

# **Student Guide**

## **Primary Care Electives**



Summer 2021

Dear Student

Welcome to your Medical Elective in Primary Care in Northern Ireland which has been generously supported by the Department of Health and the many practice teams involved. This elective will offer you the opportunity to select, direct and organise a placement during your undergraduate training that is responsive to your own individualised needs and/or interests.

These 2-week and 4-week experiences have a specific focus on intense Clinical Skills revision and interaction with patients.

The Primary Care Elective will require you to agree a formal timetable with your GP tutor for the duration of the elective period. Your GP tutor will undertake to source, where possible, local learning experiences which you have highlighted as an area of concern and interest. You are required to attend 100% of your elective unless you have extenuating circumstances.

The main focus of this experience is to offer you the opportunity to enhance and refine your clinical practice, by consulting with patients. Ideally, you will be allowed to 'sit in' (in person with appropriate PPE or virtually) with the GP initially, and to get opportunities to consult with patients on your own before presenting each patient to the GP. Practices are likely to use a mixture of face to face, telephone, and video consultations as they have access to. Please adhere to all COVID transmission prevention measures and other safety measures that your practice team have in place.

The study of Medicine requires us to have responsibilities to our patients, our teachers, our fellow students, and society at large. Patients volunteer their participation in student-patient and student- patient-clinician dyads and triads to support the undergraduate medical education of students.

All students will be required to read and sign a declaration in advance of their Primary Care Elective, which is embedded in the provided portfolio. Your clinical tutor will countersign the declaration.

We wish you an enjoyable, safe, and formative Primary Care Elective.

Thank you,

The Primary Care Subdeanery Pilot Team

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## Learning outcomes

Enhance patient assessment skills and the ability to assign priorities to new problems presented

Refine history taking skills

Present a competent patient history

Formulate a differential diagnosis from history and physical examination

Develop own knowledge and skills in clinical medicine, and contribute to others' development, through active participation in clinical and other learning opportunities

Discuss disease processes

Understand the influence of social and cultural factors in health and illness

Manage time and resources effectively

Enhance understanding of the organisation of health care provision

# Practicalities

The elective will last 2 to 4 weeks in total – 10 sessions each week.

It has been suggested to GP teams to provide the following if possible, for students:

1. Lead GP tutor and deputy
2. A mutually agreed (students/tutor) timetable based on learning objectives and student selected theme(s)
3. Effort to ensure in-practice and local learning activities are sourced based on learning needs/PDP and elective theme
4. A minimum of 8 clinical sessions /week with two sessions/week to be spent on 'other' learning activities
5. Venue and time to meet on 1st day
6. Welcome/induction and review learning needs assessment
7. Feedback to student during and at end of elective
8. Complete a minimum of two MiniCEXs
9. Facilitation of Entrusted Professional Activities including an optional Quality Improvement Project

## On the first day

Please contact the practice before your arrival on the first day to make arrangements.

Ideally, tutors and students should complete a programme of activities across the 2-weeks or 4-weeks of the elective. This allows you to structure your attachment and learning.

Here are some areas that we recommend you should cover with your GP tutor and practice team:

- Brief overview of practice: population size, doctors, computer system
- Introduction to other staff members
- Layout of practice
- Place where students can leave their coat, bag, and belongings
- Facilities such as the toilets and area for tea/coffee
- Any important safety issues e.g., fire escape routes, personal safety

- Any student special circumstances / disabilities that are relevant for the GP tutor (and practice) to know about
- Any practice specific protocols around social distancing, PPE, and additional hygiene measures

## Portfolio

Please complete the provided Portfolio to record your experience, progress, and reflection during the 2-weeks and 4-weeks electives. Please ensure you have shared your preferred email address with your GP tutor so that you can share this document with them. Please return a copy of your completed portfolio to the Primary Care Subdeanery Pilot team via email to [rachel.hawkins@easternfsu.co.uk](mailto:rachel.hawkins@easternfsu.co.uk) for sign-off by the Primary Care Subdean.

## Learning needs assessment and elective 'theme'

Prior to starting your summer elective, please complete a learning needs assessment in your Portfolio. The purpose of this tool is to help identify key areas that you would like to focus on during your attachment – it might be helpful to look at this section with your GP tutor.

You should also choose an elective theme. The following table proposes themes and possible learning activities based on the paper of the Society of Academic Primary Care and RCGP (2018); 'Teaching general practice, Guiding principles for undergraduate general practice curricula in UK medical schools'.

| <b>Elective 'theme'</b>             | <b>Possible learning content and activities</b>   |
|-------------------------------------|---|
| Mental Health in Primary care       | <ul style="list-style-type: none"> <li>- Work alongside the Mental Health practitioner/GPs assessing, diagnosing, treating patients with Mental ill health (first presentations, follow up etc.)</li> <li>-Work alongside Community link workers/care navigators setting up Health and Wellbeing plans/befriending/visiting community projects</li> </ul>   |
| Care of the elderly in Primary care | <ul style="list-style-type: none"> <li>-Work alongside NH nurses/care assistants in a local NH</li> <li>-Work alongside a care navigator in the community linking in with the elderly</li> <li>-Pro-active care for vulnerable elderly: identify 2-3 patients in the practice with complex health and social care needs- link in with the patient/family/carer/health care professionals involved in the care</li> </ul>  |
| Community Practice                  | <ul style="list-style-type: none"> <li>-Work alongside a Care navigator</li> <li>-Join in with Community activities and groups</li> <li>-Help to raise the profile of Community Practice (promotional material, linking in with practices in the Federation area)</li> <li>-Learn how to signpost</li> <li>-Identify a 'gap' in the existing Community care options and help an organisation write a Business case/proposal eg. consider how primary care and community care can work in collaboration to help reduce health and healthcare inequalities</li> </ul> |

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| MSK in primary care  | <ul style="list-style-type: none"> <li>-Work alongside the First point of Contact physio</li> <li>-Join Trust physio clinic</li> <li>-Observe how to give joint injections</li> </ul>  |
| Family planning and women's health in primary care               | <ul style="list-style-type: none"> <li>-Join Elective Care gynae service</li> <li>-Join FP services</li> <li>-Prescribing of FP methods</li> <li>-Audit on gynae referrals</li> <li>-Setting up of an educational resource for other students on FP to be added to PCSD website</li> </ul>   |
| Health Service Management and the management of General Practice | <p>Work alongside the Practice Management team learning about the business aspects of GP.</p>  |
| The interface – primary and secondary care                       | <ul style="list-style-type: none"> <li>-Discharges: work with practice-based pharmacists reconciling medication and consulting patients about their recent admission and changes in treatment/follow up etc.</li> <li>-Following patients on their journey: guiding hospitalised patients through the discharge process, making follow-up telephone calls after they leave the hospital, and provide a supervised home visit (if possible) to ensure patient safety and reduce preventable readmissions</li> <li>-Follow up referrals</li> </ul> |

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| Medical IT                       | <ul style="list-style-type: none"> <li>-Familiarise yourself with the current IT systems used within a practice</li> <li>-Identify learning needs with the practices on how system(s) could be used more efficiently - make suggestions on how these could be addressed</li> <li>-Work with management</li> </ul>   |
| Developing educational skills    | <ul style="list-style-type: none"> <li>-Work in a teaching practice</li> <li>-Develop educational materials which could help enhance the GP clinical placement experience (can be shared on the PCSD website)</li> </ul>  |
| Chronic disease management       | <ul style="list-style-type: none"> <li>-Student-led chronic disease clinic (EPA) reviewing patient with COPD/asthma, CHD, Hypertension, diabetes etc. under supervision of Practice Nurse and GP</li> <li>-Attend/facilitate a group consultation and learn about the benefits of peer-supported care</li> <li>-Attend community projects addressing chronic disease/lifestyle changes eg. chronic pain projects, Falls prevention, activation schemes</li> </ul> |
| Primary care in a Global context | <ul style="list-style-type: none"> <li>-Link in with international organisations like Rural seeds and Vasco De Gama Movement</li> <li>-Speak to doctors working in or from other countries about the organisation of primary care in their country</li> </ul>   |

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| Continuity of care | <ul style="list-style-type: none"><li>-Students to link in with 3-4 families with complex needs (EPA) - learn how they 'live' with illness and how various HCP are involved in their care</li><li>-Assess their met/unmet and unknown health and care needs</li><li>-Understand their medical and psycho-social challenges</li></ul> |
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## Timetable

At the beginning of your elective, we would ask you to agree on a 'bespoke' timetable with your tutor.. The main learning tool for this elective in Primary Care is the clinical consultation. Try and maximise every opportunity to interact with real patients, be that in person or by phone/video. We recognise that this may be varied or challenging in some circumstances.

**Example timetable:****Week 1**

|                  | <b>AM</b>  | <b>PM</b>   |
|------------------|--|---|
| <b>Monday</b>    | <p>Welcome and introductions</p> <p>Induction and Learning Needs Assessment</p> <p>PDP</p> <p>Introduction to Elective, QIP and EPAs (live Webinar 14/6/2021 or student to watch recorded Webinar<br/> <a href="https://subdeanery.easternfsu.com/">https://subdeanery.easternfsu.com/</a></p> | <p>Joint Surgery with GP</p> <p>QIP- set up with lead GPP</p>                                     |
| <b>Tuesday</b>   | <p>Elective theme activity (clinical) (eg. Clinic with MHP, with physio etc.)</p>  | <p>Elective theme activity (non-clinical) (eg. Community practice, join management team etc.)</p> |
| <b>Wednesday</b> | <p>Student surgery (4 patients) booked in advance.</p>   | <p>Elective Theme activity (non-clinical)</p>   |
| <b>Thursday</b>  | <p>Treatment Room Session</p> <p>EPA- Observation and practical under supervision- phlebotomy, ECG, BPs, urinalysis</p>  | <p>Student surgery (4 patients) booked in advance</p> <p>Mini-CEX</p>                             |

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|---------------|---|---|
| <b>Friday</b> | Baby Clinic<br><br>EPA -Observation and practical under supervision | Evaluation and reflection<br>Week 1<br><br>Self-directed learning |
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**Week 2**

|                  | <b>AM</b>   | <b>PM</b>   |
|------------------|---|---|
| <b>Monday</b>    | Elective theme activity (clinical) (eg. Clinic with MHP, with physio etc.)  | Medication Reviews<br><br>3 Hospital Discharge Letters<br><br>EPA- reconcile medication under supervision of GPP                            |
| <b>Tuesday</b>   | Student surgery (4 patients) booked in advance.                             | Home visits- accompany GP (EPA)   |
| <b>Wednesday</b> | QIP- deprescribing clinic (EPA)   | Following up results from Treatment Room Session (week 1)<br><br>Elective theme activity (clinical) (eg. Clinic with MHP, with physio etc.) |
| <b>Thursday</b>  | Treatment Room Session<br><br>EPAs (phlebotomy, ECG, BPs, urinalysis) (EPA) | Student surgery (4 patients) – same day appointments<br><br>MiniCEX   |

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| <b>Friday</b> | <p>Baby Clinic</p> <p>EPA - supervised examination of six-week old baby</p> | <p>Elective Theme activity (non-clinical)</p> <p>Evaluation and reflection Week 2 or Elective of two weeks</p> <p>Self-directed learning</p> |
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**Week 3**

|                  | <b>AM</b>  | <b>PM</b>  |
|------------------|--|--|
| <b>Monday</b>    | Elective Theme activity (non-clinical)   | Student surgery (4 patients) booked in advance.  |
| <b>Tuesday</b>   | <p>Student surgery (4 patients) – same day appointments</p> <p>Mini-CEX</p>                            | <p>Home visit</p> <p>EPA- student to visit patient before GP joins patient and student</p> |
| <b>Wednesday</b> | Student surgery (4 patients) booked in advance.  | Elective theme activity (clinical) (eg. Clinic with MHP, with physio etc.)                 |
| <b>Thursday</b>  | <p>Practice Nursing session</p> <p>Chronic disease Clinic (observation, reviews under supervision)</p> | Elective Theme activity (non-clinical)   |

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| <b>Friday</b> | Student surgery (4 patients)<br>– same day appointments | Evaluation and reflection<br>Week 3<br><br>Self-directed learning |
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**Week 4**

|                  | <b>AM</b>   | <b>PM</b>  |
|------------------|---|--|
| <b>Monday</b>    | Elective Theme activity<br>(non-clinical)   | Student surgery (4 patients)<br>booked in advance.   |
| <b>Tuesday</b>   | Elective theme activity<br>(clinical) (eg. Clinic with<br>MHP, with physio etc.)                    | Student surgery (4 patients)<br>– same day appointments  |
| <b>Wednesday</b> | Student surgery (4 patients)<br>booked in advance   | Medication Reviews<br><br>3 Hospital Discharge<br>Letters<br><br>EPA- reconcile medication<br>and communicate to patient<br>under supervision of GPP |
| <b>Thursday</b>  | Practice Nursing Session<br><br>EPA- chronic disease<br>reviews (independently with<br>supervision) | Student surgery (4 patients)<br>– same day appointments<br><br>MiniCEX   |

|               |   |   |
|---------------|---|---|
| <b>Friday</b> | Elective Theme activity<br>(non-clinical) | Evaluation and reflection<br><br>Self-directed learning |
|---------------|---|---|

## Supervised EPAs and QIP

Workplace learning has been defined as experiential learning through participation in the workplace (Dornan et al., 2007). While it is widely recognised as a core element for postgraduate medical education, we argue it is essential in undergraduate medical education.

We encourage, in the Summer Elective, the use of Entrustable Professional Activities (EPAs) as a way to allow you to participate more actively in patient care. This can increase your motivation to learn and enhance your interest in Primary Care.

EPAs are workplace activities that a professional entrusts a student to perform. According to Chen and colleagues (2015) “EPAs can help clarify the nature of students’ early clinical engagement and increasing responsibilities over time. They also allow articulation of how students can contribute to the care of patients from the very beginning of medical school, and make visible these student contributions and the value they add to patient care

Explicit recognition of levels of student participation and clarity around activities that can be entrusted promote quality and safety in the clinical workplace. It can increase transparency for the public about how we are addressing our obligation as healthcare students and healthcare professionals to provide safe care.

Clearly, these activities need to be appropriate to the students’ level and the clinical situation. They can range from gathering a history to performing a physical examination. Examples of EPAs include:

- medication review (also using online dummy patients’ scenarios)
- see 2 patients + report back (history taking, physical exam)

- blood taking

-blood pressure checks

-urinalysis and management of uncomplicated urinary tract infections

See the appendices for sample EPAs and EPA grid to create your own.

There is also the option to take part in a Quality Improvement Project on anticholinergic burden in elderly patients with dementia. For more information see

<https://subdeanery.easternfsu.com/qi-project-for-qub-students-during-their-primary-care-elective-the-anti-cholinergic-burden-in-elderly-patients-with-dementia/>