Teaching and other opportunities at BSMS for General Practitioners
Contents

Welcome to BSMS  ................................................................. 3
GP Teachers in the Community ........................................... 4
General Practice Placements—Year 1 ................................. 6
General Practice Placements—Year 2 ................................. 7
General Practice Placements—Year 4 ................................. 8
General Practice Placements—Year 5 ................................. 9
In House Facilitating ............................................................. 10-11
OSCE Examining ................................................................. 12
Working with BSMS Students: a testimonial ............... 13
Student Selected Components ............................................ 14
Individual Research Projects ............................................. 15
Admissions Interviews ......................................................... 16-17
And Finally ........................................................................... 18
Welcome to BSMS

General Practitioners are key to the success of the training and clinical opportunities for BSMS students. There are lots of ways to get involved—I do hope the following pages will tempt you.

Professor Helen Smith, Chair of Primary Care, Head of Division of Primary Care and Public Health

If you would like to discuss any of the opportunities mentioned in this brochure, please contact: Nicky Gilkes, BSMS Placement Coordinator
Tel: 01273 644563
Email: n.j.gilkes@bsms.ac.uk
GP Teachers in the Community

Our students have placements with GPs in the community in Years 1, 2, 4 and 5 of the program and we are always looking to expand our network of placement providers.

The teaching commitment and funding available varies from year to year and the following pages give you an overview of the different options available.

Previous teaching experience is not essential as we provide training, but we value your enthusiasm and interest in promoting high quality clinical practice.

See what some of our existing teachers have to say:

Dr Rani Dhillon: Lime Tree Surgery, Worthing
4th year medical students have good clinical knowledge and skills, and teaching them how to use these in general practice is most enjoyable. It is great to watch them develop their understanding of general practice as a speciality and quite often teaching them this reminds me how much I love being a GP.

Dr Guy Bidwell: The Haven Practice, Brighton
Having students at the practice has been extremely rewarding for me. It encourages me to review my skills and knowledge as a GP, so is beneficial to my professional development, as well as helping bring through the next generation of doctors.

Dr Frances Forester: Lindfield Medical Centre, Lindfield
Having worked as a GP facilitator, and knowing the fantastic work that is done at the Medical School, when I was made a partner I was eager to introduce medical students to the practice. Their fresh enthusiasm and thirst for experience and knowledge has reinvigorated all the partners who are involved in teaching them. General Practice is going through a difficult time at the moment and I can honestly say that having such lovely students accompany me for the afternoon has brought back some of the fun and reminded me why I became a GP in the first place. Finding them interesting patients to see is actually relatively easy as primary care is now looking after fairly complex cases and it’s a pleasure to see the students’ history taking skills and confidence develop over the time they are with us.
GP Teachers in the Community

Dr Rekha Shah: Carden Surgery, Brighton

I have been teaching 1st year Medical Students from BSMS for over 10 years. I find the teaching extremely rewarding and enjoyable. General Practice is an ideal environment as the students encounter a wide range of patients presenting with medical, psychological and social problems. The students learn to treat patients holistically and begin to understand the importance of good communication skills. General Practice also teaches the students the importance of the Doctor—Patient relationship, continuity of care, which is integral to good patient care, and the importance of Multidisciplinary team work.

I feel extremely privileged to pass on some of my skills and experience to the next generation of Doctors, as I was extremely fortunate to experience this when I was a medical student and would recommend other Doctors in a similar position to take on this commitment. The support I have received from all the staff at BSMS has been excellent.

Dr Rebecca Richards: Lime Tree Surgery, Worthing

I have been teaching 2nd year medical students from BSMS for a few years now and enjoy it very much.

I have found that the communication skills we are so familiar with using in General Practice are highly applicable to teaching and the Medical School give clear, helpful guidance regarding the content of the sessions.

The students seem to enjoy seeing real patients with real problems and stories and during the year it is great to see them grow in their clinical skills.

Dr Fran Sneddon, Saxonbury House Medical Group, Crowborough

I have been teaching 1st year BSMS students for the past four years and I find it a thoroughly rewarding experience. The students are enthusiastic, keen to learn and come armed with questions. They seem to appreciate their time spent in the surgery and it is a pleasure to watch them improve and gain confidence with basic history taking and examination throughout the year.
Themes for Year 1 GP Placements

- Practising communication skills
- Patient centred medicine
- History taking and examination skills
- Learning in the clinical environment
- The Family Study (a family with a new-born child)

What happens in these placements?
Students are allocated in pairs to a GP practice across the academic year (September to May). Each pair will attend your practice on six occasions to see patients with conditions linked to the diseases that they are studying in the bioscience modules. They are encouraged to talk to these patients, take histories and perform examinations (under direct supervision), which facilitates comfort in talking to patients. During this time students are asked to analyse features of the consultations that they witness to use as examples for the student portfolio which forms one of the assessments during the academic year.

When do they occur?
The students visit your practice for three hours on Tuesday afternoons. This is ‘protected time’ and you should see no more than six patients in that period to gain as much teaching potential as possible out of each encounter.

What is expected?
Learning outcomes for each visit to your practice are contained in the GP Teacher’s handbook which is provided for you, and students begin with observation of the consultation looking at communication styles, types of questions and agendas.

Payment
The payment is £1200 per pair of students (2015/16 rates).
General Practice Placements - Year 2

Themes for Year 2 GP Placements
- Communication skills in special circumstances
- Therapeutics
- History taking and examination skills in Neurology, Psychiatry, Sexual Health, Mental Health and Rheumatology
- Learning in the clinical environment
- The patient with a long term illness

What happens in these placements?
Students are allocated in pairs to a GP practice across the academic year (September to June). Each pair will attend your practice on six occasions to see patients with conditions linked to the diseases that they are studying in the bioscience modules. They are encouraged to talk to these patients, take histories and perform examinations (under direct supervision), which facilitates comfort in talking to patients. During this time students are asked to analyse features of the consultations that they witness to use as examples for the student portfolio which forms one of the assessments during the academic year.

When do they occur?
The students visit your practice for three hours on Thursday afternoons. This is ‘protected time’ and you should see no more than six patients in that period to gain as much teaching potential as possible out of each encounter.

What is expected?
Learning outcomes for each visit to your practice are contained in the GP Teacher’s handbook which is provided for you, and students begin with revisiting communication skills and history taking.

Payment
The payment is £1200 per pair of students (2015/16 rates).
General Practice Placements - Year 4

Year 4 - Module 403
General Practice teaching remains at the heart of the BSMS curriculum. In year four this is delivered through Module 403 and seeks to present general practice as a clinical specialty in its own right. This is achieved by exploring the clinical and communication skills necessary to care for patients who present with early, undifferentiated symptoms or multimorbidity. These challenges are considered in the context of both limited access to investigations in general practice and the diverse population of patients seen. Where possible, skills are best learned through supervised student-led surgeries in the community. Alongside general practice, this module includes separate teaching in population medicine and palliative care. Ultimately, our aim is to provide the skills and inspiration for BSMS students to consider embarking upon general practice as a career.

Community GP Tutors: clinical visits
Students undertake eight half day visits to the same GP practice to develop their communication and clinical skills. The aim is for students to undertake student led surgeries and to receive feedback from their community GP tutor on these skills. These visits take place on Fridays (morning or afternoon) or Wednesday afternoons and tutors may request to receive one or more students across the year. Community GP tutors should review and sign off the student’s attendance logbook and encourage them to link their learning to their prescribing formulary. During their first two sessions, students are required to identify a patient upon whom they will base their GP Patient Report. Community GP tutors are not formally involved in student assessment.

Student Led Surgeries
We expect BSMS students will progress quickly in their ability to see patients independently and most students would be expected to have seen patients on their own for at least five to six sessions.

Payment
The payment is £800 per student (2015/16 rates).
General Practice Placements - Year 5

About Year 5 GP Placements
Each of our students is attached to a GP practice and named tutor for four weeks. A practice can choose to teach up to six students (one per rotation). Our students will need to be drawn into the hands-on practice of medicine and routine patient care in typical clinical settings. Patient management, including therapeutics, will take on new emphasis, which will be added to the knowledge and diagnostic skills they have already acquired - but which will certainly need brushing up as well!

Suggested weekly timetable

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td>GP Surgery</td>
<td>Regional Seminar</td>
<td>Chronic Disease clinic</td>
<td>Student led surgery</td>
<td>GP Surgery</td>
</tr>
<tr>
<td>Lunchtime</td>
<td>Home visit</td>
<td>Audit activity</td>
<td>GP tutorial</td>
<td>Telephone consultations</td>
<td></td>
</tr>
<tr>
<td>PM</td>
<td>Community visit</td>
<td>Personal Study</td>
<td>Student led surgery</td>
<td>GP Surgery</td>
<td>Chronic Disease clinic</td>
</tr>
</tbody>
</table>

Student Led Surgeries
Students should have at least two student led surgeries per week. We expect BSMS students will progress quickly in their ability to see patients independently and most students would be expected to have seen patients on their own by the end of the first week. The time needed by a student to deal with patients will vary both within and between surgeries depending on the competence of the student, the case mix and the work load. Please give immediate formative feedback on the way the consultation was managed and the skills used.

Payment
The payment is £1200 per student (2015/16 rates).
In House Facilitating

Our 1st and 2nd year medical students have one day per week dedicated to clinical practice – Tuesdays and Thursdays respectively. In the morning, the students generally attend a lecture followed by seminar group sessions. The groups explore the themes raised in the lecture and are led by one of our in house facilitators. The facilitator will work with the same group of about 12 students throughout the year and the sessions feature group discussions, role play and working with simulated patients.

The afternoons are given over to a variety of activities that the students rotate through in a four week cycle, one of which is clinic skills workshops run by a team of facilitators.

Our in house facilitators are also involved in the students’ assessment by marking written assignments and examining during their practical exams (OSCEs).

Our 4th year students have a GP focused module which runs on Fridays and also requires in house facilitators to supplement the lecture based teaching. The facilitators are involved in running seminar group sessions, practical skills sessions and simulated surgeries. In addition they will mark students’ written assessment and examination papers.

We require both permanent and stand-in facilitators and the rate of pay is £167.81 per session (2015/16 rates).

Dr Krishna Nainen: Module 101 Facilitator & Community GP Teacher

I am thoroughly enjoying being a GP teacher and in house facilitator. I really look forward to my teaching days. The support from peers and BSMS admin team is excellent. I feel proud to be a part of BSMS teaching faculty and highly recommend it for those who are interested. If you are ambivalent, I would say go for it and join the fantastic team.
I have been involved in sharing information with medical students in General Practice for many years, and it has been an uplifting experience to formalise the commitment within the University as a facilitator.

There are opportunities to facilitate seminars with different year groups of medical students for one or two sessions per week during the term.

The focus is a variety of subjects from therapeutics to safeguarding, alongside communication skills. A variety of techniques are used including actors in role play situations. Fortunately there is helpful preparation for this more formalised teaching experience from the module lead and other facilitators in a relaxed meeting held every week.

I have developed a greater understanding of what contributes to good teaching, and how the knowledge can be retained. It has given me a gentle exposure to leading groups, and managing presentations and this has been useful for me in the setting of general practice.

It is refreshing to spend time in discussion with the medical students who are engaging and, as with any group, the learning is often two way. The same student group remain with you during the year, so there are opportunities to observe their development, and as a consequence they may seek support, usually for academic reasons but inevitably there is a desire to help them achieve their goals.

In addition to the seminars we are involved in marking seven essays by the students that contribute to their end of year mark. We work hard at standardising our opinions against the marking criteria and do this as a collective group amidst lots of discussion. We are also involved in their OSCEs.

We have the opportunity to attend some of the relevant lectures that are often useful in updating one’s medical knowledge along with supporting the seminar principles.

The other facilitators are doctors from a wide range of medical disciplines which gives valuable insight into how things can be managed differently.

It is rewarding to work in a relaxed environment applying one’s knowledge alongside different colleagues during a working day that finishes at a predictable hour.
OSCE Examining

There are many opportunities for examining as OSCEs (Observed Structured Clinical Exam) take place in four out of the five years of the program.

The OSCEs take place at the following times:

- Year 5 OSCEs: April
- Year 2 OSCEs: June
- Year 3 OSCE: July

Anyone wanting to become an OSCE examiner, in any year of the program, must complete an OSCE examiner training session beforehand. These are organised prior to the start of each years’ exams.

A fee of £209 per half day is currently payable for OSCE examining.

Dr James Read, St Lawrence Surgery, Worthing

I have examined at OSCEs for both 1st and 5th year students in recent years. As an examiner you are well looked after and well briefed on the station you are examining at. I am always very impressed at the calibre of the students and also at the exam standards set. I think it is very useful to experience first-hand the exams that final year students will eventually face at the end of their studies. In short I find examining at these OSCEs very enjoyable and would thoroughly recommend it.
Dr Elizabeth Fisher, GP Partner, Park Practice, Horsham

A very interesting journey........

I have really enjoyed the last three years where I have become involved with BSMS medical students.

The first year I looked after 2nd year students who rotated through the practice on a Thursday afternoon. They were all polite and presentable to my patients, many of whom had volunteered to come in especially. The patients enjoyed the opportunity to tell their story and one of these thoroughly enjoyed discussing the details of his warfarin treatments and the medication issues. I remember him being delighted to have a longer consultation than usual and to mention a few things that he hadn’t had the time to mention to me on previous occasions.

There were a few minor snags, like how to get three very tall medical students plus me into a Fiat 500 and still see out of the rear window. But other than this home visits were very enjoyable and the patients who agreed to be visited again really enjoyed the experience.

The last two years my colleagues have taken on the practice work in rotation so that no one loses too much surgery time for too long and I started on a Tuesday morning as a GP facilitator to a group of 12-14 medical students, this time 1st years. By this time my son was a medical student elsewhere and it was interesting to compare different medical schools and different priorities. I felt closer to the current medical students through this link rather than comparing to medical student life in London back in the 1980s.

A surprising benefit of this group teaching was that I became part of a group too. The facilitators meet before and after the session to plan, learn and talk, forming, norming and storming group dynamics of our own. This has been really supportive and different and a chance to talk with like-minded doctors of different generations, some just in their early career and others later, like me. Many of us are looking for a way to ‘give back’ and re-energise our enthusiasm for medicine away from the manic life in current day practice.

As an examiner I have enjoyed the challenge of examining 1st, 2nd and final year students when under pressure. The time flies as you really have to concentrate to fill in the marking sheet and feed-back sheet and look after an actor or student or patient at the same time.

All in all a very interesting journey!
Student Selected Components

If you have a special interest and enjoy teaching you might like to take it a stage further and offer an SSC (Student Selected Component). These are short courses which aim to expose students to a diversity of subjects, including clinical topics, quality and audit and medical humanities. Groups sizes can vary according to the SSC (average size is 8—10 students) and they can be based at the medical school or in the community, as long as students can get to the location easily. You are encouraged to be creative with the teaching methods, and you would set and mark the end of module assignment, which could be an essay, student presentation or other method.

SSCs can be provided by one person, or can be offered in partnership with other primary or secondary care colleagues. The medical school is actively recruiting for Year 1 and 2 SSCs run by clinicians. Help and advice are available to GPs considering offering an SSC.

**Year 1 and 2 SSCs** run on Wednesday mornings and should be linked, though the link can be relatively tenuous, with the subject matter in the Year 1 and 2 curriculum for that term:
- Module 202 – Neuroscience & behaviour: Autumn term – up to 8 x 1hr sessions
- Module 103 – Heart, lungs & blood: Spring term – up to 8 x 1hr sessions
- Module 203 – Reproduction & endocrinology: Spring term – up to 8 x 1hr sessions
- Module 104 – Nutrition, metabolism & excretion: Summer term – up to 6 x 1hr sessions
- Module 204 – Musculoskeletal & immune systems: Summer term – up to 7 x 1hr sessions

Examples of SSCs might be sports medicine linked into the MSK module, or management of obesity tied into the nutrition module.

**Year 3 SSCs** run on Wednesday or, preferably, Friday afternoons for up to 8 weeks in Terms 2 & 3. You can opt to offer an SSC in either or both of these slots. Students should spend about 40 hours on a mixture of direct contact time, self-directed learning and individual project work. A wider range of topics is possible. Audit has recently proved popular and so are options outside the usual student experience.

SSCs only run if they are chosen by students. Allocations are usually made well ahead of the proposed start date. Advice is available to help make your SSC attractive!

Funding is £1k per course / block for all SSCs (irrespective of number of weeks or students).
Individual Research Projects (IRPs)

Each BSMS Year 4 student undertakes an individual research project. This may be in a clinical area or on an academic topic broadly related to the understanding or treatment of disease, or on the impact of disease on the patient or on society. This project is an opportunity for the student to conduct novel medical research independently, developing hypotheses and analysing results in collaboration with you.

Projects can be based in clinical community environments such as GP surgeries or community hospitals and funding of £750 is available.

At the end of the academic year there is a one day IRP conference where all the students present their work orally.

If you have a research question, an idea for a project, or would like to be co-supervisor please contact Professor Helen Smith (h.e.smith@bsms.ac.uk).
Admissions Interviews

BSMS receives around 2500 applications per year, from which we interview around 500 candidates to fill our 140 or so places— we need a large number of people in order to make this happen.

We use semi-structured interviews with panels of three; each panel will usually see six candidates in one session. Each interview is 20 minutes long, with five minutes deliberation time. We try to ensure that each one of our panels has at least one member who is a clinician and we very much value the contribution that they bring.

Interviews are held on certain Wednesdays and Saturdays throughout January, February and March. On Wednesdays we run two ‘sessions’ per day and on Saturdays, just one:

**Wednesdays (held on University of Brighton, Falmer Campus)**
- 1st interview session: 09.45 – 13.45hrs
- 2nd interview session: 13.30 – 17.00hrs

**Saturdays (held on University of Sussex, Falmer Campus)**
- One interview session: 09.45 – 13.45hrs

Conducting admissions interviews is an interesting activity – not only will you meet some of our applicants (and play an important part in shaping the next intake of BSMS medical students) but you will also have the chance to meet a variety of colleagues who also contribute to the life of the School.

This role is unpaid but drinks, snacks and lunch are provided throughout the sessions.

See what one of our existing interviewers has to say on the next page.........
Interviewing Prospective Medical Students for BSMS

Interviewing prospective medical students is a great way for GPs to become more involved in BSMS.

The interviews for BSMS are generally held between January and March. The interview panel usually comprises a member of BSMS faculty, who chairs the panel, another clinical teacher (who could be a GP) and a current BSMS student.

A typical day begins with the chance to read through the candidates’ personal statements over a cup of coffee and Danish pastry.

Although there is a checklist of areas to be assessed for each candidate there is also flexibility for interviewers to tailor their questions according to the candidate’s personal statement such that each interview is unique and interesting.

Although inevitably there tends to be some discussion about each candidate amongst the panel members, each interviewer makes an individual assessment, grading the candidate from A* to C. If a candidate scores A* from all three interviewers, he or she will be telephoned later the same day with an immediate offer of a place. This adds an element of excitement to spotting the exceptional candidate.

As a GP partner and employer, I have found the experience I’ve gained from interviewing for BSMS has helped me to feel more relaxed and confident when interviewing prospective staff members for the practice.

As a GP trainer, I’ve enjoyed trying to select candidates who I’d like to have as my GP registrars in future years. Since it is likely that a high proportion of these prospective medical students will be our future GP colleagues, I feel it is important for GPs to be involved in the recruitment process.

I invariably come away after a day of interviewing feeling optimistic about the future of the medical profession. The standard of candidates is impressive. The enthusiasm these young hopefuls show about medicine and their dedication to securing a place at medical school is a poignant reminder of my own reasons for choosing this career and of how lucky I am to be sitting on the opposite side of the interview table!
Honorary Titles
BSMS values the important contribution made by GPs to the teaching of the Medical School. In recognition of sustained engagement, BSMS may recommend an individual to the University of Sussex for the honorary academic title of Clinical Teaching Fellow.

The benefits of this honorary university appointment include:
- A title, for use in appropriate circumstances
- Access to the School’s premises and facilities, as agreed with the individual
- A BSMS email account and access to academic computing and the library
- General access to University of Sussex campus facilities and sports facilities

If you would like to apply please contact Sue Harper (S.Harper@bsms.ac.uk) for an application form or speak with Dr Max Cooper (M.Cooper@bsms.ac.uk)

Primary Care & Public Health Lunchtime Seminar Program
During term time the Division of Primary Care and Public Health runs a programme of seminars which you are very welcome to attend.

The topics may relate to clinical issues, health services research or medical education, and often they are a mixture of all three!

These seminars are held on Thursday lunchtime in Room 315, Mayfield House, University of Brighton, Falmer from 12.30 to 1.30pm. Lunch is provided and there is no need to book—though you will need to reserve parking in advance. To do this, please contact the Falmer Caretakers on f.caretakers@brighton.ac.uk or call 01273 643722.

If you would like to be on the mailing list for the seminar program, please contact Dr Priya Paudyal (P.Paudyal@bsms.ac.uk).
BSMS Team

Professor Helen Smith, Chair of Primary Care, Head of Division of Primary Care and Public Health
h.e.smith@bsms.ac.uk

Dr Paula McDonald, GP Sub Dean / Senior Teaching Fellow
p.mcdonald@bsms.ac.uk

Dr Max Cooper, 403 Module Leader / Senior Lecturer in General Practice
m.cooper@bsms.ac.uk

Dr Wesley Scott-Smith, Senior Clinical Teaching Fellow / Course Lead in Simulation
w.scott-smith@bsms.ac.uk

Nicky Gilkes, Placement Coordinator
n.j.gilkes@bsms.ac.uk