



Teaching and other opportunities at
BSMS for general practitioners

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Welcome to Brighton and Sussex Medical School



BSMS students need to learn generalism and community orientation from General Practitioners.

You are key for this. There are lots of ways for you to get involved – I do hope the following pages will tempt you.

If you would like to discuss any of the opportunities mentioned in this brochure, please contact:

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The BSMS Teaching Team



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GP teachers in the community

Our students have placements with GPs in the community in Years 1, 2, 4 and 5 of the programme 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, and we value your enthusiasm and interest in promoting high-quality clinical practice.



Dr Jonathan Andrews
Princes Park
Health Centre
Eastbourne

I have been a GP teacher involved in teaching first-year students since the medical school first opened. I have both taught at BSMS in tutorials and had first-year students in the practice. We also have students from other years taught by various members of the practice.

Having students and the link with BSMS enhances the practice in a variety of ways. It helps keep me on my toes; it is refreshing to have young, enthusiastic people who are keen to learn from me and mostly the patients are very happy to be involved.

The students sit in with me for afternoon surgeries, taking histories from patients while being observed, and practising examination techniques. This is invaluable experience for them and makes studying medicine much more interesting from the very first week at medical school. It is great to get to know the students and see them develop over the course of the year.

I wholeheartedly recommend joining the team of GP teachers. There is always good support from the team at BSMS with friendly advice available whenever it is needed.

GP teachers in the community



Dr Josie York
Greystone House Surgery
Redhill

At Greystone House we have been hosting medical students from BSMS for many years now. It is hugely rewarding to be part of their educational journey and teach them the fundamentals of primary care. The students find they have lots of opportunities to improve their history taking and decision making skills and develop an understanding of the need to treat patients holistically. We enjoy having them as part of our team – learning from them helps us too.

Dr Juliet Hughes
Park View Health Partnership
Burgess Hill

I thoroughly enjoy teaching the fourth-year medical students. It helps keep me up to date and it's rewarding to see the next generation of doctors coming through. It also helps me appreciate what a varied and interesting job we have and how much knowledge we have to pass on. The students really appreciate having one to one teaching time in an environment which is quite different to a busy out-patient clinic.

General practice placements – Year 1

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)

Payment

£1,200 per pair of students (2017/18 rates) with additional funding available for equipment and professional development.

.....
“It is refreshing to have young, enthusiastic people who are keen to learn from me and mostly the patients are very happy to be involved”

Dr Jonathan Andrews
.....

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 their bioscience modules. They are encouraged to talk to these patients, take histories and perform examinations (under direct supervision), which facilitates ease 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 ideally 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?

Your GP Teachers’ Handbook will contain learning outcomes for each visit to your practice. Students will begin with observation of the consultation, looking at communication styles, types of questions and agendas.

GP teachers in the community



Dr Irma Murjikneli
Meridian Surgery
Peacehaven

I have been teaching medical students for four years. I find it extremely rewarding as it helps me to keep up to date with my skills and knowledge. Year 2 students do a chronic patient study and all of my patients have enjoyed their visits very much, feeling privileged that they have been chosen for a study.

Students really enjoy visiting the surgery, as these are rare opportunities for them to see patients in clinics, take histories, do examinations and think about differential diagnosis. I believe that it is vital for us GPs to continue those teaching sessions if we want to have more GPs in the future.



Dr Rekha Shah
Carden Surgery
Brighton

I have been teaching first-year students from BSMS for over 10 years, which I find 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. They 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, and would recommend other GPs to take on this commitment. The support I have received from all the staff at BSMS has been excellent.

.....
"I feel extremely privileged to pass on some of my skills and experience to the next generation of doctors"

Dr Rekha Shah

.....

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

Payment

£600 per pair of students (2017/18 rates) with additional funding available for equipment and professional development.

.....
“It is vital for us GPs to continue those teaching sessions if we want to have more GPs in the future”

Dr Irma Murjikneli
.....

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 three occasions to see patients with conditions linked to the diseases that they are studying in their bioscience modules. They are encouraged to talk to these patients, take histories and perform examinations (under direct supervision), which facilitates ease 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 ideally 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?

Your GP Teachers’ Handbook will contain learning outcomes for each visit to your practice. Students will begin with revisiting communication skills and history taking.

General practice placements – Year 4

Year 4 – Module 403

General practice teaching sits at the heart of the BSMS curriculum. In Year 4 this is delivered through Module 403 and seeks to present general practice as a clinical speciality in its own right, by exploring the clinical and communication skills necessary to care for patients who present with early, undifferentiated symptoms or multi-morbidity. Such challenges are considered in the context of both limited access to investigations in the community and the diverse population of patients seen.

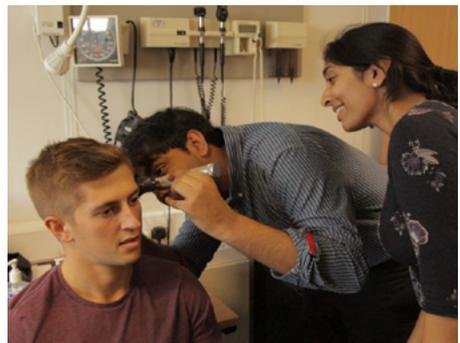
Core generalist skills are taught through supervised student-led surgeries and include concepts such as ‘time as a tool’, ‘trial of treatment’ and ‘doctor as drug’. Ultimately, our aim is to provide the skills and inspiration for BSMS students to embark upon general practice as a career. Enthusiasm for general practice at BSMS is evident in its active student GP society, which has a membership across all five years. Module 403 includes separate teaching in global health, population medicine and palliative care.

Payment

£800 per student (2017/18 rates) with additional funding available for equipment and professional development.

Community GP Tutors: clinical visits

Students undertake eight half-day visits to the same GP surgery to develop their communication and clinical skills. Visits take place on Fridays (morning and/or afternoon) or Wednesday afternoons. These should include student-led surgeries from the second visit and feedback on clinical and communication skills. Community GP tutors should review and sign off students’ logbooks, relating to induction/attendance, and encourage them to link their learning to their BSMS prescribing formulary.



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.

GP teachers in the community

Dr Milan Radia

Beaconsfield Road Surgery
Hastings

I have been teaching fourth-year students for some years now. It's a great experience in itself, and constantly challenges you to be able to justify and explain why you managed a situation as you did.

Once a student progresses to taking their own surgeries, the challenge changes again, to be able to show a student how to communicate more effectively – or sometimes to admire the turn of phrase and store it up to use yourself!

As GPs, we must get involved in showing why we do what we do, and how rewarding it can be – and encouraging these great juniors to be the GPs of tomorrow.

“As GPs, we must get involved in showing why we do what we do, and how rewarding it can be”

Dr Milan Radia

Dr Richard Merritt

Bridgeside Surgery
Hailsham

I have been supervising medical students in the community now for over 10 years, both second and fourth years.

In my experience, patients are more than willing to speak to students and rarely turn them down.

Although it has become increasingly challenging to find the time to teach in ever stretched primary care, the rewards are great. I have met a very diverse array of students, all of whom state the primary care attachment is one of the most enjoyable and a great opportunity for one-to-one learning. One student last year described it as “the highlight of his week”.

The students are generally all high calibre and it is always a privilege to watch them evolve and grow in confidence over the year.

General practice placements – Year 5

About Year 5 GP placements

General practice sits at the heart of the BSMS curriculum and Year 5 is a chance for students to become integrated in a GP team for four weeks. Through an ‘apprenticeship’ model of learning, students should be introduced to general practice in a supported environment by seeing patients with a range of problems presenting in primary care.

Their time with the practice must include at least two sessions of student-led surgeries per week. We recognise that timetabling will differ from surgery to surgery, but should include opportunistic presentations such as minor symptoms, chronic disease, multi-morbidity and basic prescribing.

We expect BSMS students will progress quickly in their ability to see patients independently and most are expected to start consulting alone within three to four sessions. Please note that patients who consult a student must also be seen by a qualified doctor before leaving the surgery.

The student timetable should also include one half day for personal study to be taken when convenient for the practice and student. There is also a further half day per week at the medical school.

Example timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	GP surgery	Regional seminar	Chronic disease clinic	Student-led surgery	GP surgery
Lunchtime	Home visit		Audit activity	GP tutorial	Telephone consultations
PM	Community visit	Personal study	Student-led surgery	GP surgery	Chronic disease clinic

Payment

£1,200 per student (2017/18 rates) with additional funding available for equipment and professional development.

In-house facilitating

Our first- and second- year medical students have one day per week dedicated to clinical practice – Tuesdays and Thursdays respectively. In the morning, 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 fourth-year students have a GP-focused module, which runs on Fridays and requires in-house facilitators to supplement the lecture-based teaching. Facilitators are involved in running seminar group sessions, practical skills sessions and simulated surgeries. They are also involved in examining during Year 4 OSCEs.

We require both permanent and stand-in facilitators and the rate of pay is £167.81 per session (2017/18 rates).



Dr Krishna Naineni
Module 101 Facilitator
and Community GP
Teacher

I am thoroughly enjoying being a GP teacher and in-house facilitator, and 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 unsure, I would say go for it and join the fantastic team.

In-house facilitating



Dr Sarah Steward
GP Partner,
Seaford Medical Practice
and In-house Facilitator

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 my work as a facilitator with BSMS.

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 on a variety of subjects from therapeutics to safeguarding, alongside communication skills. A range 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 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. As a collective group, we work hard at standardising our opinions against the marking criteria. We are also involved in their OSCEs.

We have the opportunity to attend 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 observed structured clinical exams (OSCEs) take place in four of the five years of the programme.

The OSCEs take place at the following times:

- Year 5 OSCEs **March**
- Year 4 OSCEs **July**
- Year 3 OSCEs **June**
- Year 2 OSCEs **June**

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

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

OSCE examining

Dr Katie Spensley

Lindfield Medical Centre, Lindfield

I really enjoy being part of the team examining students for their OSCEs. It's a varied way of seeing them consolidate their medical knowledge and consultation skills – and I'm always impressed at how well most of them do under pressure on the day! I've examined on several stations (Years 2 and 4), covering a wide variety of clinical scenarios with an actor playing the role of the patient.

The use of iPads for marking is very easy to get to grips with, and the marking structure is clear and straightforward – including leaving constructive feedback for each candidate – something I wish we'd have more of in my day.

The team at BSMS look after us examiners well, I would certainly recommend it to others.

Dr Rah Sharma

Sea Road Surgery, Bexhill

It is testament to the fact that I have enjoyed examining medical students that I have done it for a great many years. It is a welcome change from the surgeries and involvement in the development of young doctors is fulfilling, although the long day can be challenging.

Being involved in the development of good safe doctors is rewarding and a good way of revising basic skills and keeping them up to scratch! It is also a good way of enhancing my teaching and training of medical students and GP Registrars, and helps to focus the aims and objectives, while developing professional skills.

Dr Chloe Jagger

Trinity Medical Centre, Hove

I have enjoyed being an OSCE examiner at BSMS for a few years. Over that time I've examined OSCEs for a variety of levels/experience, and am consistently impressed with the standard of the students. It's great to see what the students have learnt and how they have developed their clinical skills. Having done OSCEs at BSMS myself as a student, I always have to remind myself the students are probably more nervous than I am! The days are always very well organised and run smoothly, with plenty of information and training prior to the examinations. It is also a nice opportunity to catch up with colleagues and have a free lunch, and we are reimbursed for our time. I would recommend it!

Student Selected Components

If you have a special interest and enjoy teaching you might like to take it a stage further and offer a Student Selected Component (SSC). These are short courses which aim to expose students to a diversity of subjects, including clinical topics, quality and audit and medical humanities. Group 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, although the link can be relatively tenuous, with the subject matter in the Year 1 and 2 curriculum for that term:

- Module 202
Neuroscience and behaviour
Autumn term – up to 8 x 1hr sessions
- Module 103
Heart, lungs and blood
Spring term – up to 8 x 1hr sessions
- Module 203
Reproduction and endocrinology
Spring term – up to 8 x 1hr sessions

- Module 104
Nutrition, metabolism and excretion
Summer term – up to 6 x 1hr sessions
- Module 204
Musculoskeletal and immune systems
Summer term – up to 7 x 1hr sessions



Examples of SSCs include sports medicine linked into the musculoskeletal module, and management of obesity tied into the nutrition module.

Year 3 SSCs run on Wednesday or, preferably, Friday afternoons for up to eight weeks in Terms 2 and 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, as have options outside the usual student experience.

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

Funding is £1,000 per course /block for all SSCs (irrespective of number of weeks or students).

Individual Research Projects



Each BSMS Year 4 student undertakes an Individual Research Project (IRP). 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 Jackie Cassell (J.Cassell@bsms.ac.uk) or Dr Liz Ford (E.M.Ford@bsms.ac.uk).

Admissions interviews

BSMS receives approximately 1,650 applications each year, from which we aim to interview 435 UK/EU applicants and 50 international applicants in order to fill our 150 places – we need a large number of people to make this happen.



Being part of the selection process is an interesting activity – not only will you meet applicants (and play a role in shaping the next intake of students to BSMS) but you will also have an opportunity to meet a variety of colleagues who contribute to the life of the school.

To select UK/EU students we use multiple mini interviews (MMIs), which consist of five ten-minute discussions: each applicant will rotate around a circuit and will therefore have five different discussions. Assessors will generate their discussion, on the same themes, to a different applicant, five times during a circuit.

We try to ensure that each MMI circuit and each panel interview has at least one member who is a clinician, and we very much value the contribution they bring.

MMIs take place on weekdays and Saturdays in January and March

Weekdays

- AM session (09.00 – 13.30): four circuits with a tea break after two circuits.
- PM session (13.00 – 17.45): four circuits with a tea break after two circuits.

Saturdays

- Day session (08.45 – 14.15): five circuits with a tea break after two circuits.

To select international students we use semi-structured panel interviews; each panel will usually see six applicants in one session. An interview is 20 minutes long and will be chaired by a member of BSMS faculty. Interviews for international applicants will take place on one Wednesday and one Saturday in February.

Wednesday

- PM session (13.00 – 17.00): lunch provided, with a tea break after three interviews.

Saturday

- AM session (09.00 – 13.00): lunch provided, with a tea break after three interviews.

The role is unpaid, but drinks, snacks and lunch are provided throughout the sessions. All interviews take place at the BSMS Teaching Building, University of Sussex, Falmer.

Other opportunities

Honorary titles

BSMS values the important contribution made by GPs to the teaching at 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 Gemma Hamilton (bsmshonorarytitles@bsms.ac.uk) for an application form or speak with Dr Max Cooper (M.Cooper@bsms.ac.uk).

Primary Care and Public Health Lunchtime Seminar Programme

During term time the Department 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 lunchtimes 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. You will need to reserve parking in advance by contacting 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 programme, please contact PrimaryCareSeminars@bsms.ac.uk.

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