did well and how they could improve.

Finally, consider asking your student for feedback about their learning at your practice – what do they like and what can be done better?

Recent PCCU Medical Education Publications

“A steep learning curve”: junior doctor perspectives on the transition from medical student to the health-care workplace. N Sturman, Z Tan, J Turner BMC Medical Education (2017) 17:92

Don't miss the boat: maximise ad hoc teaching with general practice trainees. Riitta Partanen. Medical Education 2018 52: 139–147

Medical students, early general practice placements and positive supervisor experiences. M Henderson, S Upham, D King, ML Dick, M van Driel. Education for Primary Care, online 01 Jan 2018

Academic Title Holders for General Practitioner Teachers

The Faculty of Medicine and Biomedical 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 Medicine and Biomedical Sciences awards individuals with academic titles.

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

VISIT US <https://general-practice.medicine.uq.edu.au/> or contact DGP Administrator dgpadmin@uq.edu.au

medicine-program.uq.edu.au