# Peer Teaching ST1 Registrars

The peer teaching and learning sessions give you an opportunity to:

* study a particular area of the GP curriculum, and teach it to colleagues
* develop effective and enjoyable teaching and learning techniques

When doing peer teaching, it is helpful to choose a topic that is important in GP, and to discuss aspects relevant to working in GP. Just presenting a disease or topic is less helpful. Using the RCGP curriculum statements is a good way of focussing your presentation, and can help to link theory with practical tips.

Some examples of Curriculum areas with one of its competence sections:

### 3 19 Respiratory Health – Practising Holistically and Promoting Health

* Seek to identify patients who, for complex personal reasons, often tend to present late in the progress of their condition
* Be able to support patients who perceive that they have brought their illness upon themselves
* Help patients whose illness can have a significant impact on their life choices
* Be able to support patients with different cultural or ethnic perceptions of what are acceptable forms of treatment (e.g. inhalers)

### 3 21 Care of People with Skin Problems – Communication and Consultation

* Identify symptoms that are within the range of normal and require no medical intervention, e.g. age-related changes such as dry skin/hair loss and innocent moles
* Appreciate the feelings engendered by skin disease, which include fears about contagion (the ‘modern-day leper’) and concerns about malignancy
* Empower patients to adopt self-treatment and coping strategies, where possible, in such conditions as mild eczema and mild acne
* Appreciate the quantities of cream/ointment/lotion that should be prescribed to enable patients to treat their skin condition appropriately, and when to use each vehicle
* Whilst respecting dignity and observing appropriate hygiene measures, demonstrate that examining the skin and touching affected areas is acceptable
* Describe a skin lesion or rash using dermatologically accurate terms

### 3 18 Care of People with Neurological Problems – Making Decisions

* Demonstrate a structured, logical approach to the diagnosis of ‘difficult’ symptoms with multiple causes, e.g. headache, dizziness
* Demonstrate an understanding of the relevance to management and effective use of special investigations such as EEG, CT, MRI and nerve conduction studies

### 3 02 Genetics in Primary Care – Data Gathering and Interpretation

* Be able to take and interpret a family history. This involves:
* knowledge of relevant questions
* knowledge of basic inheritance patterns (autosomal dominant and recessive, X-linked, mitochondrial, multifactorial)
* understanding that while some genetic conditions always present with the same signs and symptoms, others can show variability between family members, particularly some autosomal dominant conditions (such as neurofibromatosis type 1)

## Organisation of the Peer Learning sessions

* start thinking about possible ideas, considering diseases, problems and competencies
* look at the list of dates for peer learning sessions, volunteer for a specific date
* liaise with Lindsey.Buckenham@glos.nhs.uk to coordinate dates
* liaise with Olesya Atkinson or Paul Crouchman about the actual session content and style

### Developing Teaching Skills

* use the handouts about teaching to consider your plan for the session
* use a variety of learning techniques to encourage participation by the learners
* change the learning method at least every 20 minutes, to keep everybody engaged
* watch a colleague, using the teaching feedback form, to observe ideas about how others teach, and then give your colleague feedback about their teaching style
* ask for feedback from colleagues when you do your own teaching session

### Planning your Peer Learning Session

1. Decide which area of the curriculum to present eg respiratory, cardiovascular, genetics, etc
2. Consider which competency areas you wish to include eg holistic, working in teams, ethics, etc
3. Explain how your chosen areas apply in GP
4. Focus on how a GP manages the disease in the context of the person
5. Include some activities for participants to engage with, eg quiz, practising, discussion, etc
6. Write out a plan, discuss with Olesya or Paul at least 2 weeks prior to the session
7. After discussion, complete your final version of your learning plan
8. Prepare any teaching aids, handouts, PowerPoint, etc
9. Afterwards, receive feedback, reflect on your teaching skills and consider your future teaching

### Personal notes about preparing for the learning and teaching session