

**WESTERN SYDNEY  
UNIVERSITY**



## **General Practice**

**School of Medicine**



**Year 1 & 2 Clinical Attachment Descriptor**

**2020**

DEPARTMENT OF GENERAL PRACTICE		
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*N.B. Please ensure that you have read the Clinical Attachment Descriptor thoroughly before emailing with queries. Dr Winston Lo is your first point of contact for academic issues, and Mrs Sharon Lawrence for organisational matters.*

*Edition: 2020*

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# 1. About General Practice Attachments

## 1.1 Overview of Year 1 & 2 General Practice Placements

### Welcome

Welcome to General Practice! We hope you find your General Practice placements an interesting and rewarding opportunity to apply some of what you are learning on campus in a real-world context where you can observe doctor-patient interactions first-hand. General practitioners are on the front-line of the health system in Australia, and are consulted by 85% of the population at least once each year. GPs see patients of any age, gender and ethnicity; and manage a broad range of conditions from all body systems as well as mental health concerns and social issues. In general, GPs are highly valued in their communities and develop a longstanding trusting relationship with their patients that you will be able to learn from.

### Program Aims

Across the 5 years of the program at WSU, we aim to give you a broad understanding of the many roles of general practitioners in primary care and of their central contribution to a well-functioning health care system. As graduates, you should be able to:

- Apply a sound understanding of the principles of General Practice and of the roles of general practitioners to benefit the care of your patients, and
- Work collegially with general practitioners to ensure that your patients experience well coordinated and integrated care.

The following are the **learning outcomes** for Year 1 & 2 students on GP placement, organized using the Royal Australian College of General Practitioners' (RACGP) five domains of general practice.

#### DOMAIN 1: COMMUNICATION SKILLS AND THE DOCTOR-PATIENT RELATIONSHIP

- Describe and analyse effective communication skills and factors that contribute to a good doctor-patient relationship over time

#### DOMAIN 2: APPLIED PROFESSIONAL KNOWLEDGE AND SKILLS

- Apply biopsychosocial theory learned in Foundations of Medicine I & 2 to patient consultations observed in general practice
- Demonstrate history-taking and physical examination skills learned in ICM tutorials with patients seen in the GP setting

#### DOMAIN 3: POPULATION HEALTH AND THE CONTEXT OF GENERAL PRACTICE

- Explain how sociocultural factors may affect health outcomes in the community where the general practice is located

#### DOMAIN 4: PROFESSIONAL AND ETHICAL ROLE

- Describe and apply concepts of professionalism learned in Year 1 Personal and Professional Development teaching in a general practice setting

#### DOMAIN 5: ORGANISATIONAL AND LEGAL DIMENSIONS

- Describe the patient journey through the Australian health care system between primary, secondary and tertiary levels of care
- Analyse the role of the GP in coordinating care for their patients

#### Learning activities

These outcomes will be achieved through the following approaches to learning:

##### *Guided experiential learning:*

One half-day per month attachment in General Practice supervised by an experienced general practitioner in second semester of Year 1 (Tuesday or Thursday) and first semester of Year 2 (Wednesday or Friday) - 8 sessions in total. Students will ideally remain in the same practice for both semesters to experience the continuity of care provided by GPs.

##### *Formal structured learning:*

- Briefing sessions and flipped-classroom workshops on campus
  - Year 1 Semester 1: orientation to GP placements
  - Year 1 Semester 2: lecture and workshop on patient consultations
  - Year 1 Semester 2: lecture and workshop on caring for the whole person
  - Year 2 Semester 1: lecture and workshop on the Australian health care system
  - Year 2 Semester 1: Debriefing session on GP placements
  - Year 2 Semester 2: flipped classroom on motivational interviewing
- Recorded lectures are essential viewing and contain assessable material

#### Linkages with current and future learning

While on GP placement, you will see patients with some of the conditions you have been learning about during your Problem-Based Learning tutorials. You will also have the chance to practice some of the history-taking and physical examination skills you are learning in Introduction to Clinical Medicine. Most importantly, you will be able to learn more about professionalism, ethics and communication skills that complement your Personal and Professional Development tutorials.

GP placements in Year 3 and Year 5 (and the latter half of Year 4 for rural students) and Campus based GP learning will build on the learning and experience from your GP teaching in Years 1 and 2.

### Placement Process

Students will be placed by the administration team taking into account specific language or gender requirements of the practice, and transport requirements. Please ensure your address details and languages spoken is correct in InPlace.

Students will also be able to nominate GPs they would like to be placed with who may not be on our database. Please see Appendix A (p25) for instructions. Nominations for GP placements must be submitted before 20<sup>th</sup> April, 2020.

## 1.2 Learning in General Practice Attachments

As your time in General Practice will be short, it is important to use your time well.

### Student responsibilities

#### *Before your first day*

- Contact your GP Supervisor at least one week before the attachment begins and confirm your arrival time, practice location, transport, parking and other practical issues such as expected dress, identification, documentation, and equipment to bring, as practices can vary in style. Failure to make timely contact demonstrates a lack of professionalism and the practice may assume you will not be attending.
- Familiarise yourself with online GP resources and websites, in particular:
  - The GP Student Network with tips on making the most of your placement <https://gpsn.org.au/medical-school/placement-tips/>
  - The Royal Australian College of GPs site <http://www.racgp.org.au/> (See Education>Students)
  - Murtagh's General Practice <http://ezproxy.uws.edu.au/login?url=http://murtagh.mhmedical.com/book.aspx?bookid=1522>
  - The GP Companion produced by GP Registrars Australia <https://gpra.org.au/product/gp-companion/>
- Collect an original Clinical Attachment Assessment form from reception in Building 30, and discuss this with your GP early in the placement so you are both aware of the objectives of the placement.

#### *On your first day*

- First impressions count. Students gain much from hands-on learning, so help your Supervisor know that you can be trusted to see their patients.
- Be punctual and dress respectfully.
- Introduce yourself to all staff members and understand their roles.
- **Meet with your GP Supervisor:**
  - Make time in early each session to discuss what you have been learning on campus in the past month (eg, neuroleptic drugs) and whether there is anything in particular you would like to practice (eg. a cardiovascular examination).
  - Ask your supervisor in your **first week** to suggest a patient who would be willing for you to interview them for your Year 1 “Patient Story” assignment (p10) or your Year 2 GP “Patient Journey” Case Presentation (p11).
  - Confirm attendance times and days as per attendance requirements.

### Minimum attendance requirements:

- General Practice:
  - 1 session per month over 8 months in Year 1 Semester 2, and Year 2 Semester 1
  - One session = one half-day (at least 3.5 hours) in General Practice.
- Attendance at campus briefings and workshops is counted separately.
- Attendance is fundamental in the MD program and students must be assessed as satisfactory, as described in the Year 1 and 2 Learning Guides, in order to progress in the program. It is courteous to inform your GP Supervisor if you are absent and arrange to make up the missed session.
- Variations to the programmed sessions may impact on the practice and other students allocated there, and require approval from the GP supervisor.
- Additional sessions attended in your own time are not considered “core curriculum requirements” for insurance or Medicare Practice Incentive Program (PIP) purposes

Your attendance is documented on the Practice Incentives Program (PIP) form emailed to you and the GP.

### Handy Tips during your attachment

What you get out of this attachment is directly related to the effort you put in. Being actively engaged in this GP learning experience will not only enable you to achieve your learning outcomes but will confirm our reputation for students of high calibre both academically and professionally.

Some of the following advice originates from students and student sources.

- Ask questions and offer to perform tasks - don't be the invisible student sitting in the corner!
- If not introduced to the patient, introduce yourself, as appropriate.

- Critically observe, rather than just “sitting in on” consultations. For example:
  - Note effective communication strategies, for example, in cross-cultural communication.
  - Notice professional and ethical aspects of the role of the GP (eg. confidentiality, respect, boundaries, medico-legal issues).
  - Reflect on how the GP develops rapport with patients and their relatives, and how he or she demonstrates empathy appropriately.
  - Consider how continuity of care influences what is covered, and not covered, in each consultation.
  - Consider the impact of multiple physical, psychological and socio-economic factors impacting on the patient’s health.
  - Apply your diagnostic skills to the presenting problem and compare your conclusions by asking the GP how they arrived at their diagnosis.
  - Note differences between the patient perspective and the biomedical perspective and how this is taken into account in the management plan.
- Be careful about what you say in front of patients that could alarm them unnecessarily, or be seen to be disrespectful to the staff. Save your questions to ask the GP after the consultation.
- Ask to sit in with the registrar or other doctors in the practice. Note different consultation styles and professional interests, and how this results in different patient lists and approaches to care.
- Ask for opportunities to practice your history-taking, physical examination skills and any procedures you have learned on campus (eg. urinalysis, subcutaneous injections) as appropriate
- Offer to accompany the GP on home visits and nursing home visits.
- Spend time with the practice manager, practice nurse, receptionist and other staff. Ask about what they do and how they contribute to patient care. Compare this with other practices that you have experienced.

## GP Supervisor roles

The GP Supervisor will:

- Guide your learning by discussing your learning goals and supervising your contact with patients and staff;
- Orient and provide you with access to many aspects of their practice;
- When possible, provide you with opportunities to be directly involved in patient care;
- Provide you with contact details for a patient who would be willing for you to interview them for your “Patient Story” assignment in Year 1 Semester 2 and for your “Patient Journey” assignment in Year 2 Semester 1;
- Assess you on your “Patient Journey: case presentation in Year 2 Semester 1;

- Provide opportunistic clinical teaching, and where possible teaching on relevant topics;
- Complete your Clinical Attachment Assessment (see page 16); and
- Be invited to give evaluation feedback on their experience with Western Sydney students.

## 2. Assessment

### 2.1 Assessment summary

Assessment items in General Practice are designed to enable you to demonstrate that you have achieved the learning outcomes.

#### Satisfactory Assessment and Grading

To pass your General Practice attachment, you must:

- 1) Attend all scheduled sessions and attachments - 100% attendance is expected.

As per Western Sydney University policy, you are not required to make up GP sessions when they occur on a public holiday, however you are encouraged to seek every learning opportunity in general practice by negotiating with your GP supervisor to attend on an alternative day that month. Make-up sessions should not conflict with other scheduled learning activities.

- 2) Attend on-campus sessions – 100% attendance is expected.
- 3) A student’s attendance will be assessed overall as ‘Satisfactory’, ‘Unsatisfactory’, or ‘Attendance threshold not met’ as described in the Year 1 and 2 Unit Outline. Both GP supervisor and the Department of General Practice should be notified promptly of any absences and make-up sessions agreed.
- 4) Satisfactorily complete and submit **all** assessments and required learning activities according to the assessment criteria. These include:
  - 1) Clinical Attachment Assessments at the end of each Year 1 Semester 2 and Year 2 Semester 1 placements
  - 2) “Patient Story” assignment (combined assessment with PPD) in Year 1
  - 3) GP oral and written “Patient Journey” case presentation in Year 2
- 5) As a record of your attendance, you are also required to submit the following completed forms:
  - **Copy of the PIP – Practice Incentive Payment form**  
Emailed to you with your placement notification.  
*Complete the form on your last day, ask the GP to sign it, leave the original with the practice manager and submit a copy with your CAA form to reception in Building 30*
  - Online GP Attachment Evaluation

In summary, students will fail their GP placement if **any** of the following occurs:

- a) Unsatisfactory mark in your Year 1 and Year 2 assignments
- b) Score under 50% overall for your Clinical Attachment Assessment marks.
- c) Unresolved professional issues including poor attendance or failure to lodge the required documents by the due date.

Students who receive a “Not Satisfactory” result for any of the components of their GP placement will be provided feedback and given one opportunity to remediate and convert their result to “Satisfactory”. All Attachment forms (checklist below) should be signed off by your GP Supervisor and submitted in ONE folder to the box in reception in Building 30:

No reminders will be sent if your forms are not received. Students will not progress until **all** documents have been submitted.

	<b>Submission</b>	<b>Due date</b>	<b>✓</b>
<b>Year 1 Semester 2</b>	Patient story assignment: Verbal presentation	As per PPD instructions	
	Patient story assignment: Written presentation	As per PPD instructions	
	Clinical attachment assessment	5pm, 23 <sup>rd</sup> October 2020	
	Copy of PIP form	5pm, 23 <sup>rd</sup> October 2020	
	Online GP placement evaluation	5pm, 23 <sup>rd</sup> October 2020	
<b>Year 2 Semester 1</b>	GP case study: Oral presentation	Last day of GP placement	
	GP case study: Written presentation	5pm, 29th May 2020	
	Clinical attachment assessment	5pm, 29th May 2020	
	Copy of PIP form	5pm, 29th May 2020	
	Online GP placement evaluation	5pm, 29th May 2020	

## 2.2 Assessment Details

### A: Year 1 “Patient Story” Assignment

**Due Date:** See PPD instructions

**Length:** See PPD instructions

**Submission Details:** Via dropbox on vUWS

**Feedback Details:** Returned work with comments within two weeks of the submission cut-off.

#### RATIONALE

See PPD instructions

#### TASK

See PPD instructions

#### RESOURCES

## **B: Year 2 “The Patient Journey” Case Presentation**

**Due Date:** 29<sup>th</sup> May, 2020

**Length** 1200 words

**Submission Details:** Via dropbox on vUWS

**Feedback Details:** Returned work with comments within four weeks of the submission cut-off.

### **RATIONALE**

Demonstrate an understanding of factors affecting a patient’s access to and navigation through the Australian Health Care system, including the role of the GP in this process.

### **TASK**

Interview a patient from your Year 2 GP attachment. Ask them to describe their experiences seeking help with various levels of the health system for a recent health problem. What symptoms prompted them to seek health care? Who did they seek help from first, and why? Where did they go next? Why were they referred on to the next level of care? When and how were they referred back to the GP? What barriers or facilitators to access care did they encounter? What was the role of the GP in this process?

Present your case to your GP Supervisor (10 minutes) and upload a written version of your presentation via Turnitin on vUWS. Please use the attached template and ensure patient information is de-identified.

### **RESOURCES**

References from flipped classroom workshop on Health Systems in Year 2

**WESTERN SYDNEY  
UNIVERSITY****Patient Journey Case Presentation**

**Student Name:** (please enter) \_\_\_\_\_

**Student ID No:** (please enter) \_\_\_\_\_

**Supervisor Name:** (please enter) \_\_\_\_\_

**Practice Name:** (please enter) \_\_\_\_\_

**Word count:** (please enter) \_\_\_\_\_

(maximum 1200 words, not counting tables, figures, and references)

***By submitting this Learning Activity, I agree that:***

- Any persons reported upon in this activity have given consent for their personal information to be included and understands that they will not be identifiable.
- I hold a copy of this assignment if the original is lost or damaged.
- I certify that no part of this assignment has been fabricated, or copied from any other student's work or from any other source except where due acknowledgement is made in the assignment.
- No part of the assignment/product has been written or produced for me by any other person except where collaboration has been authorised by the Course Coordinator
- I am aware that this work may be reproduced and submitted to plagiarism detection software programs for the purpose of detecting possible plagiarism, which may retain a copy on its database for future plagiarism checking.
- Copies of this work will be retained by the School of Medicine and may be made available via vUWS to other students after it has been marked as satisfactory.

**PATIENT INFORMATION** (where applicable)

**Patient's Initials:** \_\_\_\_\_ **Age:** \_\_\_\_\_ **Gender:** \_\_\_\_\_

**Relevant background information:**

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---

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**Presenting problem(s):**

---

**History of presenting problem(s)**

---

**Other medical issues**

---

**Past medical and surgical history**

---

**Medications (generic names)**

---

**Allergies:**

---

**Social history:**

---

**Family history:**

---

**Relevant physical examination findings**



### Marking Rubric

Students require an overall “satisfactory” score from both oral and written components of this assignment in order to pass.

<b>Oral presentation</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
Patient history is accurate and appropriately inclusive		
Patient’s social factors have been adequately considered		
Relevant positive and negative examination findings included		
Patient journey presented in correct chronological sequence		
Oral presentation professional, clear and concise		
<b>OVERALL PERFORMANCE</b>		
Comments and feedback for student: <hr/> <hr/> <hr/> <hr/> <hr/>		
GP Supervisor signature and date: _____		

<b>Written presentation</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
Discussion of factors influencing health-seeking behaviour		

Consideration of barriers and facilitators to accessing care		
Appreciation of the GP role in navigating the health system		
Writing style professional, clear and concise		
References cited correctly		
<b>OVERALL PERFORMANCE</b>		
Comments and feedback for student: <hr/> <hr/> <hr/> <hr/>		
University GP academic signature and date: _____		

## C: Year 1 & 2 General Practice Clinical Attachment Assessments

- Due Date:** End of final week of each semester
- Length:** As below
- Submission Details:** Submit on original forms available from reception in Building 30
- Feedback Details:** Verbal and written feedback provided on completion of the CAA by the GP supervisor.

### RATIONALE

Global assessment of clinical competencies during GP placement

### TASK

The Clinical Attachment Assessment forms will be provided during the GP orientation session. Your GP Supervisor's assessment of your performance during the attachment will be documented on this form (see p17 for an exemplar). Present this form to your GP Supervisor at the beginning of your final week to enable them the time and space to complete the form accurately.

### RESOURCES

## Year 1 — WSU Clinical Attachment Assessment

Please complete **each** section by **filling in only ONE** appropriate circle for your assessment of this student. e.g. (0) (1) (2) ● (4)

### STUDENT & ASSESSOR DETAILS

Please **PRINT FULL NAMES**

**STUDENT NAME:** \_\_\_\_\_

**SUPERVISOR NAME:** \_\_\_\_\_

**TEACHING SESSION:**

Year 1

(Y)

FULL STUDENT ID (e.g. 200312345)								
(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)

Please fill in the circle that is appropriate to the student's level of performance. If you are unable to assess a criterion, please note in the comments section below.

Unacceptable	Room for Improvement	Acceptable	Above expectation (within top 25%)	Outstanding (Top 5%)
--------------	----------------------	------------	------------------------------------	----------------------

### DOMAIN 1: COMMUNICATION SKILLS AND DOCTOR-PATIENT RELATIONSHIP

(0)	(1)	(2)	(3)	(4)
Very poor communication skills. Not aware of patient's cues or emotions. No empathy.	Poor communication skills. Limited awareness of patient related issues. Relates poorly to patients and staff.	Adequate communication skills and development of rapport with patients and others members of the practice	Competent communication skills. Good listener and develops positive relationships with patients and staff.	Outstanding communication skills and rapport with patients and practice staff.

### DOMAIN 2: APPLIED PROFESSIONAL KNOWLEDGE AND SKILLS

In **Year 1**, students do problem-based learning cases in nutrition and metabolism, gastrointestinal, cardiovascular and respiratory systems; and learn how to take a basic history and perform a physical examination in these areas. Musculoskeletal, neuroscience, endocrinology, immunology, infectious disease and cancer are covered in Year 2.

(0)	(1)	(2)	(3)	(4)
Inadequate knowledge &/or understanding of biopsychosocial mechanisms of disease <b>for their stage in learning.</b>	Has limited overall knowledge base, but shows ability in application appropriate for a <b>Year 1 student</b>	Solid level of knowledge & understanding of biopsychosocial mechanisms of disease for common conditions <b>for their stage in learning</b>	Solid level of knowledge & understanding of biopsychosocial mechanisms of disease, with frequent demonstrable ability to apply this knowledge beyond the level of a <b>Year 1 student</b>	Outstanding level of knowledge and understanding of biopsychosocial mechanisms of disease with excellent ability to apply to general practice patients

Unacceptable	Room for Improvement	Acceptable	Above expectation (within top 25%)	Outstanding (Top 5%)
①	②	③	④	⑤
Attempts to take a basic history and perform a physical examination but demonstrates large deficiencies in their knowledge and skill-base	Take a basic history and performs a physical examination but requires frequent reminders or corrections	Demonstrates a reasonable ability to take a basic history and perform a physical examination appropriate to a Year 1 student	Well-rehearsed history-taking and physical examination skills beyond the level of a Year 1 student	Outstanding history-taking and physical examination skills

**DOMAIN 3: POPULATION HEALTH AND THE CONTEXT OF GENERAL PRACTICE**

①	②	③	④	⑤
Demonstrates lack of interest and engagement in learning about the sociocultural factors in the community	Gives an incomplete description of sociocultural factors in the surrounding community	Able to give a basic description of sociocultural factors in the surrounding community and how they influence health outcomes	Demonstrates good understanding of how sociocultural factors in the community lead to health advantages or disadvantages in subgroups that attend the practice	Outstanding ability to analyse the interactions between sociocultural factors in the surrounding community and health outcomes in the population that attends the practice

**DOMAIN 4: PROFESSIONAL AND ETHICAL ROLE**

①	②	③	④	⑤
Unreliable, uncaring, rude to patients and staff	Engages minimally with patients and staff	Behaves in a professional manner the majority of the time	Professional in approach. Very occasional lapse in behavior	Highly professional in all aspects

**DOMAIN 5: ORGANISATIONAL AND LEGAL DIMENSIONS**

①	②	③	④	⑤
Unaware and uninterested in how the Australian health system assists patients to access primary care services	Demonstrates a basic understanding of barriers and enabling factors that affect patients' access to primary care services	Able to provide a good description of the Australian primary health care system including the role of the GP	Reflects thoughtfully on how GPs assist their patients to access care	Gives a nuanced appraisal of the Australian health system's strengths and shortcomings in providing primary care to all sectors of society

**ATTENDANCE MANDATORY COMPONENT**

UNSATISFACTORY	SATISFACTORY
Rarely seen at the practice / Attends most days when specific activities planned, but not at other times	Attends regularly including when activities not planned / Informs of absences / Makes self-available outside regular hours

**COMMENTS & FEEDBACK**

	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Yes	No	<input type="radio"/>	<input type="radio"/>
Yes	No				
<input type="radio"/>	<input type="radio"/>				
<b>Concerns about student progress</b>					

GP Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Year 2 — WSU Clinical Attachment Assessment

Please complete **each** section by **filling in only ONE** appropriate circle for your assessment of this student. e.g. (0) (1) (2) ● (4)

### STUDENT & ASSESSOR DETAILS

Please **PRINT FULL NAMES**

**STUDENT NAME:** \_\_\_\_\_

**SUPERVISOR NAME:** \_\_\_\_\_

**TEACHING SESSION:**

Year 2

(Y)

FULL STUDENT ID (e.g. 200312345)								
(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)	(9)

Please fill in the circle that is appropriate to the student's level of performance. If you are unable to assess a criterion, please note in the comments section below.

Unacceptable	Room for Improvement	Acceptable	Above expectation (within top 25%)	Outstanding (Top 5%)
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### DOMAIN 1: COMMUNICATION SKILLS AND DOCTOR-PATIENT RELATIONSHIP

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Very poor communication skills. Not aware of patient's cues or emotions. No empathy.	Poor communication skills. Limited awareness of patient related issues. Relates poorly to patients and staff.	Adequate communication skills and development of rapport with patients and others members of the practice	Competent communication skills. Good listener and develops positive relationships with patients and staff.	Outstanding communication skills and rapport with patients and practice staff.

### DOMAIN 2: APPLIED PROFESSIONAL KNOWLEDGE AND SKILLS

In Year 2, students do problem-based learning cases in musculoskeletal and neuroscience in Semester 1; and learn how to take a basic history and perform a physical examination in these areas. Endocrinology and reproduction, immunology, infectious diseases and cancer are covered in Semester 2.

(0)	(1)	(2)	(3)	(4)
Inadequate knowledge &/or understanding of biopsychosocial mechanisms of disease <b>for their stage in learning.</b>	Has limited overall knowledge base, but shows ability in application appropriate for a <b>Year 2 student</b>	Solid level of knowledge & understanding of biopsychosocial mechanisms of disease for common conditions <b>for their stage in learning</b>	Solid level of knowledge & understanding of biopsychosocial mechanisms of disease, with frequent demonstrable ability to apply this knowledge beyond the level of a <b>Year 2 student</b>	Outstanding level of knowledge and understanding of biopsychosocial mechanisms of disease with excellent ability to apply to general practice patients

Unacceptable	Room for Improvement	Acceptable	Above expectation (within top 25%)	Outstanding (Top 5%)
①	②	③	④	⑤
Attempts to take a basic history and perform a physical examination but demonstrates large deficiencies in their knowledge and skill-base	Take a basic history and performs a physical examination but requires frequent reminders or corrections	Demonstrates a reasonable ability to take a basic history and perform a physical examination appropriate to a Year 2 student	Well-rehearsed history-taking and physical examination skills beyond the level of a Year 1 student	Outstanding history-taking and physical examination skills

**DOMAIN 3: POPULATION HEALTH AND THE CONTEXT OF GENERAL PRACTICE**

①	②	③	④	⑤
Demonstrates lack of interest and engagement in learning about the sociocultural factors in the community	Gives an incomplete description of sociocultural factors in the surrounding community	Able to give a basic description of sociocultural factors in the surrounding community and how they influence health outcomes	Demonstrates good understanding of how sociocultural factors in the community lead to health advantages or disadvantages in subgroups that attend the practice	Outstanding ability to analyse the interactions between sociocultural factors in the surrounding community and health outcomes in the population that attends the practice

**DOMAIN 4: PROFESSIONAL AND ETHICAL ROLE**

①	②	③	④	⑤
Unreliable, uncaring, rude to patients and staff	Engages minimally with patients and staff	Behaves in a professional manner the majority of the time	Professional in approach. Very occasional lapse in behavior	Highly professional in all aspects

**DOMAIN 5: ORGANISATIONAL AND LEGAL DIMENSIONS**

①	②	③	④	⑤
Unaware and uninterested in how the Australian health system assists patients to access primary care services	Demonstrates a basic understanding of barriers and enabling factors that affect patients' access to primary care services	Able to provide a good description of the Australian primary health care system including the role of the GP	Reflects thoughtfully on how GPs assist their patients to access care	Gives a nuanced appraisal of the Australian health system's strengths and shortcomings in providing primary care to all sectors of society

**ATTENDANCE MANDATORY COMPONENT**

UNSATISFACTORY	SATISFACTORY
Rarely seen at the practice / Attends most days when specific activities planned, but not at other times	Attends regularly including when activities not planned / Informs of absences / Makes self-available outside regular hours

**COMMENTS & FEEDBACK**

	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Yes	No	<input type="radio"/>	<input type="radio"/>
Yes	No				
<input type="radio"/>	<input type="radio"/>				
<b>Concerns about student progress</b>					

GP Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **D: Year 1 & 2 Written Assessments**

### **RATIONALE**

To demonstrate a sound understanding of the principles of general practice and primary care medicine.

### **TASK**

GP workshop content delivered in Years 1 and 2 will be assessed in the relevant written assessments, and may be re-visited in subsequent assessments in Years 3 - 5.

### 3. Evaluation

#### 3.1 Student Evaluation Forms

Students and Supervisors are encouraged to evaluate their experiences and contribute to the ongoing improvement of our teaching program. A student evaluation form should be submitted online at the end of each rotation. The survey is de-identified and only aggregated feedback is returned periodically to GP Supervisors. Supervisors will also be asked to evaluate their teaching experience with Western Sydney University students. Students and Supervisors are also welcome to contact the Department of General Practice at any time with concerns, queries and suggestions.

**By 5pm of the last Friday of Semester 2 Year 1; and Semester 1 Year 2:**

- ✓ Have you included the following *completed* forms in ONE folder to be submitted?
  - Clinical Attachment Assessment form
  - Copy of PiP Teaching Incentive form
  - GP Attachment Student Evaluation (link to online survey in vUWS)

## 4. Appendices

### APPENDIX A

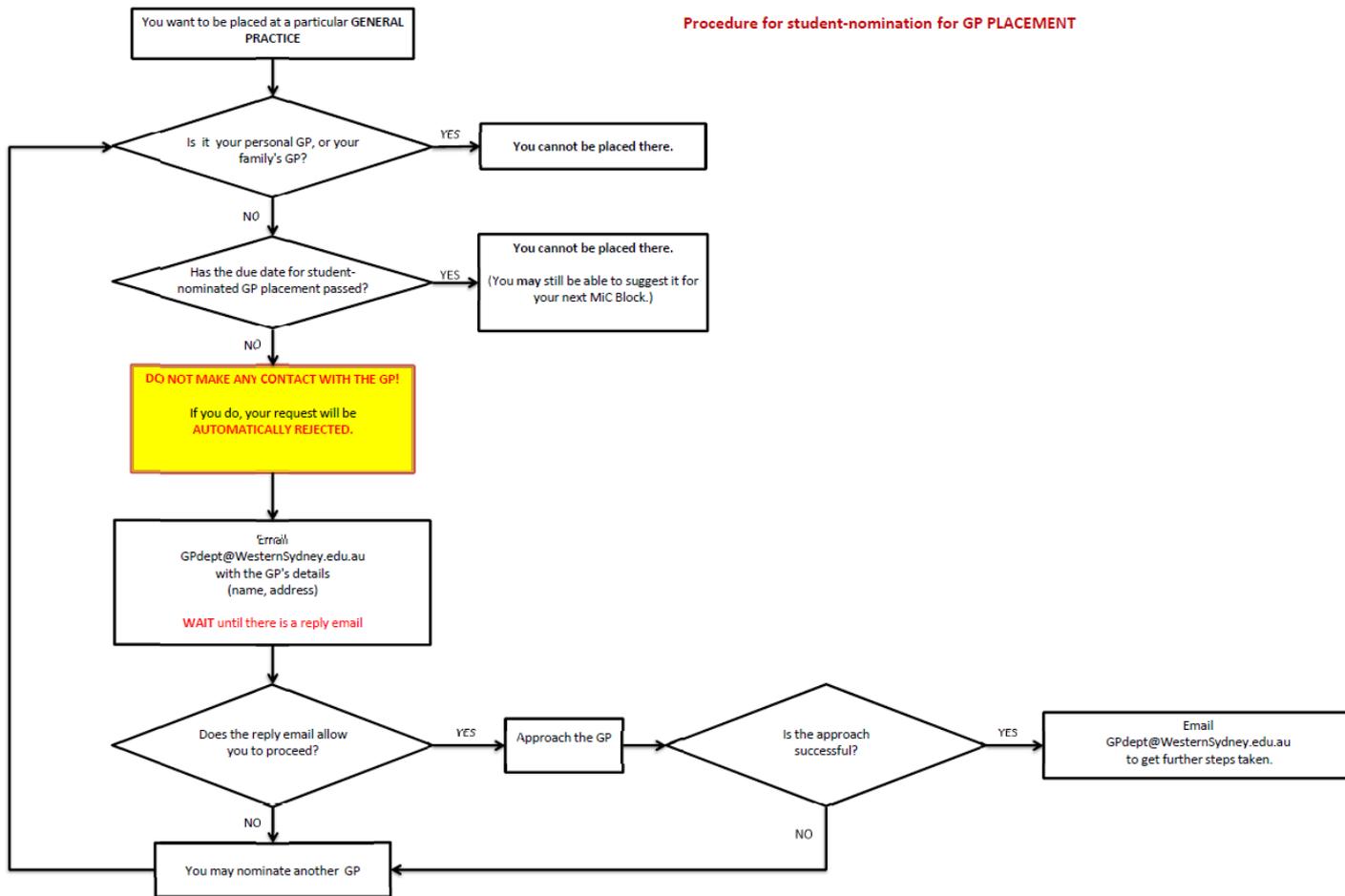
**Criteria for acceptable General Practice placements for Year 1 & 2 include the following:**

- Placement at the proposed practice will provide educational value for the student.
- The General Practice is located in a suitable area and is available for student teaching sessions at a time that enables the student to fulfil the other attendance requirements of their course.
- The nominated GP supervisor is registered to practice as a General Practitioner in Australia.
- The nominated GP Supervisor is **not** the personal GP of the student or any of their family members nor a family member or friend of the applicant.
- Neither the student nor their family members have been patients or employees at the proposed practice.
- The nominated GP Supervisor has read and understood the requirements for supervision of a Year 1 & 2 student and signed the relevant form “Appendix B”.
- The final decision rests with the Head of the Department of General Practice.

#### **Prior to the Rotation**

1. Student provides the proposed GP supervisor details to the Dept. GP Placement Officer at least 8 weeks prior to placement
2. The Placement Officer will check to see whether the practice is already on our database, in which case we will endeavour to place the student there, taking into account supervisor availability and the locations of other students during that rotation.
3. If the supervisor is not on our database, the student will be notified and asked to approach the GP and have them complete and sign “Appendix B”
4. The student returns Appendix B to the Placement Officer, who will liaise with the appropriate GP academic to make contact with the supervisor prior to the placement
5. The GP academic will notify the placement officer that the placement has been approved, who will then notify the student and GP according to usual procedures.
6. Self-nominations will be processed one at a time to avoid appointing supervisors who end up not being used.

Procedure for student-nomination for GP PLACEMENT



**APPENDIX B****WESTERN SYDNEY  
UNIVERSITY****Agreement for self-nominated General Practitioner Supervision  
Year 1 & 2 — Western Sydney University Medical Students**

Thank you for considering supervising a Year 1 & 2 Western Sydney university student in your practice for one half-day per month over a 4-month period in second semester this year, and one half-day per month over a 4-month period in first semester next year. We look forward to supporting you in this important role. As a GP Supervisor of the Western Sydney University, you are a valued member of our team. Should you choose to supervise other WSU Medical Students in your practice on an ongoing basis, then you can apply for Conjoint status with access to the extensive collection of on-line resources available through our library as well as our ongoing support in your teaching and research activities.

We ask that GP Supervisors of Year 1 & 2 students fulfil the following criteria and responsibilities and ask that you sign this form to indicate your agreement. On our acceptance of this form we will contact you to discuss your teaching role, ask you to sign a formal Student Placement Agreement, and answer any questions you may have in this regard.

As a GP Supervisor of a Year 1 & 2 Student I agree that:

- I am fully registered to practice as a General Practitioner in NSW
- I am not related to the student, nor the personal GP or employer of the student or any of their family members.
- I am willing for the student to be physically located in my General Practice for one half-day per month over a 4-month period. (This time can include home and nursing home visits and time spent with other practice staff.)
- I will provide the student with a stimulating learning environment including opportunities to take patient histories, undertake examinations and practical procedures according to the student level of competence.
- I will review the Clinical Attachment Descriptor for this rotation and complete the required assessment form.
- If my practice is accredited and therefore eligible for PIP payments, I will complete the required paperwork in this regard.

Student Name: \_\_\_\_\_

Rotation Dates: \_\_\_\_\_

GP Supervisor Name: \_\_\_\_\_

Practice Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_

Date: \_\_\_\_\_ GP signature: \_\_\_\_\_