

University of Oxford Clinical Medical School

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**FOR FOURTH YEAR STUDENTS  
during  
District General Hospital Placements**

**INFORMATION FOR GP TUTORS**

***CLINICAL SKILLS TEACHING* in GENERAL PRACTICE**



**GP teaching sessions**

**January – June 2021**



NUFFIELD DEPARTMENT OF  
**PRIMARY CARE**  
HEALTH SCIENCES



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# Notes for GP Tutors

## Introduction

Thank you very much for teaching our students during their DGH placements this year. Given all the pressures of the Covid-19 pandemic, we're particularly grateful for your contribution at this time. We know from previous feedback that your role in developing students' clinical skills and understanding of Primary Care is hugely valued.

Because of the current state of the pandemic, there will necessarily be changes this year. At the moment, there is no face-to-face small group teaching happening within the Primary Care Department. **Your DGH sessions will therefore need to be organised online until further notice.**

We do appreciate that adapting your teaching to the online setting will require extra work and planning. These introductory notes contain guidance and ideas about how to set up your remote sessions, which we hope will make the process smoother.

These tutor notes contain the following information:

- **Aims of the DGH GP sessions, how they fit into the Oxford degree and suggested topic areas**
- **Options and guidance for conducting online teaching**
- **What students have been told about this term's DGH Teaching sessions**
- **Student Resources on Canvas**
- **Course Evaluation and Assessment**
- **Course contacts and other resources**

As well as being sent to you by email, this handbook is available in the "Tutor Resource" section of the Nuffield Department of Primary Care website:

<https://www.phc.ox.ac.uk/study/undergraduate/current-tutors/view>

**We hope you have a really good time teaching this term, despite all the constraints. Please do get in touch with any further queries or questions (alison.convey@phc.ox.ac.uk). Thank you again.**

*Primary Care Teaching Team, February 2021*

## Aims of GP teaching sessions during the DGH placement

Students spend 3 half-day sessions in a GP surgery local to their DGH placement. These sessions aim to complement the hospital-based clinical skills teaching in Year 4.

**In the setting of primary care**, students should:

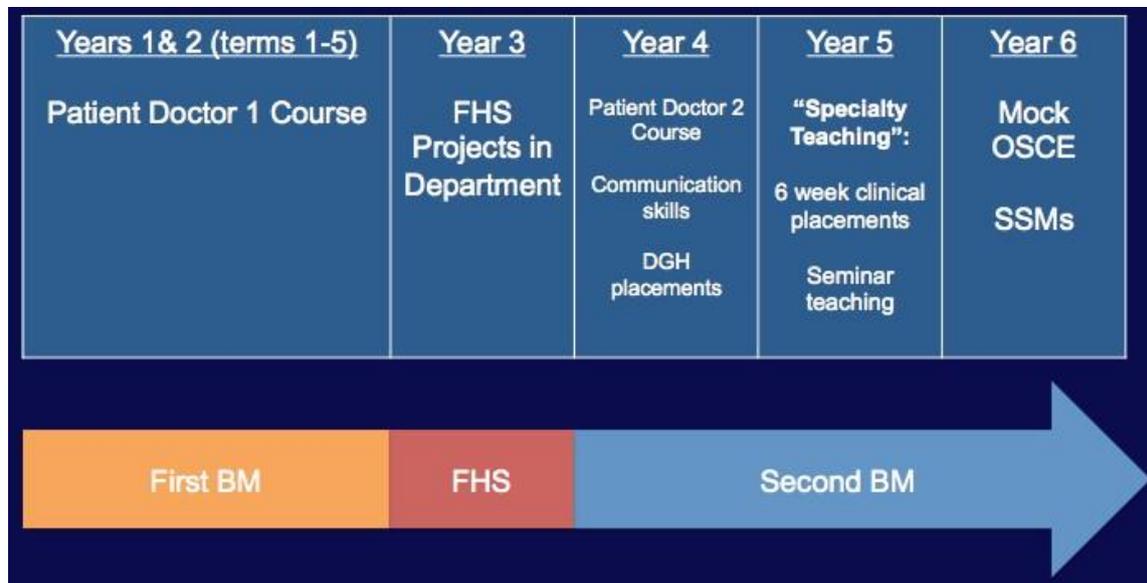
- Develop their history taking, examination, and communication skills
- Increase their knowledge of core medical conditions
- Consider the psycho-social impact of illnesses
- Develop their professional approach to patients and colleagues

## How DGH GP Teaching Sessions fit into the Oxford course

These three GP tutor-led teaching sessions take place in the middle and final third of the fourth year of the Oxford Medical course. The sessions are part of the “*District General Hospital (DGH) Placement*”, when students spend six-weeks at one of four DGHs located outside Oxfordshire (Swindon, Northampton, High Wycombe and Reading).

### *Students’ Previous Clinical Experience*

The diagram below summarises the contribution of the Primary Care Department to the Oxford Medical Degree (Standard Entry Course):



The first three years of the Oxford degree focus on the biomedical sciences. During this time, students do have some early patient contact as part of the “*Patient & Doctor 1 Course*”. This involves eight sessions with a GP, talking to patients with a range of conditions, such as diabetes and cardiovascular disease. The aim is to appreciate the impact of the patient’s illness on their wellbeing, rather than learning formal clinical skills.

### *Year 4 – the first year of the clinical course*

At the beginning of Year 4, before coming to this placement, students will have completed the “*The Patient & Doctor II Course*” which is an introduction to clinical medicine. This covers:

- An introduction to principles of history-taking and examination, including opportunities to practise these skills on hospital wards.
- Developing communication skills in sessions involving actors and role-play.
- Learning basic practical procedures in the simulated environment of the clinical skills lab (and sometimes in settings with real patients). These include hand washing, measurement of vital signs, phlebotomy and cannulation.

*The overall structure of Year 4:*

- *The Patient Doctor II Course* a foundation course introducing clinical skills and the workings of health care teams; a mixture of seminars, lectures and clinical attachments. Part of this course included a **two-week GP placement**, which aims to provide an introduction to the work of the PHCT, the spectrum of illness seen in the community, the psycho-social influences on health and disease and clinical skills practice.
- *Laboratory Medicine Course* just before Christmas. Students acquire knowledge and understanding of disease processes to enable them to apply and interpret laboratory-based investigation of patients in the diagnosis and treatment of disease.
- *Surgical Placement*: attachment to a surgical firm at Oxford Radcliffe hospitals.
- *Medical Placement*: attachment to a medical firm in Oxford Radcliffe hospitals.
- *District General Hospital Placement*: Three weeks each of medicine and surgery. **During this placement students spend three half-day sessions in a local general practice.**

During Year 4 students also receive teaching in communication skills, medical ethics and law, evidence-based medicine, basic life support, human sexuality and complimentary therapy.

For the surgical, medical and DGH placements, the student body divides into 3 groups which rotate through each of the attachments in turn. Thus, some students will do the DGH placement first followed by medicine and surgery in Oxford, while for others the Oxford rotations will come first.

**The overall aims of Year 4 are to acquire:**

- |  |
|--|
| <ul style="list-style-type: none"><li>• Basic clinical <b>skills</b> (e.g. communication, history, examination, case analysis, presentation) and to develop critical scientific skills.</li><li>• <b>Knowledge</b>: an understanding of the core curriculum in medicine and surgery and an appreciation of the psycho-social influences on health and illness.</li><li>• <b>Attitudes</b>: to be able to interact professionally with patients and colleagues and to take responsibility for their own learning.</li></ul> |
|--|

# Options and guidance for conducting online teaching

The idea is that you should cover the same areas of clinical interest that you would usually do in the face-to-face setting.

The key topics to consider teaching are as follows:

- Cardiology
- Respiratory
- Gastroenterology
- Renal/Urology
- Neurology
- Diabetes
- Rheumatology
- Peripheral Vascular Disease Session

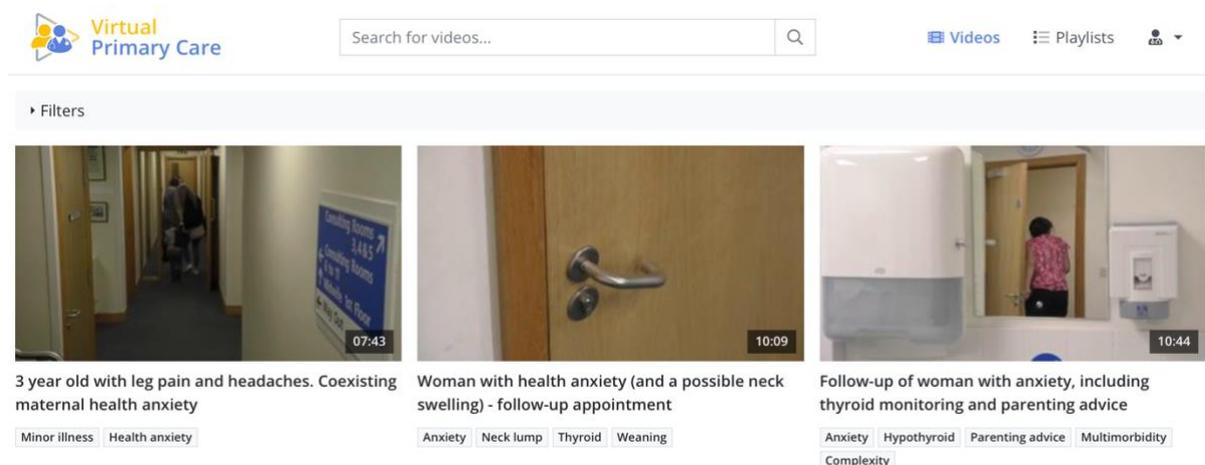
(With only 3 sessions available, we realise it is impossible to cover all these areas – so you can be selective. Your choice of topics will depend on how you intend to structure your sessions, and the needs of the students)

Possible areas for discussion:

- \* Clinical skills
- \* Physical, psychological and social consequences of the illness
- \* Management of individual patients (pharmacology, monitoring, follow-up)
- \* Demonstration of technical devices if appropriate (e.g. asthma inhalers)
- \* Primary/secondary care interface: when and how to refer
- \* Professional attitudes to patients and colleagues
- \* Reminder that the patient is an expert in their condition and its impact

**There are two broad options for conducting online teaching, detailed below. Both are educationally valuable and will provide students with the opportunity to reflect on clinical encounters.**

## 1) Virtual Primary Care (VPC) Resource



Virtual Primary Care

Search for videos...

Videos Playlists

Filters

3 year old with leg pain and headaches. Coexisting maternal health anxiety  
Minor illness Health anxiety 07:43

Woman with health anxiety (and a possible neck swelling) - follow-up appointment  
Anxiety Neck lump Thyroid Weaning 10:09

Follow-up of woman with anxiety, including thyroid monitoring and parenting advice  
Anxiety Hypothyroid Parenting advice Multimorbidity Complexity 10:44

Put together in a matter of months in 2020, the Society of Academic Primary Care and the Medical Schools Council have built a website called *Virtual Primary Care*. They have collaborated with the team who produce *GPs Behind Closed Doors* to produce a large bank of filmed GP consultations, which have all been coded for ease of browsing. Each film also has notes to accompany it, posing questions about clinical or communication issues.

A number of GP tutors teaching on our other courses have used the VPC resource very successfully over the past four months. The feedback from students has been overwhelmingly positive. There have been lots of comments that the consultations are valuable teaching tools because they are “real”. There are approximately 150 videos, categorised by clinical theme. You can search using keywords (e.g. “diabetes” or “hypertension”).

You can use the videos in different ways:

- Play them live in the session using screenshare
- Ask students to watch designated films in advance by sharing your **playlist** with them. All students have been given access to the site, but you will need to link them to the videos you’d like them to watch (this is easy to do – please see the Tutor User Guide on the site).

We hope that you are all signed up and able to access your accounts by now. If not, please email our admin team as soon as possible: [ugteachingadmin@phc.ox.ac.uk](mailto:ugteachingadmin@phc.ox.ac.uk).

Other helpful patient videos can be found at <https://healthtalk.org>.

## 2) Remote patient interviews

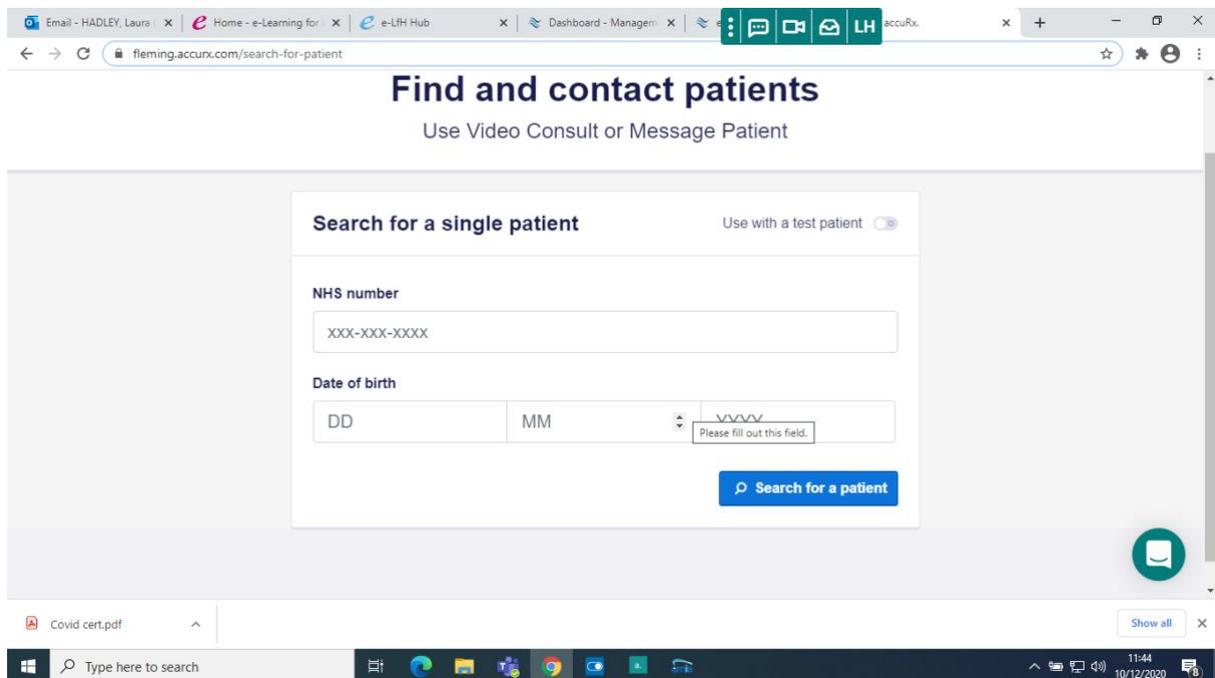
Our GP tutors have also conducted successful sessions where small groups of students have interviewed patients by video. The following notes are based on their experiences last term.

*Which platform should I use?*

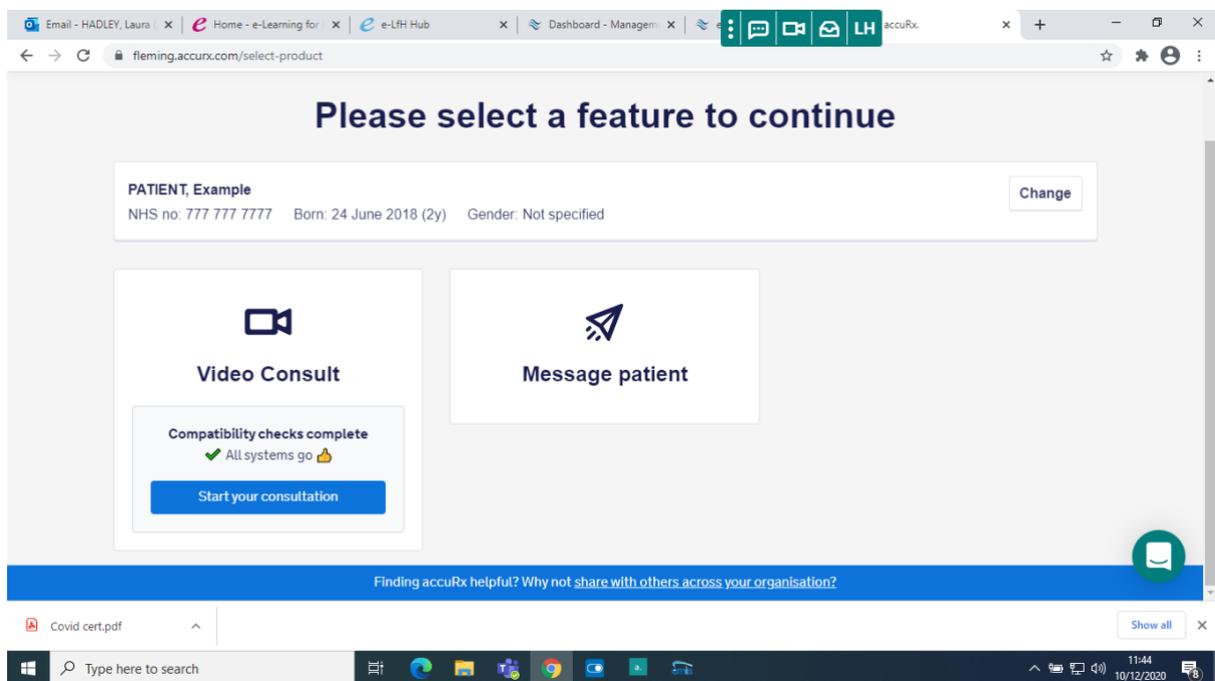
- **Microsoft Teams or Zoom** are both acceptable platforms. Whilst there have previously been security concerns about Zoom, these have recently been reassessed and patients sometimes find it easier to use than Teams.
- **Accuryx Fleming** was used last term by at least one group of our tutors. They give their tips here:

*“It is easy to use: <https://fleming accurx.com/>”*

*You log on with your NHS email address, which links to the practice EMIS. This then allows you to search for a patient using their NHS number:*



*This then finds the patients contact details and allows you to generate a text link:*



*All I then do is copy the text link and send it to the students. You can have up to 4 'people' in the room at once.*

*It's really good, secure and allows you to do it from any computer as all you need is an NHS number. There are no medical records on the system, just demographics".*

- **Telephone**

It is perfectly acceptable for students to interview patients by telephone and then come together in an online session to discuss their findings and reflect on what they have learned.

## How to set up the session

There are options for how you structure your session, depending on your level of familiarity with the platform you are using:

- Teams and Zoom have been used in different ways. Last term, some tutors invited one or two students to interview a patient, whilst the rest of the group watched with video and microphone turned off. Then all came back on screen after the interview for discussion.
- Other tutors have used “break out” rooms, in order to have two or more consultations going on simultaneously.
- Using the “video off” mode in Teams/Zoom can be helpful to simulate phone calls.

**Please feel free to adjust the length of your session to that which feels appropriate.**

Sessions lasting several hours can be difficult to sustain online and it is important to maximise the concentration and engagement of the students.

## Important Considerations for teaching using live video consultations:

### *Patient considerations:*

All patients must be properly consented to take part in video teaching and told what to expect. It is important to make sure that they are fully comfortable with accessing your chosen platform in advance of the session. You may have to be more careful than usual in selecting patients who are willing and able to speak to students online.

### *Student considerations:*

- We know that students will have very different home environments. Before planning your session, please ensure that your students have the appropriate space in their home/accommodation to be able to conduct a confidential patient interview (i.e. where they will not be disturbed or overheard). If they do not have this sort of environment, then you should consider running your session using pre-recorded videos (e.g. the VPC resource).
- It is essential that you give students the opportunity to debrief/follow-up at the end or after the session, should they need to do so. We recommend you offer to stay on the video call for an extra five minutes after the teaching has finished in case any student would like to talk further. Otherwise, please invite them to email you.

## What have students been told about sessions this term?

- Students have been fully briefed about the workload of GP practices and the challenges facing Primary Care services at present, particularly with regards to the roll-out of the vaccine. They have been asked to be patient, flexible and understanding.
- They have been told that their sessions may include speaking to patients online, or involve watching virtual consultations. They have been reassured that either method is valuable for learning about clinical skills and reflecting on practice.
- They have been advised about the important considerations for conducting online consultations from their homes. They have been given the following “top tips” (please also see Canvas):

### Teaching sessions involving patient interviews via video

#### Top tips for students

##### Before the teaching session

###### Technology:

- Get to know your equipment and ensure you have a good internet connection.
- Do your best to ensure that your device and network is secure.
- Make sure you are familiar with the video platform being used.
- Check sound and video quality.

###### Set-up:

- Make sure you are in a quiet location where you will not be interrupted or overheard (avoid communal spaces where others are present).
- Use headphones wherever possible.
- Choose a neutral background, or use the “blurring” option on your video platform.
- Make sure you are well lit.
- Dress professionally, as you would for a face-to-face consultation.

##### During the patient interview

- Don't rush. On video more time is needed to pose and to answer questions. Speak clearly and allow patients time to think before they answer.
- Remember that to make **eye contact** you need to look at the webcam, not at the image of the patient's face on the screen.

- Be aware that verbal and non-verbal “cues” do not work in the same way on video. Visual cues, such as nodding and facial expressions, may be harder to see. Verbal encouragements like “uh huh” or “mmm” can become interruptions when there is a time-lag. To minimise the effect of these problems:
  - Try to make sure only one person is talking at a time.
  - Keep your vocal cues to a minimum – a slow nod or a smile is better.
  - Show your interest and attentiveness by eye contact and facial expression
  - If you need to interrupt the patient, try a visual signal such as raising your hand
  - Rapid gestures or body movements can be distracting – try to slow them down.
- For clarity, it helps the patient if you ‘**signpost**’, i.e. tell the patient what you want to do or say next, and why. For example, ‘Now I’d like to ask you some questions about the medications that you take...’.
- **Summarise** the consultation’s main points, and ask the patient if they have any questions.
- End with a friendly sign-off, e.g. ‘I’ve enjoyed talking with you. I hope that’s been helpful’. Thank the patient for their time.

**In addition:**

- Never make any recording of the session.
- If you make any personal notes during the teaching session then they must not contain any patient-identifiable data.

**After the teaching session:**

Sometimes, we have conversations with patients which we find particularly challenging due to events going on in our own lives, or circumstances affecting our families. This can feel even more difficult if we are at home and remote from our friends and colleagues. Please do let your GP tutors know if you are struggling or would like to discuss any issue further – they will be more than happy to do so.

**Sources:**

<https://www.bma.org.uk/advice-and-support/covid-19/adapting-to-covid/covid-19-video-consultations-and-homeworking>

<https://www.rcgp.org.uk/about-us/rcgp-blog/top-10-tips-for-successful-gp-video-consultations.aspx>

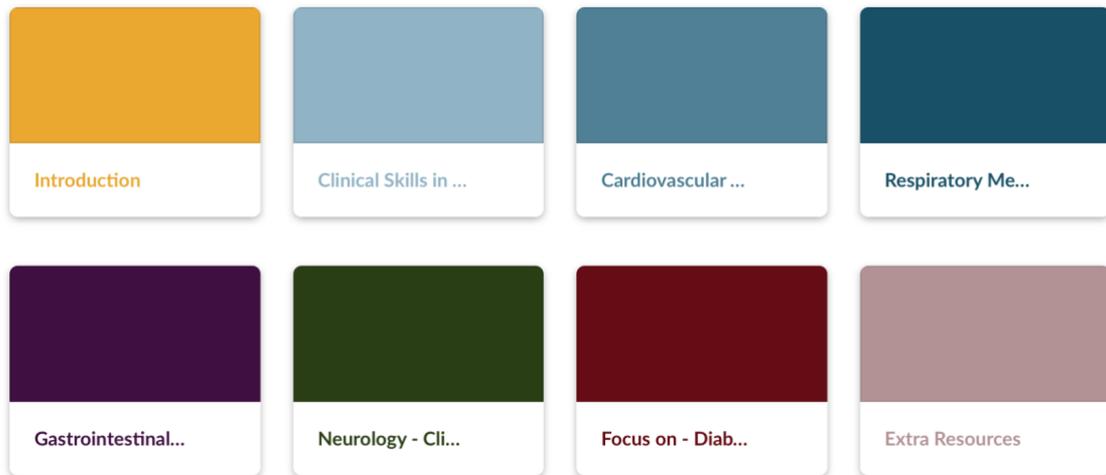
Students attending remote consultations, Advice to medical schools and students, October 2020 (Medical Schools Council)

## **Learning Needs Assessment**

As last year, students have been asked to complete a **Learning Needs Assessment** prior to their first session with you.

This document asks them to rate their confidence in various clinical areas (e.g. respiratory exam, history taking etc) and students are asked to email you these forms before your initial meeting; we hope you can consider their learning needs when planning your session (although we realise this is not always going to be feasible to satisfy all). The Learning Needs Assessment form can be found on Canvas and is also in the appendix of this document.

## Student resources on Canvas



*Landing page for the DGH Modules on Canvas*

Student resources for the course are now entirely on the University's online platform, *Canvas*. All tutors have been given access to the site and we encourage you to log on and browse the material. If you are having any technical difficulties, then please get in contact with our admin team as soon as possible ([ugteachingadmin@phc.ox.ac.uk](mailto:ugteachingadmin@phc.ox.ac.uk)).

**Please also make sure your students have accessed the Canvas material and read the introductory module (they have been asked to do this by email).**

The modules are as follows:

- **Introduction:** logistical information about the course; details of the impact of Covid-19 on Primary Care; guidance for online consulting
- **Clinical Skills in Primary Care:** discussion of history-taking and examination skills in the Primary Care setting; introduction to common investigations available in Primary Care

There then follow individual modules, giving further details of history and examination skills in the following areas:

- Cardiovascular Medicine
- Respiratory Medicine
- Neurology
- Gastrointestinal Medicine
- Further resources for Diabetes teaching

**These modules contain video demonstrations of examination skills, as well as filmed interviews with members of the Primary Care MDT (created in August 2020).**

## Course Feedback and the GP Tutor Report

Students highly value feedback on their performance during these sessions. Because you will have contact with the students, and will observe their performance, you are in a good position to identify students who may not be achieving competence in dealing with patients. If you have serious concerns about a student's performance please notify Alison Convey ([alison.convey@phc.ox.ac.uk](mailto:alison.convey@phc.ox.ac.uk)) promptly so we can inform the medical school and make plans to help.

At the end of each block, tutors should set aside time to give feedback and complete a formal report for each student. The report is not a 'pass or fail' assessment, instead the aim is to help students plan their further development. Please concentrate on feedback that notes strength as well as areas needing extra work.

**The Tutor Report is now completed electronically.** Each student will email you a 'ticket code' that will allow you to open and write your report online. These reports will then be sent automatically to the medical school and will also become embedded into the students' own e-Portfolios. An example of the report is given in this handbook in the 'resources' section.

Please complete a report for every student, including anyone who misses the last session.

### Student evaluation of the course

Student evaluation of these sessions is undertaken by questionnaire at the end of each block. An example of the form students will use is given in this handbook in the 'appendices' section. Your student will complete this feedback electronically on their e-portfolio (and copies will be sent to the teaching team in Oxford).

## Course Contacts

### Teaching Team at Department of Primary Care Health Sciences

If you have any questions about the timetable or the logistics of GP placements, please contact:

#### **Course Administrator:**

Jacqui Belcher

Email: [Jacqueline.belcher@phc.ox.ac.uk](mailto:Jacqueline.belcher@phc.ox.ac.uk) or [ugteachingadmin@phc.ox.ac.uk](mailto:ugteachingadmin@phc.ox.ac.uk).

If you have any other questions about the content of the course, please get in touch with:

#### **Course Co-ordinator**

Dr Alison Convey

Email: [alison.convey@phc.ox.ac.uk](mailto:alison.convey@phc.ox.ac.uk)

### Local Course Convenors

There are four DGH placements, and each district has its own local lead GP tutor:

#### **Northampton**

Dr Rob Gale

Langham Place Surgery, 11 Langham Place, Northampton, NN2 6AA

Tel: 01604 638162 E mail: [robert.gale1@nhs.net](mailto:robert.gale1@nhs.net)

#### **Swindon**

Dr Andrew Fisher

Ramsbury & Wanborough Surgery, Whittonditch Road, Ramsbury, SN8 2QT

Tel 01672 520366 E-mail: [a.fisher1@nhs.net](mailto:a.fisher1@nhs.net)

#### **High Wycombe**

Dr Anthony Gallagher

Hughenden Valley Surgery, Valley Road Hughenden, High Wycombe HP14 4LG

Tel: 01494 562189 E mail [anthony.gallagher1@nhs.net](mailto:anthony.gallagher1@nhs.net)

#### **Reading**

Dr Amit Sharma

Brookside Surgery, Brookside Close, Gipsy Lane, Earley RG6 7HG

Tel: 078168 50380 E-mail: [amit131416@googlemail.com](mailto:amit131416@googlemail.com)

# APPENDICES – EXAMPLE FORMS

## Clinical Skills Year 4 GP Teaching Sessions during DGH Placement

### Student Self-Assessment Form - EXAMPLE

This form is intended to help you to 'self-assess' your clinical skills and knowledge. The form also asks you to reflect on 'how' you learn best. This should help your GP tutor adapt the teaching sessions to meet the learning needs of you and the other students in your group. You may wish to repeat this process after the GP sessions are completed.

**Please complete and send the form to your GP tutor before your GP teaching sessions**

Consider the areas listed below and **rate your confidence** by putting a figure on a scale of 1 - 4 in the relevant column for each topic.

1 = Not confident at all    2 = Fairly Confident    3 = Confident    4 = Very confident

<u>Clinical Skills</u>	<b>NOW (before GP DGH teaching)</b>	<b>After GP sessions</b>
Taking a history		
Knowledge of core medical conditions		
Considering the psycho-social impact of illness		
Taking a professional approach to patients and colleagues		
Use of PPE (and infection control measures)		

<u>Clinical Method</u>	<b>NOW (before GP DGH teaching)</b>	<b>After GP sessions</b>
CVS Examination		
RS Examination		
Abdomen/Gastro Examination		
Neurology Examination		
Peripheral Vascular Examination		
Lumps and Bumps Examination		
Other (specify):		

**What do you feel are your main learning objectives for this attachment?**

- 
- 
- 

**How do you prefer to learn?**

(For example: "by doing" or reading, thinking / reflecting on an event)

**Once complete, please email this form to your GP Tutor *before the first session***

## Year 4 – DGH GP teaching sessions Tutor Report (EXAMPLE ONLY – TO BE COMPLETED ON E-PORTFOLIO)

<b>Student Name</b> .....		
<b>Tutor Name</b> .....	<b>Tutor Email</b>	
<b>Address</b> .....		

Tutors will set aside time to go over this report with each student at the end of the course. The report is not a 'pass or fail' assessment, the aim is to help students plan their further development. Please concentrate on feedback that notes strength as well as areas that need extra work. Comments should focus on specific behaviours and relate to the objectives of the course.

### (1) Tutor's Overall Assessment

Please make a **global** assessment of the student's performance over the three sessions in terms of their clinical skills, knowledge and understanding:

<b>Overall Assessment</b>	(circle one)	
<b>SATISFACTORY</b>	<b>POSSIBLE CONCERN</b>	<b>DEFINITE CONCERN</b>

**Comments** about overall performance:

### (2) Tutor's Review of Professional Behaviours

Please make an assessment of the student's **professional behaviours** over the three sessions, considering each of three areas below.

(a) Tutor's assessment of **ATTENDANCE**:

	Satisfactory	Possible concern	Definite concern
<b>Attendance</b>	Consistently reliable and punctual Apologises for any absences in a timely fashion	Late more than once Single unauthorised absence	Repeated lateness or unauthorised absence

Please circle one box in each row below, using the examples above to guide you:

<b>Overall Assessment</b>	(circle one)	
<b>SATISFACTORY</b>	<b>POSSIBLE CONCERN</b>	<b>DEFINITE CONCERN</b>
Additional comments about ATTENDANCE (optional):		

(b) Tutor's assessment of ENGAGEMENT:

	<b>Satisfactory</b>	<b>Possible concern</b>	<b>Definite concern</b>
<b>Engagement</b>	Motivated, engaged with learning, conscientious	Variable participation in teaching.	Does not engage with teaching. Poor response to feedback

Please circle one box in each row below, using the examples above to guide you:

<b>Overall Assessment</b>	(circle one)		
	<b>SATISFACTORY</b>	<b>POSSIBLE CONCERN</b>	<b>DEFINITE CONCERN</b>
Additional comments about ENGAGEMENT (optional):			

(c) Tutor's assessment of interaction with COLLEAGUES and PATIENTS:

	<b>Satisfactory</b>	<b>Possible concern</b>	<b>Definite concern</b>
<b>Interactions with colleagues &amp; patients</b>	Respectful of patients. Communicates and interacts appropriately with patients	Single episode of disrespectful behaviour of inappropriate communication	Repeated disrespectful behaviour or failures to communicate appropriately

Please circle one box in each row below, using the examples above to guide you:

<b>Overall Assessment</b>	(circle one)		
	<b>SATISFACTORY</b>	<b>POSSIBLE CONCERN</b>	<b>DEFINITE CONCERN</b>
Additional comments about PATIENTS (optional):			

**This form is an example. You will complete the actual report online - your student will email you a 'ticket code' to allow you to access the report.**

**Year 4 GP Teaching sessions during DGH placement 2020/2021**  
**STUDENT EVALUTATION FORM**  
**(EXAMPLE ONLY – TO BE COMPLETED ON E-PORTFOLIO)**

**Your GP Tutor's Name:** : .....

*Please take some time to fill in this questionnaire after your final GP session of the DGH placement. We value your comments, as your input will help us develop the course in future.*

Here is a reminder of the Aims of these three sessions:

**In the setting of primary care, students should:**

- develop history taking, examination, and communication skills
- increase knowledge of core medical conditions
- consider the psycho-social impact of illnesses
- develop professional approach to patients and colleagues

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Please rate the following aspects of the course, using the scale:

**A = excellent, B = Good, C = satisfactory, D = unsatisfactory E = poor**

1. Overall Impression	A	B	C	D	E
2. Developing your history taking	A	B	C	D	E
3. Developing your examination & communication skills	A	B	C	D	E
4. Improving your knowledge of medical conditions	A	B	C	D	E
5. Understanding the psycho-social impact of illnesses	A	B	C	D	E
6. Quality of teaching from your GP tutor	A	B	C	D	E
7. Feedback on your performance	A	B	C	D	E
8. Resources on Canvas	A	B	C	D	E

**Please comment about things that went well:**

**Please comment about things that you feel need to be changed:**

**Finally, the medical school is collecting feedback about two important areas: sustainability and diversity. Please answer the following questions:**

- What does this course do well in terms of sustainability? (think through issues such as waste, paper use, travel, equipment etc.)

- What do you suggest the DGH GP course does to reduce its impact on the environment? Please be specific in your suggestions.

- What does the course do well in terms of diversity?

- What do you suggest the course could do to promote diversity? Please be specific in your suggestions.

**The actual form will be submitted online via the student's e-Portfolio**