

Teaching Newsletter

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Summer Education Workshop 18th June

Engineers' House, Clifton, Bristol, 9.30-16.30

General Practice as a learning environment &

Teaching students consultation skills

We are pleased to have **David Pearson** as our **guest lecturer**. He is the Deputy Dean for York Hull Medical School, a practicing GP and has published on the topic of learning environments. His current research focuses on the relationship between quality of clinical care and educational activity. A workshop for active undergraduate teachers, an opportunity to explore and reflect on teaching and learning in your practice.

To book email phc-teaching@bristol.ac.uk

Year 2 teaching weeks 2013-14

The clinical weeks in Year 2 will be starting on 30.9.12, 28.10.12, 16.12.13, 3.3.14.

Recruitment letters for Year 2 will be sent out by your academy.

Year 2 teaching tips

One GP encourages students to see GP sessions as a *'playground for fun and discovery'*

Learning needs analysis

Asking wide open questions at the start of the very first session in Year 2 may not work, i.e. 'What are you hoping to get out of this session?'

Try asking more focused open questions

- * 'What are the key things that you have learned about CV examination so far?'
- * 'What is the most important thing for you to learn about CV examination/history today?'
- * 'What skill do you want to focus on today?'

Medical school newsletter at <http://www.bris.ac.uk/medical-school/staffstudents/student/newsletter/>

From Johanna Parker, GPST3 Out of Programme Experience (OOPE) Christchurch, New Zealand

I arrived in Christchurch in August 2012 on an OOPE, a year out of my GP training in the Antipodes. I am currently working as an Honorary Clinical Lecturer at the University of Otago. This role includes teaching medical students on the 4th year GP module. I am also conducting a qualitative research study: ***Final medical students' attitudes to General Practice as a career.***

Working with focus groups of final year medical students has given me a greater insight into what and who influence their attitudes to GP as a career. The common important themes reported were the quality of the GP placements during medical training and good GP role models. Many of the students had excellent placements with inspiring GPs, reporting that they perceived General Practice as an exciting, challenging and interesting career. This was particularly true of those who were involved with consultations and practical procedures, received teaching between patients and those who were made to feel like part of the team at the practice. Students also reported having great GP role models they looked up to. These were often GPs they had worked with and been taught by during their training. Unfortunately not all students had such a positive experience. Some said they were made to feel unwelcome and awkward, with little or no interaction with patients or the GP.

Students' perception of General Practice is influenced significantly by experiences early in their medical school training. This research demonstrates the influential role GP educators have on medical students' attitudes to GP as a career and highlights the importance of good GP training attachments. I look forward to teaching some of the Bristol medical students in my GP Registrar year and hope to positively influence their attitudes to GP as a career.