



Educational Module for GP's Who Teach Medical Students

Professional development points

RACGP QA&CPD – 6 category 2 points are available

ACRRM PDP – 3 points core are available

Expected time to complete this activity is 3 hours.

In order to qualify for points:

- 1: Complete the education module.
- 2: Complete the following 10 multiple choice questions by circling the correct answer and then complete the evaluation section.
- 3: Mail or Fax this form back to:

The Education Officer
NCGPT
PO Box 1497
Ballina
NSW 2478
Fax: 02 66 815722

Complete the Following

Your Name: _____

RACGP Number: _____

ACRRM number: _____

Fax number or email address (for feedback) : _____

Multiple Choice Questions - Circle the correct answer

1. Which of the following is NOT CORRECT regarding student orientation to the practice?
 - A. In a short term placement, an orientation interview is unnecessary
 - B. Planning and orientation improves the efficiency of the student placement
 - C. If the student is to document patient consultations, practice software orientation is useful
 - D. The orientation interview is a useful opportunity to identify the learning needs of the student
 - E. If the parallel consulting model is used, agreement on systems to ensure patient safety is recommended

2. Which of the following statements DOES NOT APPLY when seeking patient consent to have a medical student present during a consultation?

- A. The patient may ask the student to leave at any time
- B. The patient should understand the role of the medical student
- C. Having the medical student present when seeking consent is desirable
- D. Permission should be obtained prior to the consultation
- E. In seeking consent the GP teacher should consider whether there are any sensitive issues such as cultural factors and mental health issues

3. Which of the following HAS NOT been described as a desirable characteristic of an excellent teacher?

- A. Gives feedback
- B. Communicates expectations
- C. Role models desired behaviours
- D. Focuses on imparting factual knowledge
- E. Provides opportunities to perform patient assessments

4. The **most effective** strategy when the GP teacher is observing a student in a patient consultation is to:

- A. Avoid interrupting the student as it may interfere with the student/patient interaction
- B. Recognise the student's limitations and provide clear, focused instructions on how to proceed with the consultation
- C. Take control of the consultation if the student appears to be struggling
- D. Interrupt as the consultation is progressing to correct any errors
- E. Interrupt the consultation to clarify points in the history

5. Which of the following IS NOT a pitfall of clinical teaching:

- A. Passive observation rather than active participation
- B. Focussing on factual recall when discussing a clinical problem
- C. Lecturing the student
- D. Lack of clarity around expectations for the student
- E. Focusing on a limited number of teaching points

6. The Microskills model is:

- A. A method for conveying a number of teaching points in a busy clinical setting
- B. A model for teaching procedures
- C. A method of focusing on specific skills acquisition
- D. A method of case based learning involving the learner summarising the case and the teacher providing instruction and feedback
- E. Only used in parallel consulting

7. Which of the following IS NOT usually part of the process of giving feedback to a learner:

- A. Gaining consent to give feedback
- B. Asking the learner to reflect on their own performance
- C. Ranking the student's performance
- D. Advising the learner of ways that aspects of their performance could be improved
- E. Informing the learner that they are about to receive feedback

8. The Parallel consulting model:

- A. Is only for students on advanced clinical placements
- B. Can be organised around 'Wave scheduling'
- C. Is associated with longer consultation times
- D. Leads to duplication of the work of the student and the teacher
- E. Requires pre booked appointments

9. Which of the following DOES NOT apply to the SNAPPs model.

- A. This model is useful when parallel consulting
- B. The model provides a framework for case presentation and formulating a management plan
- C. The GP teacher guides the student through the steps
- D. The student should familiarise themselves with the SNAPPs model prior to consulting
- E. The 'A' stands for 'Analyse the differential'

10. Principles of adult learning include:

- A. There is a specific purpose to the teaching
- B. Adult learners have an affinity for rote learning
- C. The adult learner functions best in an unstructured environment
- D. The learner needs access to electronic resources
- E. Adult learners are motivated by academic competitiveness

Evaluation Section

1: Please rate to what degree the learning objectives of the module were met - Circle the correct answer.

By the end of the module, participants should be able to:

Appreciate the importance of planning in assisting GP's to provide good educational opportunities for students without compromising patient care

Not met	Partially met	Entirely met
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Utilise teaching methods that reduce time pressures on a practice, minimising the impact of teaching on GP teachers and their patients.

Not met	Partially met	Entirely met
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Understand the methods that are used within the patient consultation and by reception staff, to address patient consent issues.

Not met	Partially met	Entirely met
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Understand how to effectively implement the different models of case based learning in the General Practice setting.

Not met	Partially met	Entirely met
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More confidently give constructive and effective feedback to students.

Not met	Partially met	Entirely met
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2: Rate to what degree your learning needs were met by this module:

Not met	Partially met	Entirely met
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3: Rate to what degree this module is relevant to your practice:

Not relevant	Partially relevant	Entirely relevant
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General Overview

4: What was your overall impression of the module? Are there improvements that you would like to see?

5: Will your practice as a GP change as a result of completing this module? Please give examples.

Further information email: neilb@ncgpt.org.au