



# **Community-Based Medical Education, MBBS 2025 - 2026**

## **GP4 STUDENT GUIDE HANDBOOK**

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## Contacts

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## 1. Introduction

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Welcome to this exciting format to Community Education for Year 4. You will spend **5 weeks** attached to a GP practice where you get the chance to immerse yourselves in Community Care and be part of the team.

We ask you to **observe the work of Community Practice**, understand what Generalism means, how to deal with Uncertainty, observe “The Consultation”, learn how to manage “The Specialities” from a primary care point of view, observe the work to make health “Equitable” and comprehend the work of “The MDT.”

We need to acknowledge **COVID-19** and what this has meant for your education, how this has affected your wellbeing and how it will impact the coming year. It has been a challenging 2-3 years and even though socially COVID-19 concerns are reducing, in healthcare they are still an on-going worry. This is mainly in the form of workload pressures as well as staffing levels (from COVID but also wellbeing/burnout). We ask you to be mindful and thank you for your continued patience in this regard.

Most of you will already be familiar with the **Pebble Pad platform**, which will be used to document and monitor your assessments and allow for sign off. If you are not aware on how to use this, please make sure you read the provided guides before you start the placement.

## 2. Quality Assurance

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An important aspect of training to become a doctor is professionalism. Understanding what this means to you, along with identifying your values and beliefs, is crucial and develops over time. While this is evolving, it is essential to consider some fundamental principles and guidelines that must be followed, especially during placements, as they are particularly important.

I have highlighted some key areas below but please see [GMC Achieving Good Medical Practice](#) for more information.

### 2.1 Probity

It is important to prioritise your health and well-being. Asking for help will not result in any penalties; in fact, it is considered a sign of professionalism. Please reach out to your GP Supervisor or Academic Advisor or Year Lead, or Student Support for assistance as soon as possible. The latter can also guide you on how to submit a request for “Extenuating Circumstances” if needed.

### 2.2 Patient Interactions

When on placement, please be aware of the consent procedures, understand your limitations, and know the appropriate supervisor requirements. Be familiar with the [GMC Intimate Examination and Chaperoning policies](#).

Please be aware that patient confidentiality is paramount and extends to any identifiable features, not just names and faces. Do not take any patient documentation or records out of the patient environment.

It is important that you are not or ever have been registered at the GP practice you have been allocated to. If this is the case please let us know asap.

Access to patient records are for learning purposes only. Do not feel tempted to review your own records, family or friends or people in public eye, this is a serious breach of professionalism and local policy.

Be aware of GMC Social Media Guidance Policies. See this Video to explain more.

## 2.3 How to Raise a Concern

If you observe anything concerning (especially if in regards to patient safety or lack of safe supervision). Please inform your GP Supervisor or Module Lead (X) or Head of Year or use the [QMUL Report and Support link](#).

If you have concerns around quality of learning environment, please in first instance discuss with Lead GP Tutor or Practice Co-ordinator. If this is not possible be discuss with module lead. Your signoff will not be compromised, and we will seek to resolve matters swiftly and as diplomatically as possible.

## 3. Module Structure

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1. Before you start the placement our Administrator will send you your allocation details. Expect that your GP placement will send you an Introductory email with a brief outline of a timetable etc.

This will include details of your online **Health Equity** module; this will be 3 days of **MANDATORY** teaching (half of your group will be on a Tuesday and the other half a Thursday). These days are managed centrally and CANNOT be changed, please note what day you are on and double check your GP Tutor has factored this into your timetable.

You will also have **MANDATORY** Face to Face week of “**Consultation Skills**” teaching, which will fall within the 5 week block.

2. At the start of your placement, you should expect an Induction, and a sit down with your GP tutor to do a “**Learning Needs Assessment**”, it a good idea to have some thoughts on what you would like to get out of this placement/your weak points etc. You will review and sign the “**Student Learning Agreement**” and note the local COVID Policy.

3. During your placement you should be looking on how to fulfil your assessment requirements.

Please do not hesitate to contact us if there are any concerns including your wellbeing; as we can look to address them ASAP. Note you also have the Student Support office and the “Report and Support” programme if you want to use this instead.

4. End of placement – please fill in your Evasys feedback and then you will sit down with your GP tutor, they will double check completion of your assessments, and you should obtain feedback on your performance.

### 3.1 Module Dates

Block 1 (C1)	Monday 15th September - Friday 17th October 2025 <i>(Consultation Skills Monday 13th October - Friday 17th October)</i>
2 (C2)	Monday 20th October - Friday 21st November 2025 <i>(Consultation Skills Monday 17th November - Friday 21st November)</i>
3 (B1)	Monday 8th December - Friday 19th December 2025 Monday 5th January - Friday 23rd January 2026 <i>(Consultation Skills Monday 15th December - Friday 19th December)</i>
4 (B2)	Monday 26th January - Friday 27th February 2026 <i>(Consultation Skills Monday 23rd February - Friday 27th February)</i>
5 (A1)	Monday 16th March - Friday 27th March 2026 Monday 13th April - Friday 1st May 2025 <i>(Consultation Skills Monday 27th April - Friday 1st May)</i>
6 (A2)	Monday 4th May - Friday 5th June 2026 <i>(Consultation Skills Monday 11th May - Friday 15th May)</i>

### 3.2 What we expect of you

As always, we hope for enthusiasm and a passion to learn, mixed with the same professionalism we expect from any member of staff within the NHS, as you are an extension of this. Inconsiderate and rude behaviour will not be tolerated.

### 3.3 Attendance

**We expect > 90% attendance**, if you are unable to attend for some reason, please inform **BOTH** our administrator (Jim Manzano) and your GP Tutor in **WRITING (i.e. email)**. If this occurs please look to see how these days can be made up asap, as if required to remediate it will then have to be organised in your Christmas/Spring and Summer breaks and **could delay your completion of Year 4**.

## 4. Learning Objectives

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### 4.1 Introduction

Recognising the importance of General Practice within the NHS, QMUL has actively decided to increase the time spent in General Practice in Year 4. This is an opportunity for you to observe the amazing aspects of being a GP and how community care works.

Year 4 continues to be the year that you are exposed to specialties outside of General medicine and General Surgery. These specialties are present in daily GP life and we are keen to educate you in how the specialties are delivered in Primary Care.

We have purposely not created a list of clinical competencies and skills that must be completed during this placement (bar the assessment criteria), the idea is for you to immerse yourselves in general practice. However, like previously discussed it is important to set an individual initial "Learning needs Assessment", which you may want to include 6 week checks, Cervical Smears and Immunisation clinics etc. if not already included.

It is important to know that GMC Medical Licensing Exam (MLA) will be effective in 2025. This may not affect you but you may want to familiarise yourselves with their advised curriculum content from Primary Care point of view..

See Link...[MLA Content MAP](#)

We have also created an [Excel sheet](#) on QM plus to aid you in your learning, this consists of the GP4 module (including Health Equity and Consultation Skills module) Learning Objectives, mapped with the Outcomes for Graduates and Good Medical Practice. This should give you an idea of the objectives the Medical School are working towards in each module.

**We have looked at this list and lifted the content of the MLA into this excel sheet for ease of reference.**

**PLEASE NOTE these are presentations, conditions etc that you MAY come across during these modules.**

**THIS LIST IS NOT DESIGNED TO ACT AS A CHECK LIST OF MUST-SEE TOPICS ETC**

### 4.2 Generalism

Students should understand that GP is a speciality in its own right.

The Medical Schools Council suggests the following definition:

*'Medical generalists are doctors who are prepared to deal with any problem presented to them, unrestricted by particular body systems, and including problems with psychological and social causes as well as physical causes. They take a holistic approach, mindful of the context of the local community. Medical generalism is therefore distinct from specialist care restricted to a particular body system or*

*subset of medical practice, or restricted by virtue of having access to, or involvement in, providing particular types of interventions in particular settings' (MSC, 1(a)).*

True Generalism is patient-centred and recognises the person is distinct in their own environment and existing within a community. It takes account of social, psychological and medical factors when considering the care of the person presenting with their health need(s).

### **4.3 Uncertainty**

Students should understand that much of GP requires acknowledging and accepting a degree of uncertainty. Clinicians need to use all their clinical skills and expertise to make the best assessment of the patient and act accordingly. This will often require accepting a degree of uncertainty within the medical decision-making. Being able to understand and accept it as an integral part of primary care is critical.

### **4.4 An Introduction to Consultation Skills**

You start the year having already learnt the basics of taking a history and examination. Now you should begin to explore the challenges of actual consultations with patients and begin to consider the complexities of addressing patient expectations, negotiating management plans and good medical decision-making in the consultation.

### **4.5 Specialties**

Students must develop and learn about the specialties within Year 4. Students will be expected to practice, learn and develop specialty skills and knowledge in the context of how these specialties are delivered within GP. Students will be expected to develop an understanding of the pathways and common ground between GP and specialties. This understanding will improve understanding and respect between all medical communities.

This includes Obs & Gynae, Paediatrics, Neurology, Psychiatry, Health Care of the Elderly, Musculoskeletal, Dermatology, ENT, Sexual Health and Ophthalmology etc.

### **4.6 Health Equity**

Students will have dedicated Health Equity teaching. All health care professionals exist in a world of health injustice. Understanding this and opening our eyes to recognise it in all its different forms is critical to being a modern health care professional. Moving beyond understanding, students should begin to think about how they will behave and act to address these issues. Students should also understand that sustainable healthcare is critical to long-term future of planetary health care.

### **4.7 Multidisciplinary Team**

Students should engage with, learn from and experience working with the wide variety of health care professionals who work in GP. This includes but is not exclusive to; Health Visitors, Midwives, Nurses, Physician's Associates, Health Care Assistants, Phlebotomists, Receptionist, Managers and GPs.



## 5. Teaching Activities

	INTRO WEEK	GP	CK - Central	GP	GP
	WEEK 1	Week 2	Week 3	Week 4	Week 5
MON	GP	GP	CK	GP	GP
TUE	GP	HE1a/GP	CK	HE2a/GP	HE3a/GP
WED	?SSC/Sports	?SSC/Sports		?SSC/Sports	?SSC/Sports
THUR	GP	HE1b/GP	CK	HE2b/GP	HE3b/GP
FRI	GP/SDL	GP/SDL	CK	GP/SDL	GP/SDL
	KEY				
	GP	Consultation Skills (CK) - Central			
	Health Equity - WFH	Orange Sports PM			
		Self Directed Learning (SDL)			
	** Half students out of group do a TUE AM & PM online at home ...				
	and the other half in placement on THUR AM & PM				
	** Centralling organised - this week will vary depending on which block it is				
	** SSC and SDL days can be moved around				

## 6. Portfolio/ Assessment Requirements

For the end of placement sign off we hope to concentrate on simple quality assessments. This will now be on an electronic application called **Pebble Pad**.

1. FP10
2. 3 X Case Write Up inc Reflective Writing of 500 words
3. End of Placement Reflection

Students please complete 3 Case Write ups, 2 from list below (one needs to be a pregnant woman etc) and one completely of your choice.

- Pregnant Women – This can be a pregnant woman, but can also be preconception care and post partum concerns. Please note you need this case for discussion in your last day of Health Equity Module.
- Childhood Chronic Condition - Meet the parents (and the child if possible) of a child who has a chronic medical condition – this can range from eczema to complications from prematurity. How does the child manage, how do the parents manage, what are some of the challenges of looking after a child with a chronic medical problem.
- Mental Health - Meet a patient who has a long-term psychiatric condition. How has it affected their life decisions and their day-to-day?

- Adult Chronic Condition - Meet a patient with a long-term neurological, dermatological or musculoskeletal condition. How has it affected their life decisions and their day-to-day?
- Elderly Patient - Meet an elderly patient and consider the challenges of living with medical conditions in old age. How do any limitations affect their mood, and their day-to-day life?

## 6.1 Sign off

ONLINE ASSESSMENT FORM via PEBBLE PAD

1. Fill JISC feedback
2. Attendance (we ask for > 90% attendance)
3. Level of participation and engagement during the placement.
4. Sign off of the 3 Case Write Ups, End of Placement Reflection plus FP10
5. Any Professionalism issues

You will need to countersign the online form following feedback and discussion with your tutor. It is best done there and then with the Tutor present.

## 7. Teaching Resources

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**Please see GP4 page on QM plus.**

**This includes recorded lectures, practice role-plays, cases/questions to work through and the e-learning modules on Dementia/Dermatology. These are heavily recommended.**

**The below are optional to aid your learning.**

### Neurology

- [Neuroexam.com](http://Neuroexam.com)
- Living with dementia – Patient voices - <https://www.patientvoices.org.uk/flv/0866pv384.htm>
- BMJ Management of dementia in GP - [https://learning.bmj.com/learning/module-intro/dementia-primary-care.html?locale=en\\_GB&moduleId=10032231](https://learning.bmj.com/learning/module-intro/dementia-primary-care.html?locale=en_GB&moduleId=10032231)
- BMJ Delirium - [https://learning.bmj.com/learning/module-intro/cmt-delirium.html?locale=en\\_GB&moduleId=10060024](https://learning.bmj.com/learning/module-intro/cmt-delirium.html?locale=en_GB&moduleId=10060024)
- Headache – thunderclap but was migraine non SAH - <https://speakingclinically.co.uk/videos/sudden-headache-probably-migraine/>

- Migraine in Primary care - [https://learning.bmj.com/learning/module-intro/step-by-step-migraine.html?locale=en\\_GB&moduleId=10060007](https://learning.bmj.com/learning/module-intro/step-by-step-migraine.html?locale=en_GB&moduleId=10060007)
- Bells Palsy - [https://learning.bmj.com/learning/module-intro/bell%27s-palsy-diagnosis-treatment.html?locale=en\\_GB&moduleId=5001117](https://learning.bmj.com/learning/module-intro/bell%27s-palsy-diagnosis-treatment.html?locale=en_GB&moduleId=5001117)
- Vertigo BMJ - [https://learning.bmj.com/learning/module-intro/vertigo.html?locale=en\\_GB&moduleId=10016740](https://learning.bmj.com/learning/module-intro/vertigo.html?locale=en_GB&moduleId=10016740)
- BMJ Preventative Management – TIA/CVA - [https://learning.bmj.com/learning/module-intro/ischaemic-attack-stroke.html?locale=en\\_GB&moduleId=10060159](https://learning.bmj.com/learning/module-intro/ischaemic-attack-stroke.html?locale=en_GB&moduleId=10060159)
- PD BMJ - [https://learning.bmj.com/learning/module-intro/parkinson%27s-disease---initial-assessment-and-referral.html?locale=en\\_GB&moduleId=10009040](https://learning.bmj.com/learning/module-intro/parkinson%27s-disease---initial-assessment-and-referral.html?locale=en_GB&moduleId=10009040)
- Faculty of Pain Medicine e-pain - <https://fpm.ac.uk/faculty-of-pain-medicine/e-pain>

## Psychiatry

- Depression - <https://www.mind.org.uk/information-support/types-of-mental-health-problems/depression/about-depression/>
  - GAD in Primary care – E learning module – [https://learning.bmj.com/learning/module-intro/generalised-anxiety-disorder.html?moduleId=10057971&searchTerm=“depression%20primary%20care”&page=1&locale=en\\_GB](https://learning.bmj.com/learning/module-intro/generalised-anxiety-disorder.html?moduleId=10057971&searchTerm=“depression%20primary%20care”&page=1&locale=en_GB)
- Health benefits of physical health in Anxiety and Depression - [https://learning.bmj.com/learning/module-intro/physical-activity-cancer.html?locale=en\\_GB&moduleId=10052400](https://learning.bmj.com/learning/module-intro/physical-activity-cancer.html?locale=en_GB&moduleId=10052400)
- Suicidal Ideation - [https://learning.bmj.com/learning/module-intro/cmt-self-harm.html?locale=en\\_GB&moduleId=10054668](https://learning.bmj.com/learning/module-intro/cmt-self-harm.html?locale=en_GB&moduleId=10054668)
- Overdose - <https://speakingclinically.co.uk/videos/impulsive-overdose/> (NOTE THE Q ASKED)
- OCD BMJ - [https://learning.bmj.com/learning/module-intro/obsessive-compulsive-disorder-recognition-management.html?locale=en\\_GB&moduleId=5004330](https://learning.bmj.com/learning/module-intro/obsessive-compulsive-disorder-recognition-management.html?locale=en_GB&moduleId=5004330)
- Bipolar - <https://speakingclinically.co.uk/videos/obsessive-compulsive-disorder-2/> (note stress/crisis precipitant)
- BMJ – Psychosis and Schizophrenia - [https://learning.bmj.com/learning/module-intro/nice-psychosis-schizophrenia.html?locale=en\\_GB&moduleId=10055171](https://learning.bmj.com/learning/module-intro/nice-psychosis-schizophrenia.html?locale=en_GB&moduleId=10055171)
- BMJ E – learning Anorexia in Primary Care – [https://learning.bmj.com/learning/module-intro/anorexia-childhood.html?locale=en\\_GB&moduleId=10063032](https://learning.bmj.com/learning/module-intro/anorexia-childhood.html?locale=en_GB&moduleId=10063032)

- E module on Childhood trauma - <https://fairhealthlearning.s3.amazonaws.com/Childhood%20trauma%20and%20adverse%20experience/index.html#/>
- Alcohol Dependence - <https://speakingclinically.co.uk/videos/alcohol-use-disorder-4/>
- Perinatal Mental Illness - [https://learning.bmj.com/learning/module-intro/perinatal-mental-illness.html?locale=en\\_GB&moduleId=10061416](https://learning.bmj.com/learning/module-intro/perinatal-mental-illness.html?locale=en_GB&moduleId=10061416)

## Dermatology

- BMJ – Melanomas - [https://learning.bmj.com/learning/module-intro/clinical-pointers-melanoma.html?locale=en\\_GB&moduleId=10058008](https://learning.bmj.com/learning/module-intro/clinical-pointers-melanoma.html?locale=en_GB&moduleId=10058008)
- BMJ Benign conditions - [https://learning.bmj.com/learning/module-intro/common-benign-skin-lesions.html?locale=en\\_GB&moduleId=10027216](https://learning.bmj.com/learning/module-intro/common-benign-skin-lesions.html?locale=en_GB&moduleId=10027216)
- BMJ Nail Conditions - [https://learning.bmj.com/learning/module-intro/nail-abnormalities-diagnostic-picture-tests.html?locale=en\\_GB&moduleId=10009401](https://learning.bmj.com/learning/module-intro/nail-abnormalities-diagnostic-picture-tests.html?locale=en_GB&moduleId=10009401)
- BMJ Acute Itchy Rash - [https://learning.bmj.com/learning/module-intro/quick-quiz-acute-itchy-rash.html?locale=en\\_GB&moduleId=10061510](https://learning.bmj.com/learning/module-intro/quick-quiz-acute-itchy-rash.html?locale=en_GB&moduleId=10061510)
- BMJ rashes in Children - [https://learning.bmj.com/learning/module-intro/quick-quiz-rash-children.html?locale=en\\_GB&moduleId=10062910](https://learning.bmj.com/learning/module-intro/quick-quiz-rash-children.html?locale=en_GB&moduleId=10062910)
- BMJ Measles - [https://learning.bmj.com/learning/module-intro/measles-diagnosis-management.html?locale=en\\_GB&moduleId=10011206](https://learning.bmj.com/learning/module-intro/measles-diagnosis-management.html?locale=en_GB&moduleId=10011206)
- BMJ Acne Rosacea – [https://learning.bmj.com/learning/module-intro/rosacea-diagnosis-treatment.html?locale=en\\_GB&moduleId=5004480](https://learning.bmj.com/learning/module-intro/rosacea-diagnosis-treatment.html?locale=en_GB&moduleId=5004480)
- BMJ Topical Management - [https://learning.bmj.com/learning/module-intro/emollients-topical-corticosteroids.html?locale=en\\_GB&moduleId=10060399](https://learning.bmj.com/learning/module-intro/emollients-topical-corticosteroids.html?locale=en_GB&moduleId=10060399)

## Musculoskeletal

- Living with Rheumatoid Arthritis - <https://speakingclinically.co.uk/videos/rheumatoid-arthritis-2/>
- BMJ Back pain inc examination and red flags - [https://learning.bmj.com/learning/module-intro/low-back-pain-sciatica.html?locale=en\\_GB&moduleId=10060322](https://learning.bmj.com/learning/module-intro/low-back-pain-sciatica.html?locale=en_GB&moduleId=10060322)
- BMJ Back pain management - [https://learning.bmj.com/learning/module-intro/nice-back-pain-sciatica.html?locale=en\\_GB&moduleId=10058447](https://learning.bmj.com/learning/module-intro/nice-back-pain-sciatica.html?locale=en_GB&moduleId=10058447)
- BMJ OA - [https://learning.bmj.com/learning/module-intro/clinical-pointers-osteoarthritis-primary-care.html?locale=en\\_GB&moduleId=10056233](https://learning.bmj.com/learning/module-intro/clinical-pointers-osteoarthritis-primary-care.html?locale=en_GB&moduleId=10056233)
- BMJ – Polymyalgia Rheumatica - [https://learning.bmj.com/learning/module-intro/ask-an-expert-polymyalgia-rheumatica.html?locale=en\\_GB&moduleId=10060972](https://learning.bmj.com/learning/module-intro/ask-an-expert-polymyalgia-rheumatica.html?locale=en_GB&moduleId=10060972)
- BMJ Septic Arthritis – [https://learning.bmj.com/learning/module-intro/septic-arthritis-diagnosis-management.html?locale=en\\_GB&moduleId=10009773](https://learning.bmj.com/learning/module-intro/septic-arthritis-diagnosis-management.html?locale=en_GB&moduleId=10009773)

## Health Care of the Elderly

- BMJ E learning – management of dementia in primary care - [https://learning.bmj.com/learning/module-intro/dementia-primary-care.html?moduleId=10032231&searchTerm="depression%20primary%20care"&page=1&locale=en\\_GB](https://learning.bmj.com/learning/module-intro/dementia-primary-care.html?moduleId=10032231&searchTerm=)
- Living with dementia – Patient voices - <https://www.patientvoices.org.uk/flv/0866pv384.htm>

- BMJ Delirium - [https://learning.bmj.com/learning/module-intro/cmt-delirium.html?locale=en\\_GB&moduleId=10060024](https://learning.bmj.com/learning/module-intro/cmt-delirium.html?locale=en_GB&moduleId=10060024)
- Complex Pain – Patient voices - <https://www.patientvoices.org.uk/flv/1087pv384.htm>
- UTI in Elderly patient – <https://www.patientsafetyoxford.org/wp-content/uploads/2018/02/Good-Practice-Guidance-for-GPs-management-of-utis.pdf>
- BMJ Falls assessment and prevention - [https://learning.bmj.com/learning/module-intro/clinical-pointers-falls-assessment.html?locale=en\\_GB&moduleId=10063853](https://learning.bmj.com/learning/module-intro/clinical-pointers-falls-assessment.html?locale=en_GB&moduleId=10063853)
- Multi- morbidity - <https://www.bmj.com/content/350/bmj.h176>
- Safeguarding Adults - [https://www.ageuk.org.uk/globalassets/age-uk/documents/factsheets/fs78\\_safeguarding\\_older\\_people\\_from\\_abuse\\_fcs.pdf](https://www.ageuk.org.uk/globalassets/age-uk/documents/factsheets/fs78_safeguarding_older_people_from_abuse_fcs.pdf)

Other – ENT – Please note that ENT is not formally included in this placement however historically students find this placement a chance to develop these skills.

- BMJ – Allergens - [https://learning.bmj.com/learning/module-intro/ask-an-expert-hay-fever.html?locale=en\\_GB&moduleId=10056477](https://learning.bmj.com/learning/module-intro/ask-an-expert-hay-fever.html?locale=en_GB&moduleId=10056477)
- BMJ – Sore Throat - Photos – [https://learning.bmj.com/learning/module-intro/sore-throat-diagnostic-picture-tests.html?locale=en\\_GB&moduleId=6058292](https://learning.bmj.com/learning/module-intro/sore-throat-diagnostic-picture-tests.html?locale=en_GB&moduleId=6058292)
- BMJ E learning – ENT - [https://learning.bmj.com/learning/module-intro/tympanic-membrane-diagnostic-picture-tests.html?moduleId=6058134&searchTerm='Respiratory%20and%20ENT'&page=1&locale=en\\_GB](https://learning.bmj.com/learning/module-intro/tympanic-membrane-diagnostic-picture-tests.html?moduleId=6058134&searchTerm='Respiratory%20and%20ENT'&page=1&locale=en_GB)
- BMJ – E learning – Vertigo - [https://learning.bmj.com/learning/module-intro/vertigo.html?moduleId=10016740&searchTerm='Respiratory%20and%20ENT'&page=1&locale=en\\_GB](https://learning.bmj.com/learning/module-intro/vertigo.html?moduleId=10016740&searchTerm='Respiratory%20and%20ENT'&page=1&locale=en_GB)

#### Paediatrics

- NHS 6w check - <https://www.nhs.uk/conditions/pregnancy-and-baby/baby-reviews/>
- How to examine in 6w check - [https://learning.bmj.com/learning/module-intro/how-to-do-the-infant-physical-examination-at-6-8-weeks-%28baby-check%29-.html?locale=en\\_GB&moduleId=10047910](https://learning.bmj.com/learning/module-intro/how-to-do-the-infant-physical-examination-at-6-8-weeks-%28baby-check%29-.html?locale=en_GB&moduleId=10047910)
- Common Problems in babies BMJ - [https://learning.bmj.com/learning/module-intro/ask-an-expert-common-problems-new-babies.html?locale=en\\_GB&moduleId=10062664](https://learning.bmj.com/learning/module-intro/ask-an-expert-common-problems-new-babies.html?locale=en_GB&moduleId=10062664)
- UTI in children - [https://learning.bmj.com/learning/module-intro/ask-an-expert-uti-infants.html?locale=en\\_GB&moduleId=10061899](https://learning.bmj.com/learning/module-intro/ask-an-expert-uti-infants.html?locale=en_GB&moduleId=10061899)
- Allergy Care for Asthma and Rhinitis - <https://www.rcpch.ac.uk/resources/allergy-care-pathway-asthma-and-or-rhinitis>
- BMJ Bronchiolitis - [https://learning.bmj.com/learning/module-intro/how-to-do-the-infant-physical-examination-at-6-8-weeks-%28baby-check%29-.html?locale=en\\_GB&moduleId=10047910](https://learning.bmj.com/learning/module-intro/how-to-do-the-infant-physical-examination-at-6-8-weeks-%28baby-check%29-.html?locale=en_GB&moduleId=10047910)
- BMJ Measles - [https://learning.bmj.com/learning/module-intro/measles-diagnosis-management.html?locale=en\\_GB&moduleId=10011206](https://learning.bmj.com/learning/module-intro/measles-diagnosis-management.html?locale=en_GB&moduleId=10011206)
- BMJ E- learning module Childhood Rash- [https://learning.bmj.com/learning/modules/elucidat/5b9a86f38fc73.html?flowId=EL2&moduleId=10062910&page=0&isFrmRA=true&status=LIVE&locale=en\\_GB&sessionTimeoutInMin=90&shouldStartAtQuestionSection=false&elucidatModuleType=EL2&action=retake](https://learning.bmj.com/learning/modules/elucidat/5b9a86f38fc73.html?flowId=EL2&moduleId=10062910&page=0&isFrmRA=true&status=LIVE&locale=en_GB&sessionTimeoutInMin=90&shouldStartAtQuestionSection=false&elucidatModuleType=EL2&action=retake)
- BMJ E – learning module – Fever in under 5s - [https://learning.bmj.com/learning/module-intro/resume-module.html?moduleId=6052018&locale=en\\_GB](https://learning.bmj.com/learning/module-intro/resume-module.html?moduleId=6052018&locale=en_GB)
- Bacterial Meningitis – e-learning - <https://www.rcpch.ac.uk/resources/bacterial-meningitis-meningococcal-septicaemia-children-e-learning>
- BMJ – E learning module – Safeguarding - [https://learning.bmj.com/learning/course-intro/Safeguarding.html?courseId=10046983&locale=en\\_GB](https://learning.bmj.com/learning/course-intro/Safeguarding.html?courseId=10046983&locale=en_GB)
- E module on Childhood trauma - <https://fairhealthlearning.s3.amazonaws.com/Childhood%20trauma%20and%20adverse%20experience/index.html#/>
- Virtual Paediatric Hospital - <http://www.virtualpediatrichospital.org/>

## Obs & Gynae

- Contraceptive Counselling- A 2 hour course developed by the FSRH to support the effective delivery of contraceptive care. <https://www.fsrh.org/education-and-training/fsrh-contraceptive-counselling-online-course/#course-information>
- FPA – patient leaflets – wonderful way to practice a consultation re: management of COC/POP etc - <http://www.fpa.org.uk/professionals/resources/leaflet-and-booklet-downloads>
- Terminations NHS - <https://www.nhs.uk/conditions/abortion/>
- PMS - <https://patient.info/doctor/premenstrual-syndrome-pro>
- Amenorrhea - <https://www.youtube.com/watch?v=qrZ-PdPLXso&list=PLxWbtwIQyZq8dOJIH7RzU4Fr4P7JJ2TLG>
- BMJ Endometriosis - [https://learning.bmj.com/learning/module-intro/endometriosis.html?locale=en\\_GB&moduleId=10062188](https://learning.bmj.com/learning/module-intro/endometriosis.html?locale=en_GB&moduleId=10062188)
- BMJ – Polycystic Ovarian Syndrome - [https://learning.bmj.com/learning/module-intro/ask-an-expert-polycystic-ovary.html?locale=en\\_GB&moduleId=10056451](https://learning.bmj.com/learning/module-intro/ask-an-expert-polycystic-ovary.html?locale=en_GB&moduleId=10056451)
- BMJ Ovarian Cancer – early detection - [https://learning.bmj.com/learning/module-intro/recognising-early-symptoms-ovarian-cancer.html?locale=en\\_GB&moduleId=10014285](https://learning.bmj.com/learning/module-intro/recognising-early-symptoms-ovarian-cancer.html?locale=en_GB&moduleId=10014285)
- BMJ Cervical Screening (from 2015 – so some specifics have changed but principles the same) - [https://learning.bmj.com/learning/module-intro/screening-cervical-cancer.html?locale=en\\_GB&moduleId=5004436](https://learning.bmj.com/learning/module-intro/screening-cervical-cancer.html?locale=en_GB&moduleId=5004436)
- BMJ PID - [https://learning.bmj.com/learning/module-intro/step-by-step-pid.html?locale=en\\_GB&moduleId=10057868](https://learning.bmj.com/learning/module-intro/step-by-step-pid.html?locale=en_GB&moduleId=10057868)
- BMJ Fertility - [https://learning.bmj.com/learning/module-intro/step-by-step-diagnosing-managing-fertility-problems-primary-care.html?locale=en\\_GB&moduleId=10062945](https://learning.bmj.com/learning/module-intro/step-by-step-diagnosing-managing-fertility-problems-primary-care.html?locale=en_GB&moduleId=10062945)
- Pregnancy journey inc pre-conception. Including quadruple screening, important to think about Risk Communication Skills. How would you explain this in lay terms to parents? <https://www.nhs.uk/conditions/pregnancy-and-baby/antenatal-care-checks-tests/?tabname=getting-pregnant>
- BMJ Diabetes in pregnancy - [https://learning.bmj.com/learning/module-intro/step-by-step-diabetes-pregnancy.html?locale=en\\_GB&moduleId=10055210](https://learning.bmj.com/learning/module-intro/step-by-step-diabetes-pregnancy.html?locale=en_GB&moduleId=10055210)
- Post Natal Depression - <https://www.nhs.uk/conditions/post-natal-depression/>
- Commons drugs in pregnancy – how safe are they – think about shared risk management and how to communicate this effectively. <https://www.medicinesinpregnancy.org/> - Valporate/Levetiracetam/Lamotrigine/Nitrofurantoin/Trimethoprim
- Menopause - <https://patient.info/womens-health/menopause>

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