



## **FREQUENTLY ASKED QUESTIONS**

### *What is my role and responsibility as a supervisor?*

- Supervise the student's learning activities including
  - Orientation to your practice.
  - Development of learning goals with the student as appropriate for your practice.
  - Involve the student in patient consultations, history and examination, investigations, procedures and follow-up.
  - Regular review of progress including feedback on performance.
  - Formal clinical assessment via Mini-CEX (year 5 only) and Clinical Attachment Assessment (years 3 and 5). See pages 23-24 in the Year 3 Clinical Attachment Descriptor CAD) and pages 49-50 in the Year 5 CAD.
- Please see the 'GP's Role', the 'Yr. 3 Learning Guide' and the 'Yr. 5 Learning Guide' sections in the GP Supervisor's Guide for more information.

### *What am I expected to teach students?*

- This is negotiated based on the year level of the student, the individual student and their learning goals for the term. Some ideas for teaching include the role of the GP; diagnosis and management of common conditions; communication, consultation and examination skills; preventative health; and minor procedures. You can access the learning outcomes on page 1 of the Year 3 CAD and page 4 of the Year 5 CAD.
- Reviewing the Clinical Attachment Assessment when the student starts will set you both on the right track.
- Please see the 'Yr. 3 Learning Guide' and the 'Yr. 5 Learning Guide' sections in the GP Supervisor's Guide for more information, and the "Teaching Tips" section at the back of the GP Supervisor Guide for some useful articles.

### *What skills do the students possess at various levels?*

- Year 3 – Students commence clinical attachments in Year 3. GP attachments in the first half of the year will be the student's first experience of General Practice. Though they have training in clinical skills in the hospital setting, their knowledge is mainly theoretical including the basic sciences. Students undertaking GP attachment in the second half of the year will have had more clinical exposure. Students should be able to take a history and perform physical examination, but they may be less familiar with the time effective and focussed General Practice approach. They may have limited experience in ENT examination. Students should be able to perform many of the procedures mentioned on the following page. Students are learning about professional behaviour, especially those on rotation in the first half of the year.
- Year 5 - By the beginning of Year 5, students will have completed clinical attachments in general and subspecialty surgery and medicine, and completed terms (including formal teaching and clinical attachments) in Paediatrics, Mental Health, Obstetrics and Gynaecology, Oncology. Students should be able to take a thorough history, perform a

physical examination and describe their proposed investigations and management plan at a pre-intern level. Students value the opportunity to “parallel consult” if space permits. Students benefit particularly from discussions about patient management after seeing patients, and can be asked to look up any aspect of the consultation for discussion the following day.

### *Which experiences outside of the GP consultation would benefit students in the learning?*

- Discussion of the patients seen and the medical conditions they presented with
- Inclusion in registrar teaching sessions and/or evening QI & CPD sessions
- Procedures/treatment room
- Home and nursing home visits
- Practice nurse
  - Injections
  - Measuring and recording observations (BP / UA / peak flow / spirometry / ECG / height / weight / temp / BSL)
  - Other procedures (swabs / venepuncture / baby and child checks / pap smears / ear syringing/chronic disease management)
- A brief introduction to front desk procedures, eg. record keeping, practice management, Billing
- Allied health and pharmacy

### *How does the PIP incentive work?*

- You are remunerated at a rate of \$200 per session for each session during which you supervise a medical student. You are only able to receive remuneration for one student per session. Please see the insurance/payments section of the Supervisor’s Manual for further details on how to claim.
- Please see the ‘Insurance/Payments’ section in the GP Supervisor’s Guide for more information.

### *What do I do if I’m worried about my student?*

- **Please contact the GP Department 4620 3896 at any time if you have any concerns about student attendance, professional behaviour, or clinical competence and one of us will get back to you as soon as possible. It is much better to contact us early even if just for a chat than to wait until the end of the attachment when it is difficult to resolve any issues.**

### *What are the benefits and responsibilities of a conjoint appointment?*

- Access to WSU library (including on-line journals and e-textbooks)
- Supervisor training and other learning opportunities
- Other teaching opportunities
- Research opportunities (including information about applying for research grants)
- Please see the ‘Academic Appointment’ sections in the GP Supervisor’s Guide for more information.