



# DISCIPLINE OF GENERAL PRACTICE TEACHING NEWSLETTER

MAY, 2013

## FEATURED PROFILE

Ms Heather McMaster



Heather is the Administrative Coordinator for the General Practice Rotation with the Discipline of General Practice.

She is the first point of contact for Practice Managers and GP teachers regarding medical student placements. She enjoys supporting medical student teaching in general practice within the Discipline and has loved being a member of the team for over ten years.

Heather's interests outside work include outdoor activities, particularly bike-riding.

**WELCOME** to this edition of the Discipline of General Practice Teaching Newsletter.

First of all, a big thank you to our clinical teachers who are providing our students with a wonderful experience in general practice. The one-on-one teaching they receive in your practices is a privileged and powerful learning tool and their appreciation is reflected in the consistently high feedback ratings.

We were delighted to receive the official University of Queensland Student evaluations from 2012 and our rotations received the highest student ratings for Overall Teaching across all Clinical Rotations in year 3 of the MBBS. A credit to our practices and the team at UQ led by Dr Nancy Sturman and Ms Heather McMaster.

This year we have for the first time expanded our longitudinal program, the "Urban LinCc" project to second year medical students. Selected students spend a session a week in host general practices during a semester in year 2. The feedback from both students and practices has been overwhelmingly positive. This first contact with "real patients" in a "real life clinical setting" is important in guiding future GP career choices.

Through modelling patient-centred primary health care and promoting research, innovation and scholarship the Discipline of General Practice hopes to develop and train a next generation of colleagues to carry on the transformation of care in the community. We teach across the preclinical and clinical phases of the MBBS curriculum providing a unique opportunity to showcase and enthuse students for our discipline. GP registrars working with us during their academic term are certainly also great attractors. In addition, we have hosted international students for research electives, further building links with the global GP and academic community.

I extend a warm welcome to all of you to apply for an academic title with the Discipline of General Practice, which will give you access to the UQ library and other UQ services, in appreciation of your contributions to the medical program at UQ. More information can be found on the next page.

Thank you and I hope to meet you at the next preceptor training session.

**Prof Mieke van Driel, Head of Discipline**

## PROMOTING EFFECTIVE LEARNING EXPECTATIONS *by Dr Margie Henderson*

Have you sometimes wondered if your student is interested or why they haven't done what you have asked them to do?

Perhaps it is because of a mismatch between your and their expectations – between what you want to teach them and what they want to learn, or what you are prepared to let them do and what they think they should be able to do? Perhaps the range of general practice is too daunting? Often a short initial discussion about expectations and focusing learning can help to alleviate some of these issues.

Boston University has developed the "One Minute Learner" tool to guide this discussion. The six components are:

### GOALS

What is their current level of skills? What does the student want to learn short and long term; what do you want them to learn?

### GETTING GOING

When and how should the student start seeing patients? For example, which patients should the student see (or not see)?

### HOW MUCH AND HOW LONG

What should the student do in the room with the patient? For example, how much of the visit should the student do on his/her own? How long should the student spend with each patient?

### PRESENTING

Where and how should the student present? For example, where should the student present (in front of the patient, outside of the room, etc)? What format should they use for presenting? How detailed should the presentation be?

### CHARTING

When and how should the student write notes? For example, what format should the student use for his/her notes? When should the student write the notes?

### QUESTIONS

When should the student ask questions that they have? For example, should the student wait until the end of the session? Should they ask questions as they come up?

