

Teaching Newsletter

Canyngge Hall, 39 Whatley Rd, BS8 2PS Tel 0117 33 14546 Fax 0117 928 7325
phc-teaching@bristol.ac.uk

DATES FOR YOUR DIARY

ST TEACHING WORKSHOP 3.6.14 13.30-17.15

Deanery House, Vantage Office Park, Old Gloucester Rd, Hambrook, Bristol BS16 1GW
Info regarding this workshop has recently been emailed to all GPs in training and their GP Trainers. Please read and follow the booking information or email phc-teaching@bristol.ac.uk

SUMMER EDUCATION DAY 24.6.14 9.30-16.30

Engineers' Hse, Clifton, Bristol

- * Teaching mental health and Psychiatry in years 1-5
 - * Mental state assessment in patients with learning disability
 - * What and how much is being taught in Primary Care and what should we be teaching?
 - * Complexities of involving patients in teaching
 - * Commonalities and tensions between General Practice and other learning settings
- And more



A chance to hear about new research, speak to the experts, pick up tips from colleagues and go home with new ideas. To book your place please email phc-teaching@bristol.ac.uk

RCGP SEVERN FACULTY GALA DINNER AND GALE LECTURE 6TH JUNE 19.30

Venue: Royal West of England Academy, Bristol

Speaker: **Trevor Thompson** 'GREEN CAPITAL, GREEN PRACTICE'

Don't miss this 'nourishing' evening! Food for thought from Primary Care's own Trevor Thompson, a feast for the eye (exhibition) and fantastic food to eat from Papadeli. You can have all of this in the company of friends and colleagues. Why not book a whole table and make it a practice outing or an occasion to meet medical friends? **Book now** at

<http://www.rcgp.org.uk/courses-and-events/sw-england-and-wales/severn-faculty/severn-faculty-rcgp-gala-dinner-2014.aspx>



Fantastic student feedback for Dr. Michael Kilshaw, ST3 Jesmond Hse Practice, Tewkesbury
What are his teaching secrets?

Read more on page 2

'I learned more about how to be a good doctor in my own way. Feedback was always something to reflect on. We learnt a lot of medical info, always relevant.'

'I feel I have really consolidated my examination skills and it was good to have feedback on history taking to improve on things you otherwise aren't aware you do. Generally feel more confident'

Prizes for Year 1 student creative work

Many of you will have seen some of the fantastic creative work done by our year 1 students as part of their GP placements. We ask GP teachers to nominate prize winners. Find out on page 3 who donates the prize money.

View student creative work here www.outofourheads.net.

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Michael Kilshaw's Year 3 teaching Tips ★

I am a GP Registrar living and working in Gloucestershire having had a former life as an Orthopaedic Registrar. I am currently an ST3 in Jesmond House Practice in Tewkesbury and am the Gloucestershire Leadership Scholar. After my training I am aiming to become a GP Partner following some experience with either salaried or locum work. Wherever in GP I end up I hope to continue in education as a GP Trainer or with the local GP Education Team.

I have been involved with the third year medical student teaching for the past two years. I have found the sessions to be rewarding and enjoyable although they have required a fair amount of work in planning and getting the patients to attend.

I have taught the students for both the MDEMO and Medicine and Surgery blocks. The Medical School do have a **list of topics** which they expect the students to cover during their sessions. I have tried to stick to this as best as the patients who are available allow. By virtue of seeing two or three patients a week we naturally cover a wide range of clinical topics. The students can sometimes be pre-occupied with the need to cover certain areas of knowledge whereas I feel the GP attachments are an invaluable opportunity to concentrate on communication and consultation skills. I ask the students to think about body language, active listening, styles of questioning and focussed history taking.

'I have become a better listener, I am so aware of my body language and I love seeing how these changes have made patients I see more connected and more satisfied with my consultation'

In **planning the sessions** I have generally kept to a **broad theme** for e.g. cardiovascular or gastroenterology. I contact the students a week before the session to ask them if they have any particular areas they would like to focus on. A few days before the session I email them with a reminder of the next meeting's theme and to suggest areas as they might like to do some pre-reading on e.g. management of COPD and examination of the respiratory system. At the first meeting we have had a general introduction sessions and agreed **group rules**. The patients are chosen to fit in with the theme of the week's session. For example this year for the gastroenterology week we saw a 19 year old with Crohn's disease, a 70 year old with liver cancer and previous bowel cancer and a 36 year old with IBS.

I have tried to use a **variety of teaching styles** to keep the sessions interesting and to stop them becoming formulaic. As well as seeing patients we have had small group discussions, student and doctor led presentations, communication skills listening exercises and teaching from other members of the GP team. This year one of the **Practice Nurses led a short practical session on spirometry**.

I have found that the students really appreciate the opportunity to receive and **individual and detailed** feedback about their clinical and consultation skills. The small group sessions in GP seem to be a relatively rare chance for them to be closely observed by the same doctor on a number of occasions over time. I use the template provided by the School of Primary Care to make brief notes about the students at the end of each session. I use these observations to do a **10 minute individual feedback session with each student at the end of the block**.



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The sessions are also a **good opportunity for the students to learn to give and receive feedback to each other**. It is, after all, something they will have to do over the course of their career. When they are seeing patients it is always the job of one student to make notes about their colleagues performance and to give specific feedback afterwards. Unhelpful generalisations such as "I thought you were really good" are strictly verboten. I have found that over four sessions, with practice and as they develop as a group, the student's feedback skills improve hugely. I also give feedback to students after each patient. In general I have used a Pendleton type structure.

'Always enthusiastic which made all of us more enthusiastic'



ic feedback afterwards. "good" are strictly verboten. I they develop as a group, the stu-

A typical session structure has been

- 1300 : Discussion and presentation – student led based on subjects agreed at the last session
- 1330 : General review of history and examination for the week's theme e.g. specific history for presentations of cardiovascular disease and cardiovascular examination
- 1400 : Patient 1 followed by feedback
- 1445 : Tea and doughnuts
- 1500 : Patient 2 followed by feedback
- 1545 : Patient 3 followed by feedback
- 1630 : Mini-topic teaching or discussion on topics encountered during the afternoon.
- 1650 : Negotiate next session content including presentation topics
- 1700 : Finish



The feedback I have had from the students has been most positive about the development of their consultation skills and the chance to give and receive detailed feedback about their performance. I have found teaching the third years to be immensely enjoyable and I would encourage fellow trainees to take the opportunity.

Keen to teach? You can **meet Michael** at the ST Teaching Workshop on 3rd June

If you are a **GP in training** and would like to teach third years in the next academic year please email phc-teaching@bristol.ac.uk for more information and to book your teaching. Ideally we would like you to attend the ST teaching workshop, see page 1 of this newsletter.

Prizes for Year 1 student creative work

We are very grateful to the medical Women's Federation for providing some generous financial support for the Year 1 creative prize and would like to take the opportunity to let you know more about the MFW's work.

Please log on here to read more

<http://www.medicalwomensfederation.org.uk/>



The art of touch
By Oliver McKinney

April Medical School Newsletter can be found here.

[file:///C:/Users/epbiml/Chrome%20Local%20Downloads/MB%20ChB%20Programme%20Newsletter%20April%202013-14%20%20\(2\)%20\(1\).pdf](file:///C:/Users/epbiml/Chrome%20Local%20Downloads/MB%20ChB%20Programme%20Newsletter%20April%202013-14%20%20(2)%20(1).pdf)

Interesting article from retired surgeon Frank Tovey OBE FRCS