



DISCIPLINE OF GENERAL PRACTICE TEACHING NEWSLETTER

October 2016

The end of the 2016 academic year is approaching rapidly and you have inducted another cohort of medical students into the fascinating world of General Practice. Many of our students have been inspired by your passion and skills, sometimes even 'surprised' about the variety and depth of practice in primary care. Being taught by excellent role models generates the most powerful learning and plants the seed for our future GP workforce. Thank you for your generosity!

The Faculty restructure is still ongoing. Recently our faculty has been renamed as 'Faculty of Medicine', putting the medical program at the centre of its endeavours. It is not yet clear where the Discipline of General Practice sits within the new governance structure, but we hope to have more clarity soon.

Sadly, the Urban LInCC project, providing second year students with a longitudinal experience in general practice for 13 or 26 weeks, will finish this year. Both GPs and students have very much enjoyed the program. Students were part of the team and have learned invaluable skills. We thank all the GPs and practice staff for their support and enthusiasm.

We would like to invite you to our traditional end of year DGP Teachers' Evening to be held on Tuesday 13th December 2016. We will send an invite shortly and look forward to seeing you there.

Prof Mieke van Driel and Dr David King

<https://general-practice.medicine.uq.edu.au/>

Remaining 2016 GP Rotation Dates

19th September – 11th November

2017 GP Rotation Dates

10th January – 3rd March

13th March - 5th May

15th May – 7th July

17th July – 8th September

18th September – 10th November

Featured Profile: Dr Ben Mitchell



Dr Mitchell is a Lecturer in the Discipline of General Practice. He also works part-time as a General Practitioner in Banyo Clinic and as a Medical Educator for General Practice Training Queensland.

Ben started his academic career as an Academic Registrar at the Discipline of General Practice. He now supports and mentors the new registrars in DGP. Ben is a passionate teacher with specific expertise in evidence-based practice. He runs journal clubs for both his own clinic and GP training.

His research interests are breastfeeding, postpartum care and medical education. He is a member of the RACGP and the General Practice Registrars Australia (GPRA).

Stop Press: The General Practice rotation received the highest overall rating of the 3rd year rotations according to the 2016 UQ Student Evaluation of Course and Teacher results for semester 1. Congratulations to all involved.

**University of Queensland GP
Teachers' Evening
Tuesday 13th December 2015,
6:00 - 9:00 pm**

Level 8 Health Sciences Building,
Royal Brisbane and Women's Hospital, Herston.
**For more details, email Heather McMaster
h.mcmaster@uq.edu.au.**

STUDENTS' GENERAL PRACTICE EVALUATIONS

ROTATION 4, 2016

The things I liked most about my clinical attachment:

There were many opportunities to practice practical skills; skin excisions, ear syringing, cryotherapy. Many opportunities to converse with GPs/patients.

I was treated as a member of the team and made to feel welcome. My ideas and opinions were sought by my GP, both in consultations and after them.

I saw a wide variety of cases and learnt a lot from my GP.

Being able to assess the patient and their social situation. Being able to talk to the patient about their concerns in different languages. Wide range of presentations.

The things I liked least about my clinical attachment:

Not much opportunity to see patients alone. Did not help with any procedures.

Watching consultations.

Nothing really, it was a great experience.

STUDENT ASSESSMENT IN THE GP ROTATION

Our GP practices provide wonderful learning opportunities for the students, but at the end of the rotation it is time to assess if they have learned what we intended them to learn. Our end of rotation assessment focuses on common GP presentations and skills and has several components.

Written Multiple Choice examination: 50 single answer questions which often relate to a clinical scenario. Answers to the majority of questions are drawn from the essential resources and readings.

Oral exams: Students are presented with a standardised diagnostic and management clinical scenario with simulated patients. In a diagnostic scenario students are provided with a presenting complaint to explore. In the management case they are given history, examination and investigation results and required to discuss a comprehensive management plan with the patient. Stations are 13 minutes each.

The marking domains for diagnostic cases include: history taking; requesting appropriate physical examination and surgery tests; clinical reasoning; and differential diagnosis and problem list. For the management interviews: the management plan content; management plan structure; and ethics and professional practice are assessed. Communication and patient-centeredness are assessed in both interviews and the patient role-player provides a global rating of the student performance.

Areas where students commonly falter are sometimes related to poor knowledge, but more often to process factors such as disorganised approach, poor history taking skills and clinical reasoning errors. Some students also struggle with negotiating comprehensive management plans individualised to a particular patient while dealing with the patient's concerns and preferences.

Ways that you can help the students prepare for this assessment include: asking them to see a patient for 10-15 mins and present their differential diagnosis and problem list to you; asking them for a management plan for a patient they are seeing alone or with you; asking them to deliver the patient education; discussing ethical issues. Higher order learning can be encouraged by discussing and explaining your own clinical reasoning and decision making processes.

ACADEMIC TITLE HOLDERS FOR GENERAL PRACTITIONER TEACHERS

The Discipline of General Practice and the Faculty of Medicine proudly acknowledge the dedicated work of its many externally-funded health professionals, including our general practitioner teachers. To recognise their work the Faculty of Medicine awards individuals with **Academic Titles**. We encourage all our GP teachers to apply.

To apply for an Academic Title please go to <http://www.uq.edu.au/health/academic-titles>

VISIT US

www.general-practice.medicine.uq.edu.au

or contact DGP Administrator dgpadmin@uq.edu.au



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