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**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 1, 2, 3 and 5). See pages 17-20 in the Year 1 & 2 Clinical Attachment Descriptor (CAD), pages 23-24 in the Year 3 CAD and pages 49-50 in the Year 5 CAD.
* Please see the ‘GP’s Role’, the ‘Yr 1 & 2 CAD’, the ‘Yr. 3 CAD’ and the ‘Yr. 5 CAD’ 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 1& 2 CAD and Year 3 CAD, and page 4 of the Year 5 CAD.
* Reviewing the Clinical Attachment Assessment (CAA) when the student starts will set you both on the right track.
* Please see the ‘Yr 1 & 2”, ‘Yr. 3’ and the ‘Yr. 5’ 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 1 & 2 – MD students starting in 2019 will be learning basic sciences within a problem-based learning curriculum, and will be starting to learn clinical skills such as history taking and physical examination. They are also learning about population health, social determinants of health, professionalism and communication skills. Students are not expected to be competent at any of these skills or at clinical procedures at this stage in their learning.
* Year 3 – Students commence clinical hospital attachments in Year 3 also undertake GP and community attachments. For MBBS students in the first half of the year (in 2020-2021) this 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?

* Practices accredited for PIP are remunerated at a rate of $200 per session for each session during which you supervise a medical student. Each session should be at least 3 – 3.5 hours. Each supervisor is only able to receive remuneration from Medicare for one student per session, and two sessions per day. 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 3933 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.**

*Where can I find more information?*

* We have developed an easy to use one-page guide for GP supervisors to inform them of their teaching and assessment requirements.

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.