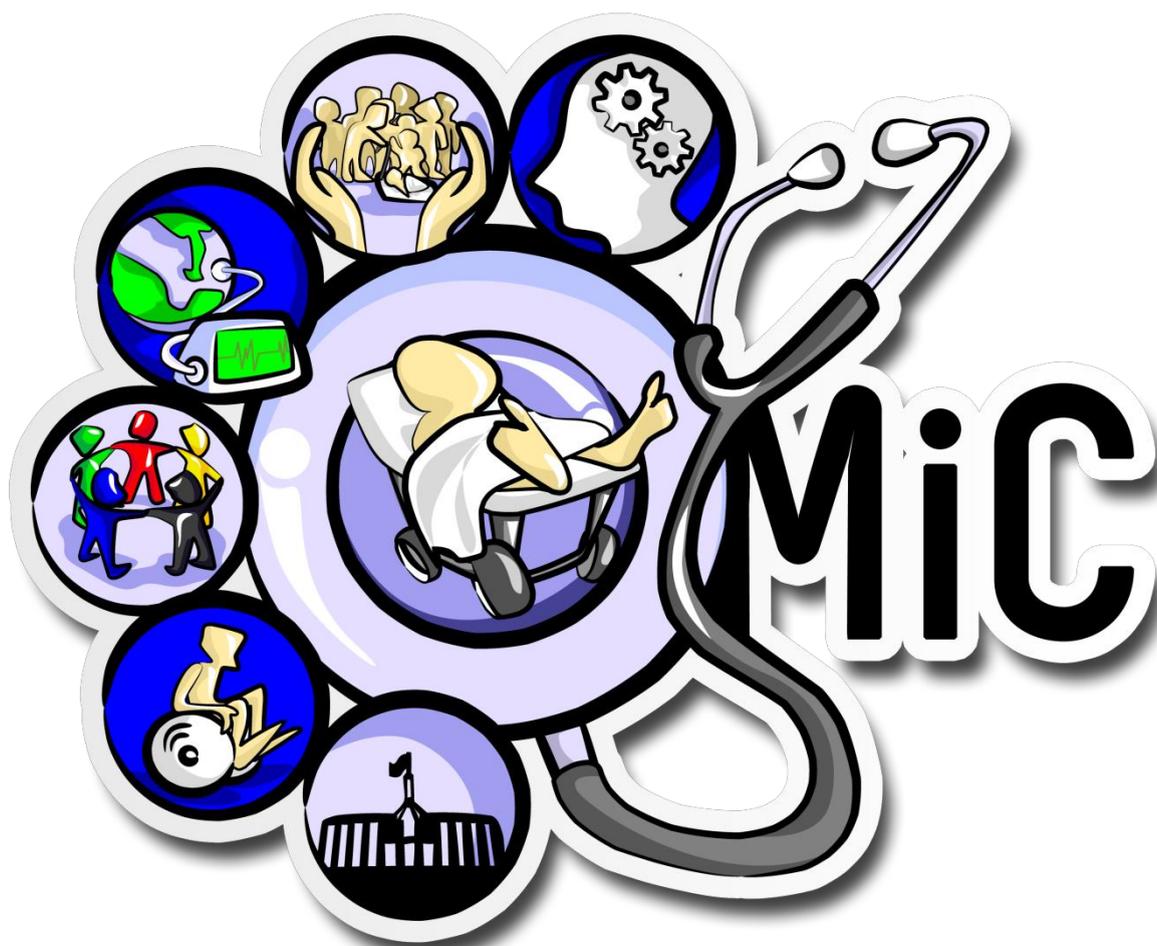


WESTERN SYDNEY UNIVERSITY



School of Medicine

Medicine in Context (MiC) General Practice Supervisor's Guide - 2022



January 2022

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1. Overview

Community engagement is a distinguishing feature of Western Sydney University School of Medicine and embedded throughout the 5-year medical curriculum. The main community engaged component in our curriculum, Medicine in Context (MiC) program is delivered in Year 3, which is the **first clinical year for students**. In 2022, there are 2 cohorts of students:

- i) **MD students:** Year 3 MiC is delivered in a 5-week attachment, and builds on previous MiC learning in Year 1 and Year 2 when students **attended up to 4 days of GP placements**. This attachment is called **MiC Advanced** (MiCa – pronounced “meekah”):

MiCa (5 weeks)		
Online orientation	Community placement 2 (2 days/week)	Reflection
	GP placement 2 (2 days/week)	
	Fridays: Tutorials Workshop Guided self-study	Essay

- ii) **MBBS students:** A small number of MBBS students will attend two 5-week MiC attachments separated by a few clinical rotations. The two MiC attachments are named **MiC Introductory/Intermediate** (MiCi – pronounced “mickey”) and **MiC Advanced**. MBBS students **may not have attended any GP placements** during their Year 1-2 studies – so please check with your assigned student at the start of placement.

MiCi (5 weeks)		Intermission: Other Year 3 Clinical Attachments	MiCa (5 weeks)		
Online orientation	Community placement 1 (3 days/week)		Online re-orientation	Community placement 2 (2 days/week)	Reflection
	GP placement 1 (1 day/week)			GP placement 2 (2 days/week)	
	Fridays: Tutorials Workshop Guided self-study	Fridays: Tutorials Workshop Guided self-study		Essay	



2. Learning outcomes and learning strategy

At the end of the Year 3 Medicine in Context teaching program, students will have achieved the learning outcomes as outlined in the table below. In their GP placements, students are expected to develop learning goals and to discuss these goals with their GP supervisor on the first day of their placement. The learning goals should address the learning outcomes related to each of the Five Domains of General Practice.

MiC learning outcome topics	MiC learning outcomes
A. Social Determinants of Health	Review how various social determinants of health contribute to health risks and outcomes of individuals and communities.
B. Community-based Services	Analyse the roles of community-based services in supporting the health and well-being of individuals and communities.
C. Inter-professional Collaboration	Analyse inter-professional dynamics between various health and non-health professionals in providing community-based services.
D. Evidence-based Practice in the Community	Critically examine community-based services and social determinants of health in the light of academic literature.
E. Reflection on Community-engaged Learning	Develop future professional plans based on reflection on community and General Practice learning experiences.
F. Five Domains of General Practice	<p>Demonstrate learning across each of the Five Domains of General Practice appropriate to Year 3 medical students:</p> <p>Domain 1. Demonstrates effective communication skills and the ability to develop a good doctor patient relationship.</p> <p>Domain 2. Apply relevant medical knowledge and skills in GP setting by demonstrating knowledge of common medical conditions including the ability to gather information and perform a clinical examination appropriate to their stage of learning.</p> <p>Domain 3. Population health – covered under MiC Learning Outcomes A and B.</p> <p>Domain 4. Professional and ethical roles – covered under MiC Learning Outcomes C and E.</p> <p>Domain 5. Describe differences between provision of health care in the community through General Practice compared with in the hospital setting.</p>



3. Students' prior learning

MiC students are in their third year of a 5-year medical course. **MD students have attended up to 4 days of GP placements** during their Years 1-2 studies - whereas **MBBS students may not have attended any GP placements** during their Year 1-2 studies – so please check with your assigned student at the start of placement about their prior learning.

Third year is their first year spent wholly in clinical attachments. At the **beginning of the calendar year**, they will not have had extensive experience on the wards, however towards the **end of the year** students should have sound experience in many aspects of medical and surgical clinical practice in a hospital setting.

A typical MiC student:

- has basic knowledge about the health care system and health-related community factors;
- has limited clinical knowledge and skills;
- should be able to undertake basic procedures (including medication administration, venepuncture, BP measurement, focused physical examination, ECG, peak flow and spirometry);
- is learning about professional behaviour and may need guidance in this area.

4. Placement activities and GP Learning Plan & Logbook (GLPL)

Prior to the placement

Students are expected to contact their GP supervisors in the week before the placement begins to check dress standards and any other requirements.

Day One

On the first day of placement the GP supervisor is expected to orientate students to the practice.

The student and GP supervisor are expected to discuss and establish a Learning Plan in the **GP Learning Plan & Logbook (GLPL)** that specifies learning goals and what activities would help students achieve those goals.

During the term

Students are responsible for making the most of any opportunity for their own learning.

To help guide student learning, they are given suggested tasks in both GP and community placements.

GP clinical tasks are recorded in the student's **GLPL** and may be completed in any order, as opportunities will depend on patient availability and time.

Students are required to complete **2 mini-CEXs** – one focusing on **history taking**, the other focusing on **physical examination**. Please select 2 patients for your student to perform their mini-CEX assessment – which you will observe, grade and provide immediate feedback to the student.

Community tasks are discussed in the weekly tutorial sessions conducted on Fridays throughout the term. These topics overlap with general practice and your student may wish to discuss these with you.

At end of term

Review the student's completed GLPL with them - and discuss with the student how they might address learning objectives which were not met during the term.



Refer to the student's GLPL when completing the GP Assessment form – as this can provide an indication of the student's personal learning during the term. In particular, *Criteria 6: Learning Approach Towards General Practice*.

Suggested Tasks during GP Term - MD students

Placement Week	Suggested Tasks: GP Learning Plan & Logbook	Placement Week	Campus Tutorial Tasks
Placement Week 1	Introduction to GP surgery, staff and range of services	Placement Week 1	-- None --
Weeks 1 - 5	History taking	Week 2	Investigate the role of disadvantage in GP patients and services.
Weeks 1 - 5	Clinical examination skills	Week 3	Investigate the role of cultures in GP patients and services.
Weeks 1 - 5	Learn about the GP's network of referral services	Week 4	Investigate the role of geography in GP patients and services.
Weeks 1 - 5	Perform office procedures e.g. urinalysis, urine pregnancy testing	Week 5	Investigate the role of family and communities in GP patients and services.
Weeks 1 - 5	Observe recall and procedures in place for managing investigation results		
Week 5	Reflect on the GP attachment and differences to hospital based care		

Suggested Tasks during GP Term - MBBS students

Placement Week	Suggested Tasks: GP Learning Plan & Logbook	Placement Week	Campus Tutorial Tasks
Placement 1 Week 1	Introduction to GP surgery, staff and range of services	Placement 1 Week 1	-- None --
Weeks 1 - 5	History taking	Week 2	Investigate the role of disadvantage in GP patients and services.
Weeks 1 - 5	Clinical examination skills	Week 3	Investigate the role of cultures in GP patients and services.
Weeks 1 - 5	Learn about the GP's network of referral services	Week 4	Investigate the role of geography in GP patients and services.
Weeks 1 - 5	Perform office procedures e.g. urinalysis, urine pregnancy testing	Week 5	Investigate the role of family and communities in GP patients and services.
Placement 2		Placement 2	



Placement Week	Suggested Tasks: GP Learning Plan & Logbook	Placement Week	Campus Tutorial Tasks
Week 6	Orientation and learning plan	Week 6	Investigate the role of politics and health policies in GP patients and services.
Weeks 6 - 10	History taking	Week 7	Investigate the role of trust in GP patients and services.
Weeks 6 - 10	Clinical examination skills	Week 8	Investigate trends in GP patients and services.
Weeks 6 - 10	Observe recall and procedures in place for managing investigation results	Week 9	Investigate social inclusion and exclusion in GP patients and services.
Week 10	Reflect on the GP attachment and differences to hospital based care	Week 10	-- None --

5. Attendance and absence

Students will spend 1 or 2 days per week in general practice with start and finishing times determined by the GP supervisor according to their normal daily activities - with a **minimum of 6 hours per day and no more than 2 sessions in the one day** (as per PIP Teaching Payments guidelines).

Students are expected to have **100% attendance** and must report any absence to **both the GP supervisor and the MiC team ASAP**. Partial absences (late arrivals/early departures) also require an explanation to **both the GP supervisor and the MiC team**. In such cases, students are expected to discuss extra tasks required to make up for their absence.

Students are not required to make up days lost due to public holidays or intra-curricular academic activities. However, they are encouraged to seek additional learning opportunities by negotiating with the GP supervisor, as long as it does not take time away from other MiC placements.

6. Formative Feedback

Supervisors are required to give feedback to students throughout the term.

Feedback (formative) is recommended midway through the term to highlight student strengths and weaknesses and to make suggestions for improvement. GP supervisors can discuss expectations, learning outcomes and goals.

GP supervisors are encouraged to raise any concerns they may have about student performance as early as possible - to ensure sufficient time for remediation.

7. Assessment of Term

During each term, students are required to complete **2 mini-CEXs** – one focusing on **history taking**, the other focusing on **physical examination**. Please **select 2 patients** for your student to perform their mini-CEX assessment – which **you will observe, grade and provide immediate feedback** to the student. Grading and feedback is to be provided using an electronic form on the MyProgress portfolio



platform - access to which your student will provide for you. To familiarise yourself with the electronic form, please refer to **Appendix 2** for screenshots of the form.

A GP Placement Assessment electronic form is to be completed by you at the end of the term using the MyProgress portfolio platform - access to which your student will provide for you. If you wish to complete the form in your own time without your student being present, your student can send you an email with a secure hyperlink to the electronic form. To familiarise yourself with the electronic form, please refer to **Appendix 1** for screenshots of the form.

8. Contact and support

Any **administrative** queries about the MiC program or student issues should be directed to the **General Practice Administration Officer** (on Tue to Fri) in the first instance, who will involve the GP Academic as necessary. Such issues may include completion of assessment and PIP forms; change in your availability to supervise students; etc.

Any **academic queries regarding your student** should be directed to the **GP Academic** (on Wed & Fri) **as early as possible** in the term. These may include concerns regarding your student's performance, professionalism and attendance.

If there is an incident at the practice (or on the way to the practice) then a report needs to be submitted to the University. The student should notify their GP supervisor regarding the incident. A de-identified report should be completed by both the student and GP supervisor, along with an *Accident Injury Incident Notification Report* form. The University Occupational Health, Safety and Risk Unit should receive these forms within 48 hours of the incident (see attached form).

Any expenses relating to medical treatment that is not covered by Medicare may be covered by the University provided these forms have been received. If there is any concern regarding the incident, please contact the General Practice Administration Officer who will be able to coordinate with the MiC Academic team.

All GP supervisors are invited to apply for a Conjoint Lecturer appointment with the Western Sydney University School of Medicine. This appointment will provide access to various resources such as the extensive online library services as well as other learning, teaching and research resources. Please contact Vicki Bradley (v.bradley@westernsydney.edu.au) to apply for a Conjoint appointment.

Useful resources for GP supervisors of Western Sydney University medical students can be accessed at https://www.westernsydney.edu.au/medicine/som/research/general_practice/Supervisors including:

- Year 3 Clinical Attachment Descriptor
- Resources to assist you in teaching and giving feedback
- Supervisor frequently asked questions (FAQs)
- CPD points for teaching medical students
- Reflections of a GP Supervisor
- Conjoint appointments and library resources

Appendix 1: CAA form (screenshots taken of electronic form)

Year 3 GP placement CAA

Year 3 GP placement CAA

Date

This question must be completed to submit your assessment.

12/01/2021

Program

This question must be completed to submit your assessment.

- MD
- MBBS

Attachment

This question must be completed to submit your assessment.

- TS1
- TS2
- TS3
- TS4
- TS5
- TS6
- TS7
- Remediation

1. COMMUNICATION SKILLS AND THE DOCTOR-PATIENT RELATIONSHIP

This question must be completed to submit your assessment.

- Very poor communication skills. Not aware of patient agenda, cues or emotions. No empathy. Poor communication with staff.
- Poor communication skills. Limited awareness of patient/staff related issues. Relates poorly to patients and/or staff.
- Adequate communication skills demonstrated with both patients and staff.
- Good verbal and non-verbal communication skills. Good listener and develops positive relationships with patients and staff.
- Outstanding communication skills demonstrating a high level of empathetic relationships with patients and respectful engagement with staff.

2. APPLIED PROFESSIONAL KNOWLEDGE AND SKILLS

This question must be completed to submit your assessment.

- Poor knowledge, for their level of training, of common medical conditions and inadequate skills to perform basic information gathering and clinical examination.
- Demonstrates basic knowledge of common medical conditions and rudimentary skills to perform basic information gathering and clinical examination.
- Demonstrates appropriate knowledge of common medical conditions and appropriate skills to perform basic information gathering and clinical examination for their stage of learning.
- Demonstrates advanced knowledge of common medical conditions and competent skills to perform basic information gathering and clinical examination.
- As well as the previous, able to discuss in detail less commonly encountered medical conditions and highly competent at information gathering and clinical examination.

3. POPULATION HEALTH AND THE CONTEXT OF GENERAL PRACTICE

This question must be completed to submit your assessment.

- Demonstrates no awareness of the diversity of backgrounds in the practice population including different cultures, values, views and beliefs and other contributing factors to health inequality.
- Limited awareness of diversity of patient backgrounds in the practice population and of the contributing factors to health inequality (such as socioeconomic, educational and employment status, access to housing, transport, Aboriginality or migrant/ refugee background).
- Reflects on patient background and any health inequalities and how this impacts on the health of the patient.
- Demonstrates an understanding of the importance of patient background in considering management options and can analyse how these factors impact on health outcomes.
- As well as the previous, the student questions the GP and the patients in a respectful manner about aspects of patient background including lifestyle, culture, values and health inequalities and can integrate their learning into an understanding of how these influence the health of the individual as well as their health service needs.

4. PROFESSIONAL AND ETHICAL ROLE

This question must be completed to submit your assessment.

- Unreliable, uncaring, disrespectful.
- Professional in approach some of the time.
- Behaves in a professional manner most of the time. Responds well to feedback about professionalism.
- Professional in approach. Proactively seeks advice when unsure of how to behave.
- Highly professional in all aspects. Demonstrates professional approach in difficult situations, and/or proactively discuss difficult situations in anticipation.

5. ORGANISATIONAL AND LEGAL DIMENSIONS

This question must be completed to submit your assessment.

- Very limited understanding or curiosity about the organisation of general practice.
- Able to describe some basic principles of how the practice is set up to serve the community.
- A good understanding of the role of general practice in the wider health care system.
- As well as the previous, a good understanding of the differences in how health care is delivered in general practice when compared with the hospital setting.
- As well as the previous, able to critique shortcomings in the delivery of health care in the current primary and secondary care health systems.

6. LEARNING APPROACH TOWARDS GENERAL PRACTICE

This question must be completed to submit your assessment.

- Demonstrates little interest in learning. No interest in considering learning goals or working through the log book.
- Engages superficially in learning opportunities created by the GP Supervisor and in developing learning goals including through use of the log book. Passive approach to learning.
- Engages in and shows an interest in learning. Develops some learning goals. Makes some attempt to create learning opportunities and/or uses the log book.
- Demonstrates enthusiasm and interest in learning. Engages in the development of a number of learning goals and follows these up including through use or following of the log book.
- Demonstrates a high level of enthusiasm and interest in learning. Engages in developing a number of learning goals; reviews and revises these during the attachment. Actively uses the log book. Identifies strengths and areas for improvement.

7. ATTENDANCE

This question must be completed to submit your assessment.

How many sessions has your student been absent from their placement (excluding Public Holidays & approved university leave)?

NB: 1) MD students are required to attend 10 days (20 sessions).

2) MBBS students are required to attend 5 days (10 sessions) for their 1st placement and 10 days (20 sessions) for their 2nd placement.

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8 and above

Do you have any concerns about this student's progress?

⚠ Your response to this question will not be shared with the student.

This question must be completed to submit your assessment.

NB: your student will NOT see your response

- Yes
- No

If concerned, please comment:

⚠ Your response to this question will not be shared with the student.

NB: your student will NOT see your response

COMMENTS & FEEDBACK (including concerns and/or praises, if any)

NB: your student WILL see your response

Appendix 2: mini-CEX form (screenshots taken of electronic form)

Year 3 WSU Mini CEx

Year 3 mini-CEx

Assessor

Observer's position

- Consultant
- Advanced trainee
- Basic trainee
- PGY2
- PGY1
- Other

Specify other

Attachment details

Clinical school

- Blacktown
- Macarthur
- Other

Details of other

Setting

- Inpatient
- Outpatient
- General practice
- Other

Details of other

Teaching session

- Attachment 1
- Attachment 2
- Attachment 3
- Attachment 4
- Attachment 5
- Attachment 6
- Attachment 7

Mini-CEx

Body system

- CVS
- CNS
- Endo
- GIT
- Haem
- MSK
- MH
- Renal
- Resp
- Other

Complexity of patient case

	Unsatisfactory	Borderline	Satisfactory	Good	Excellent	N/A
History taking	<input type="radio"/>					
Physical or MSE	<input type="radio"/>					
Communication	<input type="radio"/>					
Clinical Judgement	<input type="radio"/>					
Professionalism	<input type="radio"/>					

Focus (can be multiple)

- Professionalism
- History
- Examination
- Communication
- Clinical judgement

Feedback

Discussion with the student should include:

What went well

Areas to work on

Next steps

Appendix 3: Accident/Injury/Incident/Hazard Notification form

Appendix III Date Rec. _____ WorkCover Yes No Date: _____	WESTERN SYDNEY UNIVERSITY Accident/Injury/Incident/Hazard Notification	WESTERN SYDNEY UNIVERSITY W
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Who was Injured? (If there was **NO** injury, write down who is completing the report)

REPORT	Name: _____		Date of Birth: ____/____/____		
	Address: _____		Country of Birth: _____ <small>(WorkCover Requirement)</small>		
	Tel: (H) _____ (W) _____		College/Division: _____		
	Staff	Student	Visitor Purpose of visit:	Contractor Company Name:	School/Department: _____
			▼	▼	Direct Supervisor: _____

Accident date: ____/____/____ Time: ____:____ am/pm Campus: _____

Accident Reported to: _____

Location of accident/incident/hazard: _____
(eg. Bldg/Room/No./Street/Name)

What type of injury?

Part of body injured (be specific): _____

Nature of Injury: _____

INJURY	Action Taken	First Aid	Medical treatment	Other
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Details: _____		

Was Time Lost? NO YES

 If YES – specify hours _____

How did it happen?

Describe clearly how the Accident/Incident/Hazard occurred. Be specific attach statement if required.

Name and Address of Witnesses

INVESTIGATION	Type of Accident		Agency of Injury	
	<input type="checkbox"/> Slips/trips/falls	<input type="checkbox"/> Extreme temperature	<input type="checkbox"/> Plant/machinery	<input type="checkbox"/> Environment
	<input type="checkbox"/> Cuts/Sharps	<input type="checkbox"/> Repetitive muscular/skeletal injury	<input type="checkbox"/> Vehicle	<input type="checkbox"/> Static equipment
	<input type="checkbox"/> Striking an object	<input type="checkbox"/> Abrasions/Bruiise	<input type="checkbox"/> Hand Tools	(e.g. computer w/station)
	<input type="checkbox"/> Manual Handling (pushing, pulling)	<input type="checkbox"/> Other _____	<input type="checkbox"/> Live Animals	<input type="checkbox"/> Hazardous substances

Other _____

Signature of person completing form: _____ Date: ____/____/____

SUPERVISOR TO INVESTIGATE AND COMPLETE BACK OF THIS PAGE

Professional Staff and/or Academic Supervisors complete this section following Investigation of the accident/injury/incident/hazard

What action can be taken to prevent accident recurrence?

- | | |
|--|---|
| <input type="checkbox"/> Equipment Machinery Modification or Maintenance | <input type="checkbox"/> Improve personal protection |
| <input type="checkbox"/> Improve design/construction | <input type="checkbox"/> Enhance to training and instruction |
| <input type="checkbox"/> Change to work procedures | <input type="checkbox"/> Use of safer materials |
| <input type="checkbox"/> Improve housekeeping | <input type="checkbox"/> Re-education of staff |
| <input type="checkbox"/> Improve work organisation | <input type="checkbox"/> Other – Preventative action (please specify) |

PREVENTION

Specify measures already taken (attach extra sheet if needed)

Any further comments

Supervisors details

Name: Signature: Date: ____/____/____

RETURN THIS FORM TO THE WHS UNIT whs@westernsydney.edu.au

This form must be returned IMMEDIATELY after completion or within 48 hours of the Accident/Injury/Incident/Hazard

WHS Office use

ONLY

hrs

Final lost time

Investigation completed

Yes

No

IF NO – Further action required

WHS Staff Signature: