

4/2013

Primary Health Care
<http://www.bristol.ac.uk/primaryhealthcare/>



Teaching Newsletter

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Summer Education Workshop 18th June

Engineers' House, Clifton, Bristol, 9.30-16.30

General Practice as a learning environment & Teaching students consultation skills

We are pleased to have **David Pearson** as our **guest lecturer**. He is the Deputy Dean for York Hull Medical School, a practicing GP and has published on the topic of learning environments. His current research focuses on the relationship between quality of clinical care and educational activity. Read more about David here

<http://www.hyms.ac.uk/staff/4871/dr-david-pearson>



A workshop for active undergraduate teachers. An opportunity to explore and reflect on teaching and learning in your practice. **To book your place email phc-teaching@bristol.ac.uk**

For Bristol practices—**Have you considered becoming a [Core Teaching Practice?](#)**

The Commitment

Year 1	2 groups of 3 students for 8 sessions each
Year 2	2 groups of 4-5 students for 4 sessions each
Year 3	4 groups of 4-5 students for 4 sessions each
Year 4	3 students for 4 weeks each
Year 5	2 pairs of students for 2 weeks each
SSC	1 year 3 or 4 student audit to supervise

The benefit

Pay above usual pay
Monthly payments

Core teaching practice from Lucy Jenkins, Concord Medical Centre, Bristol.

Working in a core teaching practice has been a positive experience allowing a number of us to be involved in teaching. The **financial benefits** mean that workload and patient care are not compromised. An advantage for us GPs is that we can share the teaching and have students from all five years which is fun, stimulating and we learn lots ourselves!

There is a bonus for committing to teach in all years and **payment is on a monthly basis**. This enables the practice to take on staff to cover the teaching if necessary. The dates are fixed in advance so we can plan around the students. There is flexibility if we need it.

It does mean there is a student present in the practice fairly frequently. This is generally popular with patients and staff. It has encouraged us to set up good protocols and become very organised. With sessions spread throughout the year we do not feel overwhelmed.

As well as the teaching the practice also needs to supervise a **student audit project**. This is an excellent opportunity to tackle an area you have been wanting to take a closer look at but haven't had the time for.

Email phc-teaching@bristol.ac.uk for information on becoming a 'Core Teaching Practice'

And if you wonder how you and your practice could manage all this teaching, please go to page 2 and read Sarah Jahfar's suggestion



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More Top Tips for Teaching from Wellspring Surgery Part 3

By Sarah Jahfar

GP lead for the South Bristol Academy



Wellspring Surgery, Barton Hill, Bristol. This a [Core Teaching Practice](#)

A suggestion to help with student teaching in your practice

Have you considered inviting your salaried, retainer or locum colleagues to participate in undergraduate teaching in your practice?

We know that there are many non-partners out there who would appreciate the opportunity to use their teaching skills and enthusiasm and we have found that involving colleagues in teaching commitments has been a mutually very satisfying arrangement.

With locums who do not have a regular patient list from which they can draw, it does take some close collaboration with GP partners, for example to arrange suitable patients for the session. Our locum found that the support materials from the University were very helpful. He was able to learn about the syllabus, the expected level of performance of the students and fellow GPs tips for teaching.

We have found that Year 2 and 3 teaching lends itself best to non-permanent staff, as the sessions either are or can be fixed in advance. Other opportunities would be offering tutorials to 4th and 5th year students, in particular if a colleague has a special interest or skill, such as custodial medicine, sports medicine...

For the Practice, the advantage is that teaching can take place without the need to block out as many Partner sessions, which is popular with managers and patients! For the locum, salaried Dr or retainer, it can increase the variety of their working life and they are able to use their teaching skills.

From Andrew Bradford , a Locum colleague at Wellspring

"I have found teaching undergraduate medical students an enjoyable and rewarding experience. It was manageable principally because I have good support from a teaching practice which has a great deal of experience in training undergraduates.

The support materials from the University teaching department are very helpful and describe the syllabus and the expected level of performance for students at different stages of their training. I have tried to be organised and arrange the facilities (home visit, rooms at the practice, nursing home visit etc) well in advance.

Things can and frequently do change at the last minute so it is always worth having a back up plan if a patient is too unwell or another problem arises. I am awaiting feedback from my first year of teaching but I hope it will be a positive learning experience for my own practice as well as a helpful adjunct to my appraisal experience"

Medical school newsletter at:

<http://www.bris.ac.uk/medical-school/staffstudents/student/newsletter/>