

Year 5 Tutor Guide Cluster Based Teaching 2021-22



University of
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Centre for Academic
Primary Care

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Introduction

Thank you for agreeing to teach our Year 5 Students.

Students will come to you for one session a week, in groups of 4-8, during a 9-week primary care attachment. This is part of a 27-week course 'Preparing for Professional Practice (PPP)' which also includes Ward Based Care and Acute and Critical Care rotations. PPP takes place following an 8-week elective.

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1	2	3	4	5	6	7	8	9	9	10	11	12	13	14	15	H	H	16	17	18	19	20	21	22	23	24	25	26	27	28	29	H	H	30	31	32	33	34	35	36	37	38
06-Sep	13-Sep	20-Sep	27-Sep	04-Oct	11-Oct	18-Oct	25-Oct	01-Nov	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun
Elective period								plenary	Ward Based Care				Christmas Holiday		Careers/GMC REG/Elective Fair		Primary & Community Care								Easter		Acute & Critical care				Final Choice/Skills Week											
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This is the first year that Year 5 has run in this way. It is the final year of the new MB21 Bristol Medical school curriculum with the first cohort starting in 2017. Students completed their finals examinations at the end of year 4 so this is an apprenticeship style year. PPP still ran in a similar way in previous years, but the rotations were only 4 weeks long.

Students attend their primary care placement in pairs. The aim of the attachment is to prepare students for working as F1 doctors. The main focus is on the student consulting with patients independently and practicing decision making.

This will only be the 3rd time that the cluster-based teaching sessions have run and the first time it has run for 9 weeks. It is an opportunity for students to meet with other students from local practices to share experiences and learning from primary care. Each week there will also be the opportunity to practice advanced consulting skills. The feedback from last year was really positive. Students particularly valued the pastoral element and the consultation skills scenarios. This year we have introduced some new topics and challenging scenarios that we hope the students will find particularly relevant for starting F1.

I hope that you enjoy teaching this course.

Kind regards



Lizzie Grove

Dr Veronica Boon and Dr Lizzie Grove
Year 5 GP co-leads

Dates of Primary Care attachments

The dates of the GP Attachments are:

1. Thursday 4th November 2021 – Friday 21st January 2022
2. Monday 24th January – Friday 25th March 2022
3. Monday 28th March – Friday 10th June 2022

Dates and Location of Cluster Based Teaching

The sessions are run on a Wednesday morning or afternoon for 2.5 hours.

You will be sent a separate document with the specific dates, time and venue you will be teaching. You will also be sent a list of your students.

We are planning for these sessions to run face-face but if you need to convert to remote teaching, this will be run using Microsoft Teams.

Structure of the GP placement

A typical timetable is shown below;

	Monday	Tuesday	Wednesday (Out of Practice)	Thursday	Friday
AM	Student led surgery	Student led surgery	Cluster Based Teaching	Student led surgery	Student led surgery
Lunch	Home visit	Practice Meeting		Home visit	Admin
PM	Community/Allied Health	Assigned Patient/choice session	Private Study	Observed Surgery/Tutorial	Project

- 9 week apprentice style placement with no prescribed teaching themes
- The focus of this placement is on the students consulting independently. **They should have a minimum of 4 student led surgeries per week.** (students consult independently with review from GP tutor after each patient. The students can do clinics individually or in pairs but by the end of the attachment students should have done at least 2 clinics individually. Students may wish to observe a couple of surgeries in the first week or later on in the attachment to observe differing consulting styles but these sessions should be minimal)
- **One session per week should be an observed surgery.** (students consult independently whilst being directly observed by GP tutor).
- **One session per week should be reserved for the Student Initiated Project,** see below.
- **One session per week is spent with an allied health care professional/community health care clinics**
- Each student should be assigned a patient with complex health needs that they can follow-up over the 9-week attachment

- On the first day all students should have a tutorial/observed surgery where their GP tutor observes them consulting with a patient and uses this to help assess learning needs and plan the rest of the placement.
- If students are isolating at home but well, we are aiming for students to be involved in at least one remote patient consultation per day with their GP. They will also be expected to undertake 4 hours of self-directed learning.
- All Students will be out of practice for the whole day on a Wednesday so there should be no issues with attendance at the cluster based teaching sessions.
- Students can take one Time Out Day (essentially extra annual leave) during their GP attachment. These should **not** be used on cluster based teaching days.

Student Initiated Project

Students are given one session per week during their GP placement to plan and deliver a service that is of use to their patients and the community. They work in their pairs and can do this within their practice or with a local third sector organisation.

I am very happy for students to use the cluster based sessions to discuss ideas and outcomes for their projects.

Ideas from previous years;

- Setting up a patient participations group – CCG will meet with students to advise how to do this.
- Producing a leaflet/poster/electronic screen message for patients
- Updating Self-care section on surgery website
- Running a health and wellbeing session
- Running an education session for local nursing homes/new parents/diabetic patients
- Setting up a memory café or volunteer taxi service
- Mini audits – GP update courses have lots of ideas for these
- Creating a paediatric eczema plan
- Look at significant events meetings/CCG report – are there any outstanding issues the students can address
- Reviewing patients who have just been discharged
- Creating a database of patients who are happy to help with student teaching
- Reviewing new guidelines and creating a template to ensure practice is updated

Assessment of the GP placement

The students have completed finals.

By the end of Year 5 the students need to complete:

- The year 5 workbook with 16 Entrustable Professional Activities (EPAs)
- Clinical and Procedural Skills (CaPS) logbook

During their GP attachment, students must complete:

- At least 1 satisfactory Mini-CEX (remote)
- At least 1 satisfactory Case- Based Discussion (CBD)
- 1 Team Assessment of Behaviour (TAB) – Nov-Jan block ONLY
- 1 patient satisfaction questionnaire (PSQ)
- Have at least 80% attendance ; please highlight any attendance concerns early
- Have satisfactory engagement and performance

Year 5 Workbook

There are 16 EPAs in total which form headings in the online [Year 5 Workbook](#), see below. EPAs are being introduced to every UK post-graduate training program as the core activities at which doctors should be competent. For PPP, EPAs have been used to guide the development of the core activities that students need to become trusted to perform at the level of an F1 doctor to help Year 5 act as a bridge towards postgraduate training. The students need to collect a minimum of five signatures from supervisors for each EPA stating that they have performed a task at the level expected of an F1 doctor.

Each session of cluster based teaching has an EPA assigned to it. Students may ask you to sign off activities in their workbook. Activities can only be put into the book once and cannot contribute to more than one EPA.

1. Gather a history and perform a mental state and physical examination
2. Communicate clearly, sensitively and effectively with patients and relatives verbally and by other means
3. Prioritise a differential diagnosis following a clinical encounter and initiate appropriate management and self-management in partnership with the patient
4. Recommend and interpret common diagnostic and screening tests
5. Prescribe appropriately and safely
6. Document a clinical encounter in the patient record
7. Provide an oral presentation of a clinical encounter
8. Form clinical questions and retrieve evidence to advance patient care and/or population health
9. Give or receive a patient handover to transition care responsibly
10. Communicate clearly and effectively with colleagues verbally and by other means
11. Collaborate as a member of an inter-professional team, both clinically and educationally
12. Recognise a patient requiring urgent or emergency care and initiate evaluation and management
13. Obtain informed consent for tests and/or procedures
14. Contribute to a culture of safety and improvement and recognise and respond to system failures
15. Undertake appropriate practical procedures
16. Adhere to the GMC's guidance on good medical practice and function as an ethical, self-caring, resilient and responsible doctor.

Clinical and Procedural Skills (CaPS) Logbook

Students will bring a paper copy of this logbook to their placement. They have a variety of clinical skills that they will need to get signed off before the end of year 5. This includes spirometry, performing urine dipsticks, taking a BP, taking a BM, ABPI's, IM injections and ECGs. There is no minimum amount that they need to do during their GP attachment, but students often find that it is a very useful place for completing them especially skills like spirometry which are difficult to do in hospital.

Mini-CEX

A Mini-CEX is an assessment of direct observation of a student/patient clinical encounter and should take no longer than 20 minutes.

Students may ask you to complete a Mini-CEX for them when they are consulting in the advanced consultation skills scenarios. This must be agreed in advance rather than retrospective.

The student will provide you with an electronic device for you to complete the online form. If you wish to see the form in advance or if the electronic device fails and this cannot be completed online, the form is on our website along with the University of Bristol CCA guide for assessors with more information on completing a Mini-CEX: Many tutors find it helpful to print out a form and annotate it whilst the student is consulting. If a paper form is completed this must be transferred to the electronic form in your presence.

<https://www.bristol.ac.uk/primaryhealthcare/teaching/teaching-in-practice-by-year/five/>

You need to decide if the student is

- 1) Performing at the level expected; (the student is procedurally competent and safe, and has demonstrated at least the minimal level of competence required for commencement of FY1)
- or
- 2) Not yet performing at level expected; (you do not feel student has reached a standard that will allow him or her to function as an FY1, in particular if you feel they have demonstrated behaviour that could potentially compromise patient safety)

You will also need to remember to ask the patient/actor for their comments

Cased Based Discussion (CBD)

This is a structured discussion of a clinical case that has been seen by the student. This is also an electronic form which is found on our website link as above. You will also find some assessor guidance which contains links to some useful videos on how to conduct a CBD and give feedback.

Team Assessment of Behaviour (TAB)

During the first attachment, Students need to complete a TAB. They will need to send a ticket request (email) asking for feedback for their TAB to a range of different staff they have worked with in your practice. **You may receive a request to complete this as a CBT tutor.** You will need to follow the link and complete the short form if requested to do this. If students have not managed to complete this successfully in the first rotation, they will need to repeat this in their second rotation.

Aims of Cluster Based Teaching

- Meet with colleagues to share experiences and learning from GP placement
- Reflect on patient cases and how this relates to current guidelines
- Develop advanced consultation skills
- Understand how General Practices can differ in terms of population demographics, available resources and how care is delivered
- Reflect on General Practice as a specialty and potential career option
- Further expand on non-clinical areas to develop as a well-rounded practitioner.

Structure of sessions

You will be sent a detailed session plan at least 1 week prior to the date of each session. However, this is only a guideline. I am very happy for these sessions to be student led so if there is a particular topic the students want to cover or if the students have an issue or patient case that needs more time to discuss please adapt the session to meet the groups needs.

The students will also be provided with a weekly session plan by midday on the Wednesday a week before the session. They will be expected to complete some pre-learning each week. Examples include reading some background information, researching a mini-topic and preparing a short presentation or reviewing some patient notes. The students will find this information on OneNote and Blackboard which are platforms they are familiar with. The students are also encouraged to bring interesting patient cases to discuss with the group.

Example outline of each week:

14.00-14.20 (9.00-9.20 morning session) Introductions	Open forum to discuss any issues, concerns or difficult experiences. How is the placement going? How is the student project going?
14.20-15.10 (9.20-10.10) Case discussion	Case discussion (students to bring) or mini topics e.g. prescribing or managing uncertainty—student presentations, discuss guidelines
15.10 – 15.20 (10.10-10.20)	Break
15.20-16.20 (10.20-11.20) Consultation Skills	Role play scenarios with feedback
16.20-16.30 (11.20-11.30) Reflection and Planning	Feedback on session Key learning points Discuss next weeks topics Delegate tasks if appropriate

Suggested Topics

Week	EPA	Topic
Week 1	EPA 10 Communicate clearly and effectively with colleagues verbally and by other means	Remote Consulting
Week 2	EPA 12 Recognise a patient requiring urgent or emergency care and initiate evaluation and management	Urgent care

Week 3	EPA 5. Prescribe appropriately and safely	Prescribing
Week 4	EPA 4. Recommend and interpret common diagnostic and screening tests	Abnormal results
Week 5	EPA 10. Communicate clearly and effectively with colleagues verbally and by other means	Referral letters/Discharge Summaries
Week 6	EPA 7 Provide an oral presentation of a clinical encounter	Managing uncertainty
Week 7	EPA 2 Communicate clearly, sensitively, and effectively with patients and relatives verbally and by other means	End of Life Care / Ethics
Week 8	EPA 16 Adhere to the GMC's guidance on good medical practice and function as an ethical, self-caring, resilient and responsible doctor.	Being a GP
Week 9	EPA 11 Collaborate as a member of an inter-professional team, both clinically and educationally	5 minute micro-teach & 10MIN Q & A / student

Out of the Box

This year we are introducing a new concept where we are asking students to research an area directly relevant to clinical practice but outside of the operational skills of being a doctor. This project will be presented in the first session and the students will then deliver a short teaching session to their group in the last session. Examples include reading some medical literature e.g. This is going to hurt, or undertaking a lifestyle prescription e.g. couch to 5k and reflecting on their experience.

More details will be provided in your week 1 detailed session plan.

COGConnect Consultation Model

Consultation skills, at Bristol Medical School, are taught via the Effective Consulting course which spans all 5 years of the curriculum. This course is based on the COGConnect consultation model developed by Bristol Medical School. It is a unique visual teaching and learning tool to help students consult, and help tutors structure and communicate their observations and feedback.

A visual overview, observation guide and more information on COGConnect can be found on our [website](#).

If you would like to learn more about using COGConnect in your teaching, please see this e-learning module which contains lots of teaching tips.

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COGConnect a visual resource for teaching Effective Consulting

This 30 minute module introduces COGConnect a unique visual resource for teaching and learning about consultations. It is designed for teachers of Bristol's undergraduate medical students i...

[Go to this Sway](#)

Your role as a tutor

The ideal scenario is to get the group doing all the work. Give them tasks so you are left to focus on:

- Providing structure: a safe learning environment
- Keeping to time
- Making sure everyone has the chance to contribute – that includes bringing out the shy or reticent student members.
- Ensuring that the feedback is balanced and perhaps summarising one or two key learning points at the end of each section.
- Introducing anecdotes from practice where appropriate and highlight the relevance of learning to the role of a foundation doctor.
- Making the session fun and enjoyable
- Complete a weekly attendance and engagement form

How can I prepare?

- Read this handbook
- Read the detailed session plan prior to each session
- Familiarise yourself with any recommended pre-session learning
- Familiarise yourself with the COGConnect consulting model
- Contact 2 x students prior to each session with patient brief for role-play scenarios (Please note we will allocate students the first week)
- If you did not attend the workshop you can watch this [here](#); alternatively, the recording can be found in the 'grp-Year 5 - Cluster Based Teaching' Teams channel under the Files section.
- Familiarise yourself with Microsoft Teams in case you need to use this. You will be sent a remote access link and instructions on how to use it. Check your software and IT are working correctly prior to the session

When sessions are face-face, you may want to bring;

- Copy of tutor handbook/session outline
- Your list of students
- Any equipment you may need for your activities e.g. post-it notes, print outs
- Spare pens
- Laptop
- fruit/snacks for the students for the first week and discuss a snack rota for following weeks.

Assessment

The Cluster Based Teaching sessions are assessed by satisfactory attendance and engagement. **At the end of each session, you will be sent a link to complete an attendance and engagement survey for each student.**

Feedback

As this is a new course, we will be asking you and the students for written feedback at the end of weeks 3, 6 and 9. We would like the students to complete this within the teaching session and will allocate time for this. We anticipate that this will take no longer than 10 minutes to complete.

Student Prizes

This year we would like to formally recognize **exceptional** students that have particularly impressed you during the cluster based teaching sessions. At the end of the attachment, we will ask you if you would like to nominate one of your students for a prize. This is a monetary prize and can count for additional points on their future job applications. We will review the nominations at the end of the year 5 and up to 3 students will be selected.

Criteria for nomination would include:

- Achieved 80% attendance
- Made thoughtful contributions to the CBT sessions throughout the attachment.
- Presented outstanding project work

End of attachment

Please complete the Course Evaluation feedback survey. As this is a new course, we are still very keen to hear how your teaching went. The link to this survey will be emailed in the last week of the placement.

I'm unexpectedly unable to teach at short notice, what should I do?

If you are unable to teach one of your sessions please email phc-teaching@bristol.ac.uk as soon as possible so we can try and arrange cover for your group.

If you need to alter the timings of your session to later or earlier in the day and your students are all able to accommodate this change that we are happy for you to arrange this directly with your students.

If you are unable to teach within 24hrs of the tutorial please let us know via text to Veronica (07916149409) **and** email phc-teaching@bristol.ac.uk and mark URGENT f/a Miki.


Useful Documents

As well as this handbook, there are further useful documents available on the [Primary Care Year 5 Teaching Website](#):

- [The CBD form](#)
- [Guidance to assessors](#)
- [The students' Year 5 Workbook](#)
- The students' Year 5 Primary Care Handbook
- Small group facilitation
 - <https://www.ucl.ac.uk/teaching-learning/publications/2019/aug/small-group-teaching>
 - <https://www.bradfordvts.co.uk/wp-content/onlineresources/teaching-learning/facilitating-groups/small%20group%20teaching.pdf>

Student Concerns

There are occasions that you may be concerned about a student's performance or wellbeing.

- Always try to discuss your concerns with the student concerned.
- If you are not easily able to resolve your concerns with the student, try to inform the student that you will be seeking further advice
- There is a useful presentation and flow chart below which should guide you to the most appropriate course of action depending on the particular issue.
<https://sway.office.com/sGWAcdTyzsmV4aVf?ref=Link>
-  [Flow Chart for GP Teachers who have concerns about a student.pptx](#)
- There is a student wellbeing service available 24hrs a day and this should be the first point of contact for any welfare issues. You do not need to have the students consent to contact them. This can be via a Wellbeing Access form, by emailing wellbeing-access@bristol.ac.uk, or calling 0117 456 9860 (open 24 hours). Information on the range of support can be found at www.bristol.ac.uk/wellbeing.
- Please note that the medical school encourages teachers to have a low threshold for filling in student referral forms.
- Please do not hesitate to contact us if you want to discuss your concerns; phc-teaching@bristol.ac.uk