



Primary Care Summer Electives 2021

STUDENT PORTFOLIO

YOUR PRIMARY CARE SUMMER ELECTIVE PORTFOLIO

The portfolio was set up to make your learning during the Primary care Summer Elective meaningful and targeted.

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GENERAL INFORMATION

Student Name

Student Number

Summer Elective Start Date

Summer Elective End Date

GP Practice

STUDENT DECLARATION

All students will be required to read and sign the following declaration in advance of their Primary Care Elective. Your clinical tutor will countersign the declaration.

1. To the best of my knowledge my portfolio has been completed accurately and honestly. I am aware that it is not good medical practice to mislead or otherwise act dishonestly in any of my written communications and record keeping and that students who do not comply with this requirement will be subject to University conduct regulations.
2. I will treat patients, professionals, teachers, and fellow students politely and considerately, respecting their views, privacy, and dignity, ensuring that my personal beliefs do not prejudice my dealings with them.
3. I will respect and protect confidential information.
4. I will only participate in remote consultations in circumstances which do not allow non-authorised persons to see the content. I will not make any attempt to share, download, copy, or edit the remote consultations – doing so would constitute an extremely serious breach of confidentiality and would lead to a Fitness to Practice Hearing and disciplinary action from the Medical School. As soon as I have finished observing the remote consultation, I must ensure that nobody else can access this by logging out of the platform. Whilst observing the remote consultation, if I become aware of a personal connection to the patient featured (for example, a family member, friend, or colleague), then I will immediately end my participation and report this to my clinical tutor. I will not share identifiable information about patients with anyone not authorized or where I can be overheard. I will not attempt to access a virtual meeting room (VMR) at any other time other than my scheduled remote consultation time nor will I share the link with anyone else.
5. I have read and understood the [Advice to medical schools and students on attending remote consultations | Medical Schools Council \(medschools.ac.uk\)](#) and the GMC documents on ([Good medical practice - GMC \(gmc-uk.org\)](#) and 'Confidentiality' ([Confidentiality - GMC \(gmc-uk.org\)](#)) and I will adhere to their recommendations.

Student Signature Date

Student name

GP Tutor Signature Date

GP Tutor name

LEARNING NEEDS ASSESSMENT AND ELECTIVE 'THEME(S)'

Learning Needs
1.
2.
3.
4.
5.
Chosen theme (s) (maximum 2):
1.
2.

PERSONAL DEVELOPMENT PLAN

Following the completion of your learning needs assessment, summarise your specific learning goals for this Summer Elective in the PDP format detailing how you are hoping to achieve them. One of your Goals could be related to improving specific Clinical skills, the other could be related to your chosen elective theme.

The RCGP has some useful guidance on PDPs. Although aimed at GPSTs it gives some tips on how to make your PDP 'SMART'. <https://www.rcgp.org.uk/training-exams/training/mrcgp-workplace-based-assessment-wpba/pdp.aspx>

Goal 1

Title:
Learning or development needs:
Agreed actions/goals:
Target date:
How I hope to achieve the agreed goals (learning activities):

Goal 2

Title:

Learning or development needs:

Agreed actions/goals:

Target date:

How I hope to achieve the agreed goals (learning activities):

TIMETABLE

To be filled in at start of Elective (some students will be on placement for 2 weeks, others for 4 weeks)

-8 sessions of direct patient contact (telephone, video, face-to-face)- observation, under supervision, or as Entrusted Professional Activity) (see student' guide for example of a timetable)

-2 sessions of 'other' learning activities based on chosen elective theme (see student guide)

Week 1

	AM	PM
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Week 2

	AM	PM
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Week 3

	AM	PM
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Week 4

	AM	PM
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

MINI-CEX

Overview

During your previous clinical attachment you have become familiar with Mini-Clinical Evaluation Exercise (mini-CEX) as a tool for workplace-based assessment (WPBAs) WPBAs will feature strongly whenever you qualify as a Foundation Programme doctor. Specifically, the mini-CEX: a consultation conducted by the student, which is observed and critiqued by your GP tutor. Your GP tutor's evaluation is recorded on a form which is used to provide students with structured feedback during a debriefing session. The strength of WPBAs, such as the mini-CEX, is that your supervising GP tutor can review your performance across a wide range of domains of competence (e.g. history taking, examination skills, communication skills, patient safety, professionalism). Furthermore, mini-CEXs allow you to demonstrate that you are maintaining progress during your placement. Phone or video consultations are entirely suitable for these WPBAs

When should I perform my mini-CEX evaluations?

It is proposed you conduct 2 mini-CEX evaluations during your GP summer elective. Ideally you should undertake one mini-CEX towards the beginning and another at the end. You may wish to conduct more than 2 mini-CEX during your elective, especially if you have a four week placement.

What cases should we select for my mini-CEX?

Ideally you should select patients that you haven't consulted with before (for example a patient with a new problem or a patient who has consulted with another GP but has been asked for a review). You should seek consent from the patient that they are (i) happy for you to consult with them and that (ii) your tutor will be observing/listening in to assess your performance. Your GP tutor retains responsibility for the patient care throughout the consultation and intervenes as and when required.

What is involved?

You are asked to consult with your selected patient. Your GP should observe/listen in to your consultation. During your mini-CEX, your GP tutor will complete the mini-CEX evaluation form. This form will provide structure to feedback on your performance.

There is no time limit to your mini-CEX. Debriefing sessions usually take up to 20 minutes to complete. Ideally the debriefing session should be immediately after your consultation but may also take place later on.

Mini-CEX 1

Tutor Name	
Student Name	
Clinical Setting	
Summary of clinical Problem	
Type of consultation (first encounter, review)	
History taking	Excellent Good Average Below average Poor
Physical examination	Excellent Good Average Below average Poor
Clinical judgement	Excellent Good Average Below average Poor
Professionalism	Excellent Good Average Below average Poor
Global impression	Excellent Good Average Below average Poor

Anything especially good?	
Suggestions for development	
Any noticeable feedback from the patient?	
Approval – Tutor’s name and GMC number	
Date	

Mini-CEX 2

Tutor Name	
Student Name	
Clinical Setting	
Summary of clinical Problem	
Type of consultation (first encounter, review)	
History taking	<p>Excellent Good Average Below average Poor</p>

Physical examination	Excellent Good Average Below average Poor
Clinical judgement	Excellent Good Average Below average Poor
Professionalism	Excellent Good Average Below average Poor
Global impression	Excellent Good Average Below average Poor
Anything especially good?	
Suggestions for development	
Any noticeable feedback from the patient?	
Approval – Tutor’s name and GMC number	
Date	

EPAs and QIP

Some of you may have decided with the support of your tutor to engage in Entrusted Professional Activities to meet your learning needs during your Summer elective.

In this case, you will have agreed a bespoke plan of EPAs for the attachment, linked with the chosen 'theme' for the elective e.g. Mental Health, Community Practice, Women' health, practice management etc.

Use the table below as shown in the example in *italics*, to describe your agreed EPA/s, specifying the competency domains and the milestones as you progress.

The milestones are:

1. **Observation** but no execution
2. **Execution** with direct supervision
3. **Execution** with indirect supervision, i.e., on request and quickly available
4. **Supervision at a distance** and/or post hoc (oversight)

EPAs	Competency Domains	Milestones			
		Observation	Direct supervision	Indirect supervision	Oversight
<i>Collect information to identify a patient's medication-related problems and healthcare needs</i>	<ul style="list-style-type: none"> - Medical knowledge - Patient care - Interpersonal skills and communication - Professionalism - Practice-based learning and improvement - System-based practice 	✓ <i>Week 1</i>	✓ <i>Week 3</i>	✓ <i>Week 4</i>	

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EVALUATION AND REFLECTION

GP Tutor's Evaluation of Student's Performance

GP tutors are asked to complete the following assessment form with their students. Feedback provided by GP tutors is generally greatly valued by the students - particularly given the fact that GPs observe students in their undergraduate training on a much more intensive basis than most other clinical teachers reinforcing good aspects of their learning, but also identifies areas of teaching and learning that could be improved.

Communication skills

Excellent
Good
Average
Below average
Poor

Clinical knowledge and patient management skills

Excellent
Good
Average
Below average
Poor

Responsiveness to teaching and enthusiasm for learning

Excellent
Good
Average
Below average
Poor

Punctuality and time keeping

Excellent
Good
Average
Below average
Poor

Please comment on student's knowledge, skills and attributes that are good:

Please comment on student's knowledge, skills and attributes that could be improved on:

I confirm that the Summer elective has been completed successfully.

GP Tutor Sign Off _____

Date _____

Student evaluation and reflection

Learning Needs

Review the learning needs you recorded at the start of your elective and consider whether you have addressed them.

Learning need	Addressed Y/N If yes- how do you feel you have achieved the objective? If no – why not- did you meet any unexpected challenges?
1.	
2.	
3.	
4.	
5.	

PDP

Review with your tutor the PDP you recorded at the start of your elective and consider whether you have achieved your goals.

Goal 1

Title:
Achieved? (y/n)
If achieved- what learning activities do you feel helped to achieve your goal? If not achieved – why not- did you meet any unexpected challenges?

Goal 2

Title:
Achieved? (y/n)
If achieved- what learning activities do you feel helped to achieve your goal? If not achieved – why not- did you meet any unexpected challenges?

Reflection on GP Tutor Feedback

Please comment on one area that you received positive feedback from your tutor:

Explain how you will build on this positive feedback:

Please comment on feedback received from your tutor which is considered as a development need:

Explain what changes you will make for the future, based on this feedback:

Elective evaluation

Overall, how would you rate your learning experience during your elective?

Overall, how would you rate your opportunity to consult with patients during your elective?

Overall, how would you rate the constructive feedback provided to you during your elective?

Overall, how integrated (i.e. part of the team) did you feel during your elective?

Any other comments?

ELECTIVE ASSESSMENT

To be completed by the Subdeanery Team

The Subdeanery team will assess your portfolio at the end of your elective.

Please send your completed and signed portfolio to rachel.hawkins@easternfsu.co.uk

Student name

Assessing person's name

Attendance?

Satisfactory engagement with portfolio?

Mini-CEX completed?

Any EPAs completed?

QIP done?

Assessor's comments

Approval – Name and GMC n.

Date