

4/2014

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



Teaching Newsletter

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

DATES FOR YOUR DIARY

NEW TEACHERS' WORKSHOP 6TH MAY 2014, 13.45-17.00

Room LG08, Canynge Hall, 39 Whatley Rd, Clifton Down, Bristol, BS8 2PS

This is intended for GPs new to student teaching and interested in getting involved in the next academic year. The programme is packed with the following I

- * How you and your practice can get involved in teaching Bristol medical students
- * Plan an effective undergraduate teaching session in General Practice
- * Understand key principles for good teaching
- * Understand key principles for effective feedback (3 different methods)



ST TEACHING WORKSHOP 3RD JUNE 2014, 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 24TH JUNE 2014. 9.30-16.30 Engineers' Hse, Clifton, Bristol

In the morning we will be exploring how we can teach students in Years 1-5 about **mental health and Psychiatry**. This will include talks about mental health topics led by local consultant psychiatrist Nicola Taylor and small group sessions. For the afternoon we have invited Sophie Parks who is a Principal Teaching Fellow at UCL and holds a number of important education posts including the chair of SAPC (Society of Academic Primary Care). She is a practicing GP in Hertfordshire.

Sophie is undertaking a systematic review of the extensive literature on teaching medical students in General Practice and will be sharing her findings with us. A particular focus will be the **complexity of involving patients in teaching** and the **commonalities and tensions between General Practice and other learning settings**.

For more information and to book a place at a workshop email phc-teaching@bristol.ac.uk

RCGP SEVERN FACULTY GALA DINNER AND GALE LECTURE 6TH JUNE 2014, 19.30

Venue: Royal West of England Academy, Bristol

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



Don't miss this event! Primary Care's own Trevor Thompson will enthuse, entertain and inspire us with his talk. Trevor is an inner city GP in Bristol and a leading lecturer in the University of Bristol Medical School. Co-author of the book "Sustainable Healthcare" (Wiley-Blackwell 2012).

Why not book a whole table and make it a practice outing or an occasion to meet medical friends? Great exhibition, delicious food from Papadeli and good company. What could be better? **Book now** at

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



More Year 3 teaching tips from Jenny Pash—'It's all in the planning'

Social media Part 2—Words of wisdom for students from Andy Eaton



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Year 3 Teaching Tips from Dr. Jenny Pash

'It's all in the preparation'

One approach to teaching 3rd year Medical Students in Primary Care

'Full of variety and v v good teaching. Handouts, practical skills, constant feedback and encouragement. Best of all, I loved the structure.'

student comment

Prepare the session

I have a rough **plan** in my mind of how the session will go, usually approximately

9.00 Arrive, welcome, feed back from last week, set learning objectives for the session, tea/coffee, practice clinical skills

9.30 Patient 1 consultation/examination

10.15 Debrief, address any unanswered questions, pick up learning points

10.30 Patient 2 consultation/examination

11.15 Tea/coffee/biscuits, debrief, prescribing, clinical skills, re-visit learning objectives, address any un-met needs, agree self-directed learning for the next session

On the day

I get in early to complete any remaining tasks, to check that none of the patients has cancelled and refresh my memory of the day ahead. I think that it is really important to be friendly, relaxed and at ease during the session, whilst retaining an appropriate level of professionalism. **I think the biggest asset I can share with the students is my love for my job as a General Practitioner. Enthusiasm can be contagious!**

I find it really important to **explore the learning needs** and outcomes at the start of each session, exploring what each student would like to learn/see, whilst interweaving that with the learning objectives of the University. We write them on the flip-chart and at the end of each session mark when they have been covered. Any outstanding objectives can either be used as a basis for self-directed learning or for the next session. Often the students will ask to learn a particular clinical skill or to see a patient with a particular condition. I try to accommodate these requests as much as possible, but occasionally explain that there will be other occasions to address these, such as learning PEFR in the medicine rotation rather than during MSK/MDEMO.

I **give individual feedback** during and after observing each student consulting with a patient and encourage the other students to be 'actively' observing and giving feedback as well. I then compile my observations for the final individual feedback at the end of the rotation, and try to give specific examples as much as possible, for example, 'you used some lovely open questions such as...., which really helped to build rapport with the patient'. I always ask them what they feel has gone well/they would like to work on and I am often surprised how frequently they will identify their own areas for improvement. I always try to help with suggestions and finish the feedback on a positive, encouraging note. I often find the individual feedback times also allow the students to discuss other issues, such as career options, problems at University or personal issues.

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Jenny Pash cont.



After the session

I use the paperwork supplied by the Medical School to record what each student has done could improve, as well as pros/cons of the session I send off the necessary attendance forms back forms/envelope to send to Bristol. I keep everything together in preparation for the next rotation.

'Very enthusiastic and took on board everything we wanted to learn'

student comment

well/ sion. At the end of the rota- and give the students the feed-

'More than welcoming, really went out of her way'

student comment



From Andy Eaton—GP lead for the Somerset Academy

Social media—Words of wisdom for students

PART II

In general, do not post anything about an individual that you wouldn't want to be painted in 6 foot high letters on a billboard outside their house for all to see. This applies not only to patients where you have a duty of confidentiality, but also an employer and those who have a potential impact on your career. Remember that although you may not name a patient if there is sufficient detail present this will identify them.

As a general rule, Consider whether swearing really adds anything to what you have posted and if you would still be pleased to see it there in 5 years time. It is good to let off steam and to debate controversy, but some things are best done in private or with a constructive 1:1 conversation.

If you do post something you subsequently regret, or come across something you think shouldn't be in the public domain, many networking sites have systems in place where comments can be retracted - but do it quickly before one of your "friends" thinks it would be amusing to forward it onto all their friends!

Finally, if you do use social networking sites, review your privacy settings - if you don't



really understand who has access to your site then ask someone who does (usually a teenager or a university student!) Ask them to explain about "tagging" where you may have inadvertently shared pictures or other sensitive information with others. And of course, you always have the option to "un-friend" someone!

With grateful thanks to Dr James Quekett, head of educational services at Doctors.net.uk