Themes for Year 2 GP Placements

Learning in clinical placements in Year 2 is oriented towards:

- Understanding people, in health and illness
- Developing clinical and communication skills
- Social determinants of health and inequalities in healthcare
- The wider team in getting and keeping people well
- The initial assessment of patients in a variety of different contexts

What is expected?

Learning outcomes for the immersion weeks are detailed in the handbook. It is important that students gain authentic experience in the clinical setting. To that end, we stress that there is no expectation that students see a specific number of patients, or see patients with specific conditions or symptoms. Two immersion weeks are dedicated to General Practice, and it is hoped that students will be able to attend the same practice across the two weeks. Students will usually attend in pairs, for 4 half days in each week. Of these sessions, we would want 2 to be spent shadowing or working with a GP, whilst the remaining sessions can be spent with other members of the primary healthcare team. By the end of the second immersion week in general practice, we would hope that students would be confident enough, and able to see one or two patients, take a history and perform a clinical examination under the supervision of their host GP. Depending on the level of skill and confidence, it may be appropriate to directly observe these student-led consultations, or to debrief and discuss asynchronously (before the patient has left).

The half day spent in general practice is complemented by a half day of regional teaching that will emulate aspects of GP training, drawing on small group work around the structure, function and development of healthcare, hot topics (clinical content), primary care grand rounds (where learners have the opportunity to present on a clinical matter they have encountered—but this is not mandatory, nor is it assessed), and facilitated group reflective practice.
**Summary of each visit**

By the time students come to you in their immersion weeks, they will have had teaching at the medical school, and on clinical placements on the following areas:

- physiology, anatomy and pharmacology applied to the cardiovascular, respiratory, endocrine, and digestive systems.
- communication skills and taking a medical history
- clinical examination skills (cardiovascular, respiratory, abdominal)
- students will have been taught how to measure blood pressure and peak expiratory flow, but are unlikely to have developed skills in venepuncture by the time they visit on their immersion weeks
- depending on when they come to you, the students may also have been taught musculoskeletal and neurological examinations (but this tends to come later in the 2nd year, and is an area students find very daunting)
- physiology, pharmacology and anatomy of musculoskeletal, immune and neurological systems tends to come a bit later in the 2nd year, and again students may not have covered this by the time they come to see you

On the first visit, it might be helpful to consider:

- an introduction and welcome to the practice and team
- a brief history of your practice, how you work and what you do for your community
- establishing particular learning needs

Learning opportunities might involve:

- observing GP consultations (we would suggest a reduced surgery, with some sessions blocked off to facilitate debrief and discussion)
- observing a practice nurse or nurse practitioner in their clinic
- spending some time with a healthcare assistant or clinical pharmacist when they undertake aspects of clinical reviews, new patient health checks, health education, or specific clinical skills (to be determined based on comfort and experience of all parties - but there is no expectation that students are taught a specific set of clinical skills in this time)

Students in year 2 are assessed by a number of means, including:

- OSCE at the end of the year
- a Patient Study essay based on their Time for Dementia visits (where they are assigned to visit a family with a member who has dementia)
- a shorter essay based on a case-based discussion

Students are also encouraged to actively reflect on their experiences in their ePortfolio. We expect students to log at least one entry each term (3 in total each year) and these entries form the basis of a formative discussion with their Personal Tutors, and form part of their professional development. ePortfolio entries, however, are not part of the summative (‘formal’) assessment.

Attendance in the module forms part of the assessment criteria for the course, which includes clinical placements. There is a minimum requirement of 80% attendance, and students are aware of the expectation that they keep the School Office informed of any absences.

There are no formal assessments for this clinical placement, but students do have a Clinical Practice Log Book

**Payment**

A fee of £800 per pair of students is payable, plus additional funding for equipment and professional development.

This guide is intended to give you a brief overview of the teaching in Year 2. There is far more information available in the Year 2 GP Teacher’s handbook.

Please remember to get in touch if you experience problems during the course or have questions.