GP Community Diagnosis module
GP tutor guide

CONTENTS

Social determinants of health

Introduction

Welcome the GP Community Diagnosis (GPCD) module which explores the social and environmental factors that shape health, and what actions could be taken to address them. In the GPCD project students will examine a health problem in their local community, gather information and identify a course of action to improve the health status of the community.

PLEASE READ THE GPCD STUDENT STUDY GUIDE which outlines what the GPCD module is, the student timetable, how to complete the GPCD project, the background reading and references. You may also find it helpful to listen to the GPCD pre-recorded lecture on QMPlus which outlining how to conduct a GPCD project.

We expect GP tutors to be confident in using the [PHE fingertips tools](#) – I would advise that you use this tool to look at the data for your practice area. We recommend that GP tutors look at the core Fairhealth e-learning modules and background reading material in GPCD student study guide – also your own interest, CPD and you can even decide to put them in your appraisal. I have put some bullet points of key learning points they cover at the end of this document.

GP tutor training for this module will take place on **Wednesday 21st October 2020 from 1300-1400**. It will include details on what to cover at the Tuesday and Friday tutorial and the assessment. If you are new to using Blackboard Collaborate we will spend some time immediately after this one-hour session going through how to use this online platform for your tutorials. Please also see the attached tutor guide on teaching online using Blackboard.

GPCD online tutorials for this module will take place on **Tuesday afternoon and Friday afternoon during the first 3 weeks of November (3/6, 10/13, 17/20 Nov).** Each week you are teaching, you will have 2 small groups of students (6-7 students per group) for the week. You will be emailed separately with the timing of your tutorial, names and emails of students attending, and a link to the online tutorial.

Finally, this is the first time that we are running this GPCD module and we would really appreciate your feedback on how it went. We will be holding an online tutor feedback session on Wednesday 25th November at 1pm for the GP tutors who are able to attend. For those not able to attend we will also be emailing you with feedback forms to complete.

This GP tutor guide gives further details for the tutorials on Tuesday and Friday afternoons, the assessment and marking criteria.

For further information please contact Dr Deepa Shah, GPCD module lead,
at deepa.shah@qmul.ac.uk

Learning objectives of the community diagnosis project:

1. Appreciation of the how life course affects health, the social and environmental determinants of health, health inequalities and how primary care can address this and narrow the health equity gap.

2. Understanding the role of healthcare professionals in not only addressing individual lifestyle and risk factors, but also importantly to address the structural factors that affect the health of their patients throughout their life course.

3. Use population sources of health data, interviews and observations of a locality to investigate the health and social care needs of a community.

4. Focus on a specific topic to identify major risk factors, including environmental and social factors that might contribute to unequal health outcomes in a community, and suggest actions to address this.

5. Make a 3-5 minute presentation to colleagues to discuss your findings.

Student timetable and Overview of the week

Day 1	**Pre-recorded lecture:** Introduction and outline on how to conduct the GP Community Diagnosis project. – link on QMPlus **E-learning modules:** Health inequalities in Primary Care, Tackling health inequalities in primary care **Complete core activities** (see page 8 of student guide)
Day 2	*Morning*: **Self-study and project work – Planning your GPCD project** Please complete the preparatory work outlined on page 4 before attending the afternoon tutorial *Afternoon:* **Small group tutorial (75 min) with GP tutor** This tutorial will aid you to develop the planning stage for your project. Students will discuss findings from their PHE data, define their project topic, discuss what observational and qualitative data to collect, and how to do this.
Day 3	**Nutrition online learning** – Completion is mandatory, Link on QMPlus Half day sports release
Day 4	**Self-study and project work – Data collection and evaluation** **1300-1400: 1-hour optional drop-in session** Informal question and answer session for any queries - link on QMPlus
Day 5	*Morning*: **Self-study and project work – Prepare your GPCD presentation** *Afternoon:* **Small group tutorial (75 min) with GP tutor** Each student will deliver their 3-5 minute presentation of their GPCD project (which is assessed), followed by a brief discussion with the group. Feedback and evaluation of learning from the GPCD module (4.30pm optional focus group discussion to evaluate the GPCD module)

Tuesday tutorial - Brainstorming and developing the GPCD project

Before this tutorial students should have read the GPCD study guide, listened to the lecture on how to conduct a GPCD project and completed the Fair health e-learning modules on health inequalities.
Students have been asked to complete the preparatory work outlined below before attending this tutorial on Tuesday.

1) Choose a community as your focus (examples listed on page 5 of student guide)
2) Examine the public health data for this locality and come prepared to discuss this with the group (use PHE finger tips profiles and council ward data available online). Access the fingertips PHE data for the borough and for England. What similarities and differences do you note? What do you note of interest and why?
3) Identify some health and social care needs for that community. What are the environmental and social factors that contribute to inequity?
4) Identify what could be the scope of your CD project (ie what topic you will focus on).
5) Brainstorm how you could explore this topic further (what further data you need to collect), consider what challenges you may encounter and how to overcome them.

Tuesday tutorial outline:
Please adapt the teaching slides sent to you if you would like to use them for the tutorial.

1) **Introductions and check-in**

2) **Review** learning objectives and questions arising from the lecture/ GPCD study guide

3) **Exercise 1:** Students to take it in turns to discuss the public health data for their chosen community, what they identified as the health and social care needs and what they propose the scope/topic of their CD project should be. GP tutors may choose to also briefly discuss the public health data for their practice area and what they noticed (20-25 mins).

4) **Exercise 2:** Gathering data – students to discuss and brainstorm where and how to collect the different sources of data (who would you interview and what would you ask, what observations could you make and how could you record these, what other data could you look at?).
Explore safety and consent issues.
You may decide to split the students in two group to discuss this exercise and then all come back together to review (20-25 mins).

5) **GPCD presentations and assessment** – answer any questions from the students. Clarify that all students will be presenting individually, and the presentations will be assessed.

6) **Contact details:** Encourage the students to form WhatsApp/email discussion group to support each other. GP tutors can decide if they want to give their contact details to be a part of this group. There will be also be a discussion group on MS teams for the students to pose questions to the module lead during the week and an on-line drop-in session on the Thursday lunchtime where students can also raise questions with the module lead.

Friday tutorial – GPCD presentations and assessment

Friday tutorial outline:

1) **Introduction and check in.** Review any additional learning needs students would like to address.

2) **Student presentations**
   Each 3-5 minute presentation to be followed by a few minutes discussion with questions posed by the GP tutor and group

3) GP tutor to present some of the interventions in their locality that address the topics that the students have presented. This is an opportunity to also address how these interventions have been affected by COVID and what adaptations have been made.

4) **Closure and feedback** – please ask the students to complete the evaluation forms for this module which they will receive by email. We will also invite the students to a focus group discussion each Friday at 4.30pm to evaluate this module – please encourage the students to attend. GP tutors to submit student marksheets online.

Each student must deliver their presentations individually. They may choose any format in which to deliver their presentation. We have recommended that it should last 3-5 minutes, use 5 PowerPoint slides and they may want to consider using the format of an elevator pitch.

The assessment will be marked by the GP tutor on the following criteria: **Information, structure, presentation, time management and group skills.** Please see below for further details on the marking criteria.

Please fill out the forms sent to you to record the student presentation marks and feedback, confirm their attendance at the tutorials and also to nominate any outstanding presentations to be considered for the GPCD prize.

Please give verbal feedback to the students on their presentations during the tutorial. The students will be given their final marks as a pass or fail. The marks of the nominated presentations will be assessed to invite a selection of students to present their projects to a central judging panel in December, who will award the prize.

It is mandatory for all students to complete the presentation to pass the GPCD module. Please contact the module lead at deepa.shah@qmul.ac.uk, with the details of any students who did not attend or complete their presentation.

GPCD presentations marking criteria:

Excellent
- *Information:* relevant; key points highlighted; key points supported with highly relevant evidence, critically evaluated;
- *Structure:* logical, easy to follow;
- *Presentation Skills:* clear, lively, imaginative; good use of visual aids (where appropriate);
- *Time Management:* perfectly timed, well organised;
- *Group Skills:* engages well with group; encourages discussion and responds well to questions.

Very good
- *Information:* relevant; most points illustrated with relevant evidence;
- *Structure: in* general, clearly argued and logical;
- *Presentation Skills:* generally clear, lively; use of appropriate visual aids;
- *Time Management*: well organised, more or less to time;
- *Group Skills:* attempts to engage with group and responds reasonably well to questions.

Good
- *Information:* generally relevant, but perhaps some gaps and/or irrelevant material, not supported with evidence
- *Structure:* not always clear or logical;
- *Presentation Skills: c*onveys meaning, but sometimes unclear or clumsy;
- T*ime Management:* poor – resulting in material not covered or significantly over-runs
- *Group Skills:* responds reasonably well to questions, but makes no real attempt to engage with group or promote discussion

Fail
- *Information:* limited knowledge, with significant gaps and/or errors, not supported with evidence;
- *Structure:* muddled, incoherent
- *Presentation Skills:* clumsy, disjointed, difficult to follow, dull;
- *Time Management*: significantly under or over time; has clearly not tried out material beforehand; disorganised;
- *Group Skills:* poor

Core Background reading, Resources, E-learning modules and References

CORE ACTIVITIES:

1) **Fairhealth e-learning modules: Health inequalities in Primary Care**
https://fairhealth.org.uk/modules/health-inequalities-in-primary-care/

2) **Fairhealth e-learning modules: Tackling health inequalities in primary care**
https://fairhealth.org.uk/modules/tackling-health-inequalities-in-primary-care/

Some key learning points in these e-learning modules include:
- The poorest people in society lead not just shorter lives but also sicker lives.
- The difference in the healthy life expectancy between those who are most and least deprived is 18.7 years and 19.1 years for men and women respectively in England.
- In more deprived populations the burden of disease and comorbidity occurs and peaks at a much younger age.
- Health inequity refers to those inequalities in health that are deemed to be unfair or stemming from some form of injustice: those that are avoidable, unnecessary or controllable – for example differences in access to health care or social conditions that they might have grown up in, such as housing and access to healthy food.
- Understanding the social contexts of patients and taking a social history is critical to do this.
- Clinical care contributes only 20% to the health of an individual. However, as healthcare professionals, we can still influence the health of a person both through the quality of the care we provide, how we enable people to access our care, and help them to manage other contributing health determinants.
- The principles of continuity of care, a generalist approached and universal, community orientated care make primary care an ideal place to tackle health inequities.
- There are many practical ways for primary care to act on reducing health inequalities. This includes improving access to services, increasing lengths of consultations, improving uptake of childhood immunisations and screening. Knowing the local health needs of your population and their corresponding use of service is useful as a starting point for making improvements and also making the case for additional services and funding.

3) **An introduction to using the Public Health England Fingertips Tool**
https://www.youtube.com/watch?v=j_8WJUDldb8&feature=youtu.be

4) Locate your **local health authority profile** here:
https://fingertips.phe.org.uk/profile/health-profiles

- Please familiarise yourselves with how to use the Public Health England Fingertips tool. This brief video is a concise introduction on how to use it. You may find it interesting to look at the data for your own practice area.

5) **What makes us healthy? An introduction to the social determinants of health'.**
A guide written by the Health Foundation and a link to their website.
https://www.health.org.uk/sites/default/files/What-makes-us-healthy-quick-guide.pdf
https://www.health.org.uk/what-we-do/a-healthier-uk-population/what-makes-us-healthy