

# Year 3 Course Update: Becoming a Practitioner

GP/Community Clinical Teacher



# Aims of the Year 3 Placement

‘Becoming a practitioner’

## Year 3

Practise focussed Hx &  
Exams  
Initiate clinical reasoning skills  
Develop DD  
Consider role of Ix

## Year 4

Refine clinical reasoning to  
inform Hx, Exam & Ix  
Develop EB management  
plans & shared decision  
making  
Consider cognitive bias

## Year 5

Build on experience of  
specialities as a generalist  
Medical complexity  
Medical uncertainty



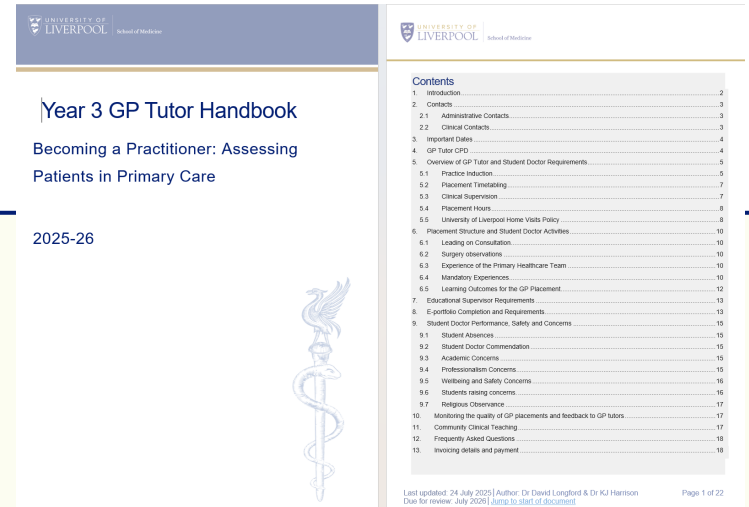
# Placement Overview

- 4-week GP placement
- 7 session per week in practice. Half day for self-study and one day CCT teaching in University (Thursday)
- Four educational supervisor meetings over the four-week placement.
- ES meetings must be held individually and not in pairs.
- Four **mandatory** experiences to cover during the four-week placement.



# GP Tutor Handbook

- Emailed to tutors and PMs with the allocation.
- Locked word document with a 'clickable' Contents page
- Detailed reference guide – we don't expect you to memorise it!!!
- Top Tip - save it to your desktop for ease of finding!



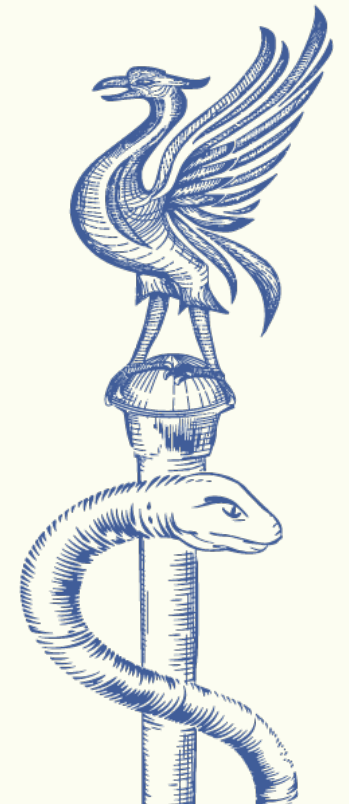
# Induction

- This should take place on the first day of placement.
- Provide students with a contact email and phone number to use in case of emergency or sickness.
- Induction requirements can be found via the [LEO website](#).



# Timetable

|           | Monday                                                       | Tuesday                                                             | Wednesday                                                            | Thursday | Friday                                                                            |
|-----------|--------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------|
| Morning   | Induction<br>(week 1 only)<br><br>Observation<br>GP<br>(KJH) | Student Led<br>Clinic<br>(hot desk or<br>independently)<br><br>(SM) | Student Led<br>Clinic<br>(hot desk or<br>independently)<br><br>(KJH) | CCT      | Student Led<br>Clinic<br>(hot desk or<br>independently)<br><br>ES Meeting<br>(SM) |
| Afternoon | Observation<br>GP/NC<br><br>ES Meeting<br>(KJH)              | Observation<br>GP/NC<br><br>(DW/SM)                                 | Personal Study                                                       | CCT      | Observation<br>GP<br>(JH/SB)                                                      |



# Leading on Consultation

- Students manage 10 patients per week (on average)
- This can be done in a room if a room is available
- If hot desking is required, the student can 'step out' while the patient is waiting, providing an opportunity for the student to be included in the consultation
- Guidance on consultation is included in the Handbook



# Principles for students performing clinical examinations and procedures

## Consent for students to participate in learning events involving patients

1. Prior to clinic, theatre and other learning events, supervising clinicians\* should gain consent from patients for students to observe or participate, ideally without the student present.
2. Students must only gain verbal consent from patients for procedures or examinations that they have been taught in a simulated setting and have been documented as competent to perform without direct supervision (see also principles 3 and 4).
3. Consent for students to undertake paediatric examinations/procedures must be taken by the clinician\* supervising the event.
4. Consent for students to perform an investigative or therapeutic procedure for patients who have impaired capacity (and therefore are unable provide informed consent to a student) must be considered by the supervising clinician\*, rather than the student.
5. Students must not perform any procedure (including intimate examinations) on patients under anaesthetic without prior patient consent documented in the medical records by the senior clinician who is responsible for the list.

## Students undertaking procedures and examinations

6. Students must indicate their lack of training / documented competence to the supervising clinician if asked to do a procedure they have not completed in a simulated setting.
7. Students must not perform a procedure or examination that they have not completed in a simulated setting, unless under the direct instruction and supervision of a senior clinician (see also principles 10 and 11).
8. For all physical examinations students should have a chaperone who understands the nature of the examination.
9. Students can act as chaperones for each other, provided that they have practised the examination in a simulated environment, and it does not involve a child, or a patient with impaired capacity.
10. Students should be directly observed by the supervising clinician\* for all examinations that may be perceived as intimate by the patient (including the consent process - see also 1), and students must also not undertake any such examination that has not been practised in a simulated environment, even if supervision is available (see also principle 6).

*\* a fully registered healthcare practitioner who undertakes the examination or procedure as a routine part of their clinical practise.*

# Patient Access to Medical Records

- Important Students are advised that patients can now view what they are writing in the electronic medical record.
- The UK Council for Communication in Undergraduate Medical Education (UKCCC) have produced a [guide](#) for students writing in patient GP records.
- Please share the [‘Do and Don’t’ guide](#) with students and ask them to read it during their first ES meeting or Induction (whichever is first)



# Mandatory Experiences

Mandatory Experiences are outlined in more detail on the [CANVAS](#) GP Placement area (student access).

- **Observe a 6-week Baby Check** - We suggest this is done as early as possible during the placement.
- **Home Visit with a GP or nominated clinician**
- **2 x Chronic Disease Reviews** (any clinician), 2 different of any of Asthma/COPD/CV Disease/Diabetes.
- **Lead a Consultation with a patient** with a long-term condition causing a physical disability.



# Educational Supervision

- GP Tutor = Educational Supervisor
- One meeting per week over the course of the 4-week placement (individually)
- Access their portfolio via Pebblepad (see next slide for demonstration)
- Review their progress with Mini-CEX, CBD's DOPS and Placement Reflections.
- General review of any issues that may have arisen e.g. punctuality, professionalism, wellbeing. Refer to the University if concerns (see handbook)
- Complete the weekly meeting template in Pebblepad



# Educational Supervision

- Top Tip to save time!
- CBD and Mini CEX forms have been updated
- To speed up time filling in feedback use the microphone option on the smart phone!

or assessor input required)

10:37 AM

☐ Student required no direction/support (No assessor input required)

What went well and suggestions for development?  
Please comment particularly if you have graded the student as borderline or below.

Assessor Name  
Please add your full name below:

Assessor Position  
Please enter your clinical position; Consultation, GP, SAS Doctor,

Done

I The I'm

Q W E R T Y U I O P

A S D F G H J K L

↑ Z X C V B N M ↵

123 space return

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# Pebblepad

- Please email [mbchbep@liverpool.ac.uk](mailto:mbchbep@liverpool.ac.uk) if you have not already got access to Pebblepad.
- [Pebble Pad Demonstration](#)



# Eportfolio Requirements Y3 GP

|                                                                     | Unsatisfactory                                                                                                                                                                         | Borderline                                                                                                                                                                                                                                                                       | Satisfactory                                                                                                                                                                                                                                                 | Good                                                                                                                                                                                                                                                             | Excellent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>This student doctor has met the requirement of the placement</b> | <p>Has <b>not demonstrated</b> a professional and responsible manner, and there are notable concerns</p> <p>OR <b>has not completed a minimum level</b> of placement requirements*</p> | <p>Has <b>minimally demonstrated</b> a professional and responsible manner with some minor concerns</p> <p>OR has completed the <b>minimum level</b> of placement requirements* but with very limited or no evidence of critical self-reflection on learning and development</p> | <p>Has <b>demonstrated</b> a professional and responsible manner, with a commitment to quality of care</p> <p>AND has completed the <b>minimum level</b> of placement requirements* with insightful critical self-reflection on learning and development</p> | <p>Has <b>demonstrated</b> a professional and responsible manner, with a commitment to quality of care</p> <p>AND has completed the <b>recommended level</b> of placement requirements* with insightful critical self-reflection on learning and development</p> | <p><i>An excellent student will be able to demonstrate <u>all</u> of the following:</i></p> <p>Has consistently <b>demonstrated</b> a professional and responsible manner, with an <b>exemplary</b> commitment to quality of care</p> <p>AND has <b>exceeded the recommended level</b> of placement requirements* with consistently insightful critical self-reflection on learning and development, integrating feedback to address strengths and weaknesses in clinical skills, knowledge, and professional behaviours</p> |



# Absence Reporting

- Essential that school is informed if a student is absent or if they miss part of the day, even if it has been pre-arranged or for illness.
- If a student is absent **but has not contacted the practice at all** please inform the school by 2pm the same day (and each day). A 'check in' email will be sent to the student that day to ensure their wellbeing.
- Please email [yr3gp@liverpool.ac.uk](mailto:yr3gp@liverpool.ac.uk) to inform us of any student absences.



# Placement Hours

- Student Doctors must complete **28 hours of placement time**, per week, on their GP placement
- Student Doctors are advised that their GP Placement hours may not be 9am - 5pm
- Some Student Doctors may have a University Support Plan in place related to the timing of their placement hours (e.g. carer). We would be grateful if you could discuss the support plan with your Student Doctors at induction (if applicable) and work with them to accommodate their needs.
- Student Doctors have been advised that sometimes clinics over-run! We do not expect you to reduce placement days to compensate for situations where this happens, unless it is a significant amount of time, or it is happening repeatedly.



# Clinical Supervision

- For each episode of patient contact, students must know who their GP clinical supervisor is & how they may be contacted
- The GP clinical supervisor must be based in the same building & available to oversee the episode of patient contact, if required
- Non-GPs may support a student with a patient contact but their competence to do so must be determined beforehand
- If a student is **leading a consultation**, the non-GP must be a **registered** advanced practitioner or **experienced** Resident Doctor (ST3)



# Feedback

- Feedback is very important to the students during their time in GP and helps with reflective learning
- It can be helpful to highlight to the students when you are giving them feedback (so they recognise that is what it is!!!)



# Questions?.....



# Thank you.

Contact your Year Lead if you find any digital content difficult or impossible to use.

