

Primary Health Care



2018 Teaching Workshop for GPs in training

<http://www.bristol.ac.uk/primaryhealthcare/>

Session plan

Introduction to medical student teaching

Planning teaching sessions

Giving feedback

Close

Objectives

Plan a teaching session

Compare the different models of giving feedback

Practice giving feedback

Be enthused to teach medical students

Your experience of learning

In pairs – 2 minutes

- Think of something that you have learned
 - For example using the practice computer system, taking a BP or maybe riding a bike, speaking French, sowing on a button etc.
- How did you learn it?
- What helped?
- Any barriers?
- How could it be improved?



What helps us learn?

- Practice - **Active learning**
- **Feedback**
- **Reflection**
- Encouragement
- Enthusiasm
- Engaging, motivating and relevant
- Positive learning atmosphere
- Safe space for experimentation
- Interest and ambition
- Role model
- Punctual/timekeeping
- Subject knowledge

What blocks learning?

- Irrelevant
- Not making students think or reflect
- Monotonous
- Poorly timed
- **Students passive**
- Not connecting to existing learning

Confucius say



I hear and I forget

I see and I may remember

I do and I will remember

What is good teaching?

Year 3 student feedback

The GP made sure we had a discussion before and after each session and made sure she took the time to grasp our knowledge of the topic first, so as to teach us accordingly

It was a very friendly atmosphere and this made it easier to participate

They were v well organised & had clear learning objectives which were always achieved. The GP was lovely and inspiring

RCGP curriculum on Teaching

RCGP curriculum statement 2.04

- *Understanding learning*
- *Learning environment*
- *Reflection*
- *LNA*
- *Teaching tools and techniques*
- Teaching other staff, *students* and trainees
- *Receiving Feedback*
- *Feedback to support learning*
- *Evaluation*
- *Assessment*
- Coaching
- Mentoring
- *Supervision*

GP teaching in the Academies and GP Leads 2018-19

	N. Bristol	S. Bristol	N. Somerset	Bath	Glouc./ Chelten.	Somerset	Swindon
Year	Nita Maha	Claire Pugh	TBA	Melanie Blackman	Michael Kilshaw	Laurence Huntley	Kate Digby
1	MB21	MB21					
2	MB21	MB21					
3							
4							
5							

MB16

GP Curriculum MB16 Year 3

Y	No of students	No of sessions	Teaching task
1			
2			
3	4 (5)	8	Clinical skills (extended), diagnosing, investigations, management, prescribing
4	1	30	Core curriculum of common presentations in GP Apprenticeship style learning (4 week 'clerkship'), observing and consulting
5	2	17	Complex patients, MUPS, 1 ⁰ /2 ⁰ care interface, acute care, prescribing, multimorbidities, observing and consulting, peer learning

MB21

Structure of Year 3

'Load of opportunities to ask questions in a very comfortable learning environment. The GP was interested in us personally, and developing us as doctors. Lots of delivery of clinical information'



Units 1&2		Units 3&4	
Junior Medicine and Surgery 4 GP sessions		MDEMO 2 GP sessions	Pathology 2 GP sessions
MDEMO 2 GP sessions	Pathology 2 GP sessions	Junior Medicine and Surgery 4 GP sessions	

Year 3 teaching -Organisation

	Year 3
How many groups of students/GP/year?	2 <u>(ST doc 1 group)</u>
How many sessions?	8 <u>(ST doc 4 sessions)</u>
Days	Flexible (except Gloucester) Agree timings with students
Group size	4
How often?	Same group x4 over 18 weeks (2 Units)
When?	Sept.-mid Jan or mid Jan-May

Year 3 - Teaching task

	Year 3
Teaching task	Extended history and exam., diff. diagnosis, investigations, mx, prescribing Teach topic areas related to the unit students are studying
Focus	Clinical area, conditions related to the units they are studying
How many patients/session	2(3)
Formative assessment	Yes
Summative assessment	Yes - Primary Care SBAs (this is part of the Junior Medicine and Surgery exam) Prim. Care OSCE station in end of year OSCE

'Awesome. Thanks'

Conditions to teach in Year 3 GP

Invite patients with these conditions

- HT
- CVA/TIA
- IHD (Angina, MI)
- DM (Type2)
- COPD/Asthma

Junior Medicine and Surgery

- Hypothyroidism
- Abnormal LFT
- Abnormal renal function (U+E/eGFR)

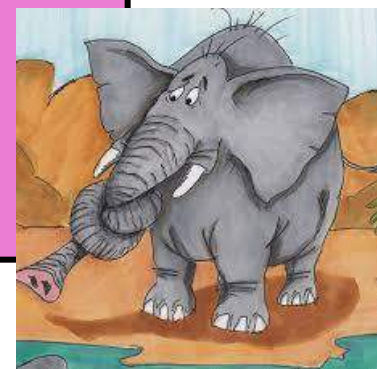
Pathology

- Osteoarthritis } **MDEMO**

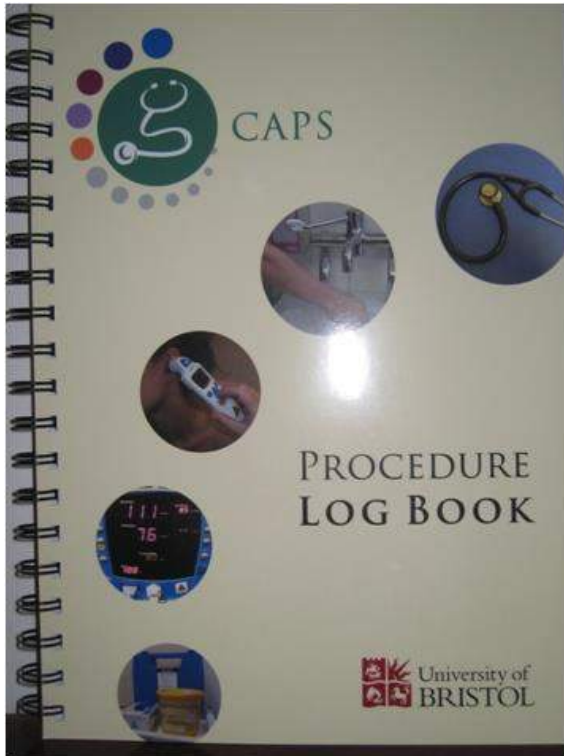
There is space for you to invite patients with other conditions, including surgical

Forms in use in Year 3

Attendance and payment form	To be sent to Teaching Office
Student absence concern form Student concern form Rarely needed, info in GP Teacher guidebook	
Log of students and reflections on teaching sessions	For you to keep
Student self assessment form	For the student to keep
Teaching evaluation form - student feedback Now <u>online</u> We send the link to the students and to you (Paper forms still possible)	<u>You need to remind your students</u>



Clinical skills - The CAPS logbook



- Describes 32 core competencies defined by GMC in *Outcomes for Graduates*
- Students need to be signed off
- Sign off on more than one occasion for most competencies
- Students have to transfer sign offs into their UMeP (undergraduate medical e-portfolio)
- Can be signed off by GP, hospital doctor or trained nurse

Planning a teaching session

Planning the teaching session

- Plan a teaching session for a group of 3rd year students
- The students are currently studying Junior Medicine and Surgery
- This is your second session with the students
- In this session, you will be focussing on heart and lung problems
- One of the patients has COPD
- You need to decide what problem your second patient has
- Discuss how you would go about planning the session

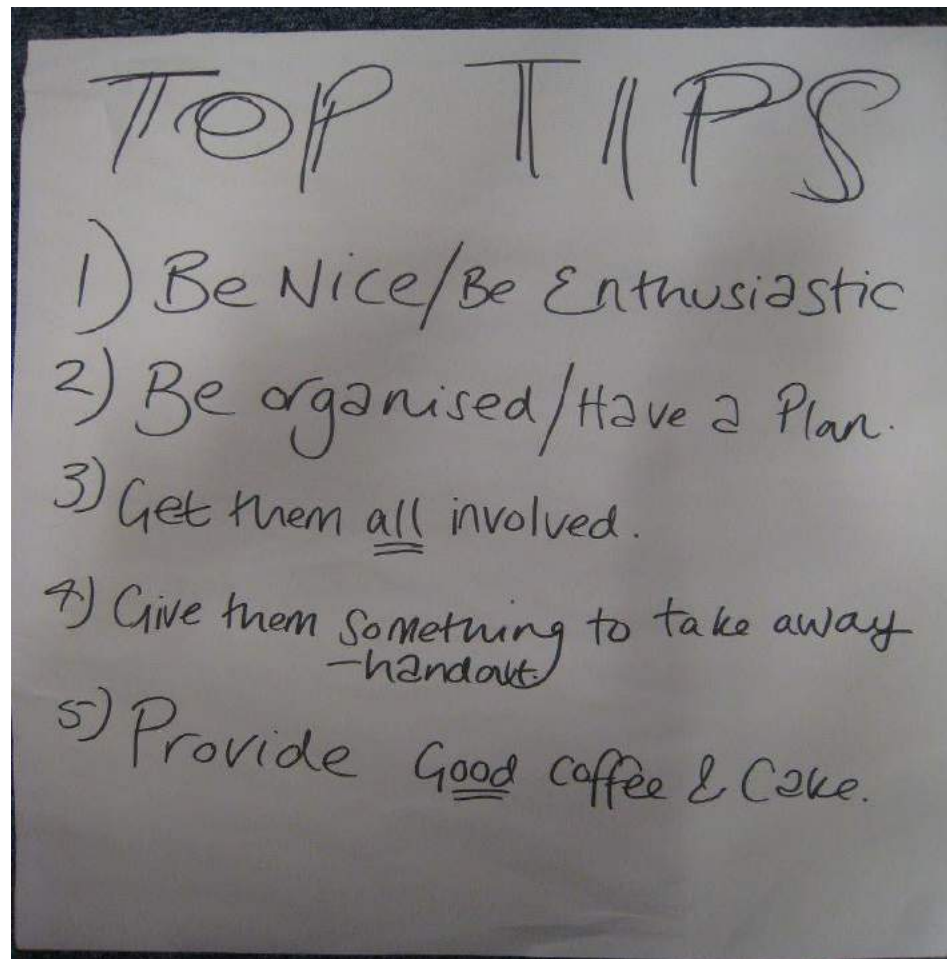
Small group discussion

- Write your top 5 teaching tips on a flipchart

Planning principles


- Consider your audience
 - What do they know already? What do they need/want to learn?
= Learning needs assessment (LNA)
 - How does it fit with the rest of the curriculum?
- What do you want them to learn?
 - Set clear learning objectives
- Resources available
- Student activities – make learning active
- Timings and time keeping
- Plan for a break
- Assessment
 - How will you know how they've done?
- Evaluation
 - How will you know how you've done?

Tips for teaching a group of third year students



Planning sheets

Programme forms and sheets



TLHP Programme


Session Plan

Name:	Duration:	
Date:	Number of learners:	
Venue:		
Subject:		
Aim:		
Objectives: (numbered)		

Resources:	
Start of session activity:	
End of session activity:	
Assessment of learners by:	

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Programme forms and sheets



TLHP Programme

<i>Time</i>	<i>Student activity</i>	<i>Teacher Activity</i>	<i>Resources</i>	<i>Objectives covered</i>	<i>Assessment</i>

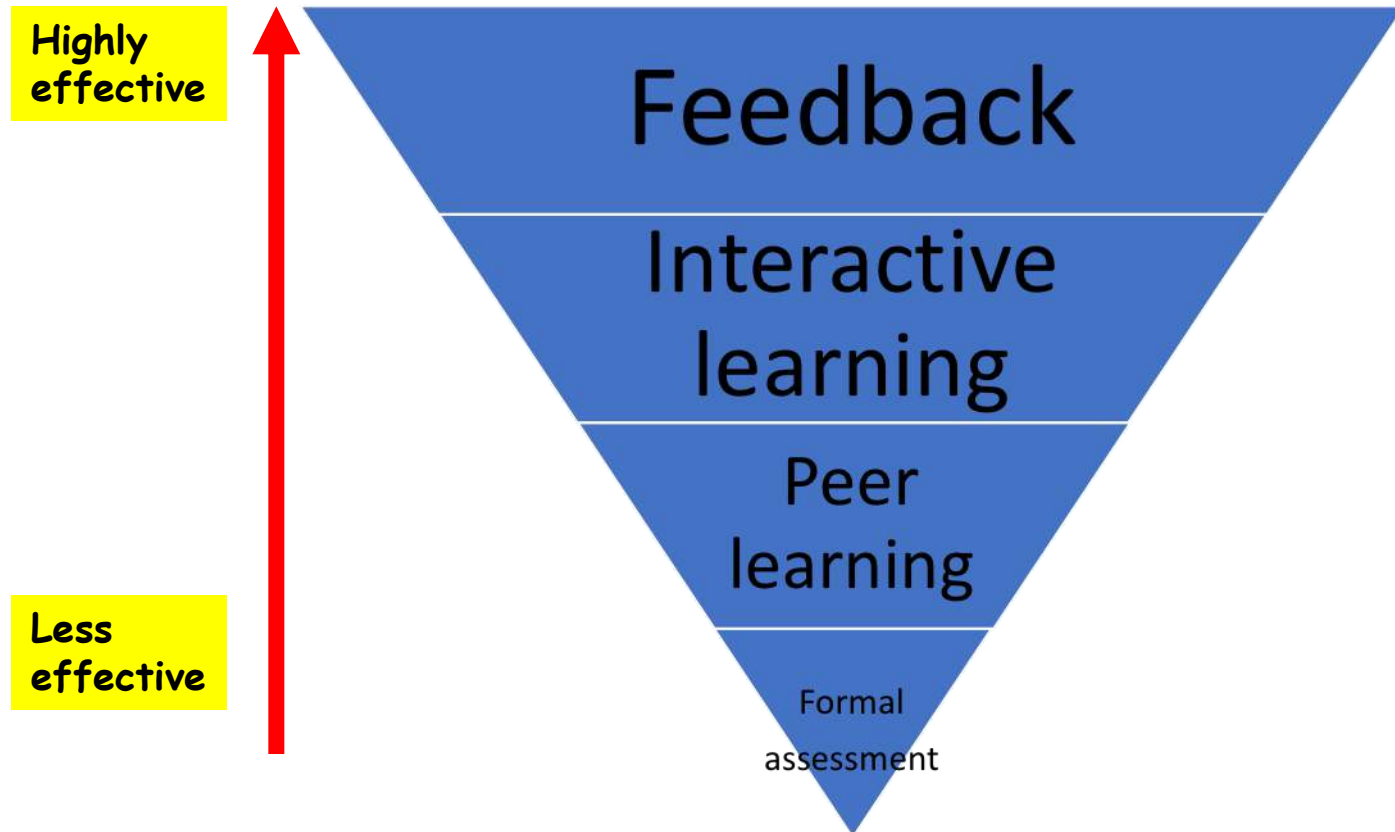
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Feedback

More than a sandwich?



Why is feedback important?



In pairs – three minute exercise

- Divide into A and B
- As to draw a dog
- Bs to draw a cow
- Draw for one minute
- Then give each other feedback for one minute each

Feedback Rules



Well timed

Start with something positive

Balanced

Honest

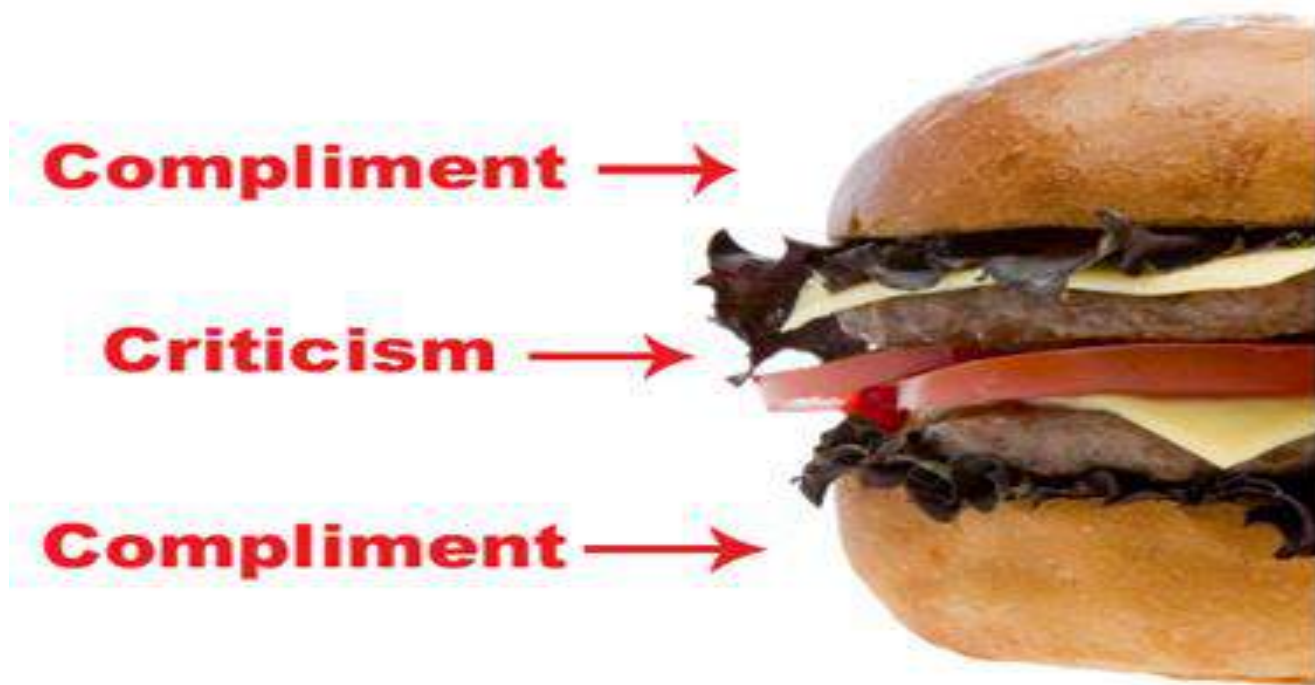
Specific Not just 'That was great...'

Descriptive 'I noticed...' 'What I see...'

Non-judgemental not 'Not your strength...'

Constructive 'What about...' **'Feed forward'**

Feedback Models



Feedback models

MEDALS

&

MISSIONS

- What was done well



- What can be improved
- Clear goals on how to achieve this



Pendleton process

- Check the student wants and is ready for feedback
- Clarification of facts
- Student states what went well
- Observer states what was done well
- Student states what could be improved
- Observer states how it could be improved
- Action plan agreed

ALOPA

Agenda led outcome based analysis

- Start with students agenda
 - Clarification of facts
 - What did they find difficult?
 - What were they trying to achieve
- Encourage problem solving
 - What would you do next time?
- Engage peers in problem solving
 - How would you like the group to help you?
 - Suggestions
- Summarise discussion and suggestions

What if you are not teaching students?

CSA Practice



Practice a different feedback model
on your dog or cow!

Problems we are hoping to avoid

- **GP Teachers not reading the guidebook**
- **GP Teachers not inviting any patients for the session**
- **GP teachers saying they did not have any information about the sessions!**
- **GP teachers not alerting us to problems with their students and not completing student concern or absence concern forms**
- **GP Teachers letting students go at the end of the last session before the students have completed the online feedback form**

Please do not have a session
for just going through CAPS
logbook skills!

Even if students request it

Students need to be observed and have feedback on taking
histories, examining and consulting skills

Any questions?

Train the next generation of GPs



The students need you!
If you would like to teach next year please look out for the
invitation emails