

MBChB Year 2 Clinical contact in GP – Skin and Integument 5th November 2026

Context for the session

The Intended Learning Outcomes for this session are:

Discuss how to work effectively on clinical placement
Describe how to prepare for a clinical consultation
Describe & perform opening a clinical consultation
Describe & practise strategies for building rapport
Undertake a clinical consultation (clerking) & gather information relevant to the patient presentation
Describe & practise strategies to elicit patient's ideas, concerns, expectations, impact and emotions (ICE-IE)
Describe & perform an approach to the clinical examination (WIPE) (see vital signs protocol)
Assess and document vital signs including pulse, respiratory rate oxygen saturations, temperature and blood pressure (see vital signs protocol)

Overview of tasks for this session: This is the first session in Primary Care for your Year 2 students and the first time you are meeting them. Please allow enough time to get to know your students and set up the group for success. You may only have time to see one patient this session.

TASK	Notes
Meet and greet your students: <ul style="list-style-type: none">• Orientate them to the practice and area. Where will they leave their personal belongings? What is your patient list size, demographic etc?• Introductions: Get to know your students & tell them about yourself and career journey. Remember also that the students may not know each other.• Group rules: Set expectations of the group and outline what they can expect from you. Agree how to work together as a group, e.g. punctuality, keeping discussions confidential, listening to others' perspectives etc.• 1:1 time – briefly meet each student individually so that they have an opportunity to tell you anything that they want you to be aware of	<p>Consider with the reception team how to welcome students.</p> <p>Consider how you want the students to communicate e.g. a back-office number for absence on the day</p> <p>Work on “group rules” for success together with your students – keep a note of these (everyone could take a photograph)</p> <p>Consider a rota for consulting/examining/ observing etc</p>
Set up the session: <ul style="list-style-type: none">• Find out what your students have been learning about so far in this case-based learning block (Skin)	<p>For tips on opening and building rapport do refer to the COGConnect part of the primary care website</p>

<ul style="list-style-type: none"> • Share clinical experience. What skin problems do you commonly see in GP? Any top tips? • Discuss opening a consultation - how to get off to a good start, and things you do to help build rapport • Give an overview of the patient(s) who are coming in today. • Allocate tasks eg: history taker, observer 	<p>When allocating tasks to students consider who will consult & who will examine, & assign tasks to the observing students e.g. specific areas to observe and feedback on. For example, this might be a focus on: opening, rapport building, use of ICE-IE, organisation of questions.</p>
<p>Patient consultation:</p> <ul style="list-style-type: none"> • Introduce the patient and outline the task • Please allow students to practice assessing vital signs (ideally on a patient) 	<p>Students to consider how to find out the impact of the patient's health on their life, and how to elicit the patient's ideas, concerns and expectations for their health condition and what they want from their doctor</p> <p>Share any top tips from your clinical experience for assessing vital signs</p>
<p>Feedback and debrief:</p> <ul style="list-style-type: none"> • Reflect on patient story and learning from the session with the group. Any further learning the students plan to do? • What did the student do that helped the consultation? What is one specific skill they would like to develop before the next session? • The students' next session with you is in their Pharmacology & Therapeutics block. Anything that needs covering in advance of this session 	
<p>Closing:</p> <p>Submit attendance form (including any late arrival or early leaving with timing)</p> <p>Manage any student concerns that you need to communicate with the GP teaching team</p>	

Specifics for the Skin and integument session in GP Clinical Contact

Session structure and format

Please refer to the [GP2 Teacher Guide](#) for generic information and advice on how to structure and deliver each session.

Learning needs/ brainstorm/ preparation to see the patient

Spend some time asking the students what they have learnt so far in the skin case block and talk briefly about the common skin related issues you see in general practice.

You are not expected to give a tutorial on assessing skin problems. Students have had lectures and been sent reading material on assessing skin lesions and rashes in clinical practice, so we suggest you ask them to tell you what they have learnt. Brainstorm their thoughts on a flipchart or whiteboard (see figure) and/or use these prompts:

- What skin problems might you commonly see in practice?
- The range of possibilities for "a rash" is broad. What are the most important things you want to cover in the medical history and why? What are "red flags" in a patient presenting with rash?
- When someone presents with a skin lesion what do you want to find out about? How do you go about differentiating a skin cancer from a benign skin lesion?

- Encourage students to use inclusive language, avoid assumptions, and consider the impact of skin conditions on identity, confidence, daily activities, work, relationships, and mental wellbeing.

Patient one

For this session, due to the time it will take to get to know your group you may only be able to bring in one patient. Where possible we would like you to bring in a patient with a skin condition and relate it to the students' learning in the block. However, we recognise this is not always possible, therefore we would like you to use the session to build the students' confidence in speaking to a patient. As well as this, we would like the students to gain experience in assessing vital signs on real patients, see vital signs protocol. So, it does not matter if your patient does not have a specific skin condition as long as the patient is amenable to having their vital signs checked.

Ideal patients for the block are people who:

- Have any condition who are open and willing to share their story with the students
- Have a long-term skin inflammatory condition, such as atopic eczema, acne or psoriasis.
- Have common, benign skin lesions (e.g. warts, seborrheic keratosis/basal cell papilloma) or chronic urticaria or have had treatment for skin cancer
- Additionally, are willing to have their pulse, respiratory rate oxygen saturations, temperature and blood pressure checked (see [protocol linked here](#)) Or consider another patient for vital signs.

What students will have covered in the two-week Skin and Integument block:

In **Case-Based Learning** students will consider a young man, who presents with psoriasis. Students will consider pathophysiology and skin turnover; how to describe rashes; impact on physical, social and psychological function; differential diagnoses of rashes; topical treatments and basic mechanism of action of steroid creams; and coping strategies. The GP treating the young man also has a rash – a dermatitis of the hands and the students look at implications for work.

In **lectures, workshops and practicals** students will learn about:

- The structure and function of the skin, hair and nails including normal diversity
- Skin thermoregulation
- Skin histology
- Skin damage and repair
- Skin conditions: Psoriasis, eczema, acne, skin infections, and skin cancer
- Acute and emergency dermatology
- Paediatric dermatology
- Skin in systemic disease

In their **Effective Consulting lab** students will consider:

- Preparing, Opening, and eliciting the patient's ideas concerns and expectation and understanding the patient's emotions and impact of their condition on them (ICE-IE). They will also think about how to build rapport
- How to undertake a focused dermatology history in a patient presenting with a common dermatological condition.

In their **clinical skills session**, students will be covering:

- How to perform an A-E examination including observations such as a manual BP
- How to record and interpret a NEWS score
- Identifying common signs of sepsis and how to describe the Sepsis 6

Student information on skin history and examination

Please see link here for the resources students are provided with for Skin and Integument: [Effective Consulting in Year 2 - Resources for Skin & Integument \(2026-27\)](#)

You do not need to "teach" this but if the students do see a patient with a skin condition with you it is useful to know what they are taught centrally about how to approach to the history in dermatological conditions