Managing the lunchtime gap with students!

Some students in year 4 and 5 have feedback that the lunchtime gap in practices sometimes feels long or that they are in the way. Likewise, for us GPs, there are meetings to attend or and paperwork to do, and it is much easier without the worry or guilt that your student is at a loose end.

So below are a few ideas:

Best options and what we should all be doing!

- Sit down with colleagues, eat lunch and chat
- Invigorating/de-stressing walk round the locality
- Make a cup of tea for everyone in the building!
- Someone on Twitter suggested press-ups and jogging!

Educational activities…..

- Accompany GPs on home visits (does not have to be own GP teacher)
- Personal study - develop MCQ exam question or OSCE scenario to assist learning and test fellow students
- Online learning- via Blackboard or other sites e.g. https://www.bradfordvts.co.uk
- Practice based educational events and meetings
- Review practice SEAs and summarise learning points
- Meeting with interesting patients in the surgery
- Time with allied health care professionals (ensure they are allowed time for teaching)
- Review CAPS logbook: look at EMIS appointment screens to see what opportunities are coming up for additional learning (ECG/IM inj/spirometry/IUD fits/Minor surgery etc….)
- Identify a condition seen recently and research, then present back to GP teacher. Point them to resources:
  - www.patient.co.uk
  - www.gpnotebook.com
  - http://cks.nice.org.uk/

- Prescribing
  - Review a list of all medications prescribed in the previous session – for each look up the indications, contraindications, possible side effects, monitoring
  - Medication reviews, or specifically look at a patient with polypharmacy and try to identify any medications to review

- Involve the student in mutually beneficial activities such as
  - Care plans
  - Audits
  - Learning disability reviews
  - Case reviews
• **Review of blood results** - consider which ones may need action/are important and decide management plans. Can encourage them to use the ‘Haematology for GP’ guidance on Remedy and the clinical biochemistry page

• **Referral letters** - Students suggested they would like to practice this: can look up local referral pathways and draft a letter with all the relevant information

• **Reviewing incoming documents** e.g. discharge/clinic letters see what tasks there are for the GP/are these appropriate/has any medication changed etc?