

## Sessional GP Tutor and Host Practice Scheme Handbook 2019/20

### **Introduction**

This document is to inform and support both Sessional GP Tutors (SGPT) and Lead GP Tutors at Host Practices on our Sessional GP Tutor Scheme, and to provide information in regards to the practical implications of the programme in terms of responsibilities of each party to the teaching programme they are involved in.

Salaried GPs are increasing in number, highly motivated, enthusiastic but often unable to get involved in undergraduate medical education, through lack of opportunity or exposure to teaching possibilities. Equally, there may be already established teaching practices who have recently lost teaching GPs, or would like to expand their teaching team, or have the space without the teachers who would all be ideal as Host Practices for a SGPT.

This scheme (previously called the Salaried GP Tutor Scheme) was started in 2010/11 but in the past two academic years has expanded in number of both SGPTs and Host Practices involved. Therefore the number of students being taught in Primary Care via the scheme has also significantly increased, so providing some standardised information to all parties by way of this handbook assists in both the delivery and quality assurance of this innovative approach to providing teaching placements. This handbook was written with the input of various SGPTs and Host Practices involved in the Scheme, alongside review by our Professional Services Team based at CBME.

Detailed information about each of our teaching modules is available on the open access website [www.gptutorbartsandthelondon.org](http://www.gptutorbartsandthelondon.org). This academic year 2019/20, the modules involved in the Scheme are:

- Year 1 Medicine in Society (MedSoc)
- Year 2 Extending Patient Contact (EPC)
- Year 3 Integrated Clinical Studies (GP3)

### **What Students Like Doing**

A recent survey of 3rd Year students found that students rated the following activities during GP placements in this order:

1. Direct Patient Contact
2. Clinical Skills Practice
3. Home Visits
4. Tutor/ Peer Observation and Feedback
5. Case-Based Discussions
6. Tutor/Student led tutorials

When planning your educational activities, and keeping in mind specific requirements and themes of the specific block of teaching, this list can be kept in mind. For example:

A typical half-day in EPC may be planned out like this (as in EPC Tutor Guide):

0900-1000	Presentation/Review of any preparatory work set by tutor. Review of students' knowledge of IHD – tutor filling in gaps, correcting errors. Discussion/tutor presentation on clinical aspect of IHD. Terms patients might use, medications they might be on etc. Discussion/Preparation of interview schedule ahead of meeting with patient
1000-1100	Interview with patient either at home or in surgery – if in surgery suggest that GP give students some time alone with patient to allow them to develop rapport and to observe for some of the time so feedback can be given. If appropriate GP to demonstrate an element of the cardiovascular exam particularly if patient has good signs.
1145-1200	Debrief on interview, self-appraisal on communication skills, feedback for colleague that observed the interview, feedback from GP tutor if possible. Clarify any questions, discuss any new terms or concepts introduced by the interviews. Look ahead to next session- any prep students need to do etc.

A typical full day of teaching in GP3 may be planned out like this:

0900-1030	Tutorial/PBL/Practice examinations
1030-1200	clerk and examine patients, prepare to present
1200-1230	presenting patients to GP Tutor
1230-1300	lunch
1300-1600	afternoon activity-home visit, audit, meet other MDT members, clinics

### **Further Activities**

You will also have the specific module handbook to guide your teaching, plus clinical years students have logbooks where observation of history taking, examinations and case presentations can be signed off.

Depending on the module, students may also be expected to complete some of their Case Based Discussions (or PBLs) or Special Study Components (SSCs) in Primary Care. If the module

you are teaching are involved in these specific medical school requirements, you will be advised of this by the module lead.

Acknowledging that individual practice set-ups are different, we purposely keep suggested activities as flexible as possible to reflect this diversity.

It is worth mentioning that students involved on the scheme in the past have noted that although they highly value having a Tutor "just for them" they have not had much experience of the wider practice community (such as sitting in with nurses or the reception team). It may be worth considering if such exposure to the wider practice is possible in individual Host Practice cases.

Students may go on Home Visits, either with the SGPT or in pairs with the SGPT supervising remotely.

### **Responsibilities of Each Party**

***The SGPT and Lead GP Tutor at the Host Practice have joint responsibility for the students on placement. However, their specific roles and responsibilities are outlined below.***

#### *Responsibilities of the Sessional GP Tutor*

- Responsible for the overall supervision, organisation and delivery of teaching.
- If two SGPTs are sharing the teaching of one module, then they liaise in terms of ensuring all relevant aspects covered.
- To liaise with the Lead GP Tutor to get the names and medical details (eg by discussion and/or printed Patient Summary for example) of patients that are coming in for teaching purposes.
- For liaising with students during the attachment (copying the Lead GP Tutor into any emails sent).
- For SSC3a only: to assist the student in finding a relevant research paper related to their clerked patient if that patient was clerked in Primary Care.
- To complete and submit student assessments.
- To inform both the practice and CBME if to be absent from teaching.
- To inform CBME year administrator if students are absent.
- To debrief the Lead GP Tutor in regards to any clinical issues or queries that arose about patients during the teaching sessions (in the past, previous SGPTs have annotated the printed out patient summary and have left in a recognised collection point for the Lead GP Tutor to review).

- **The SGPT is NOT responsible for the medical care of the patients involved in teaching.** Patients should be made aware of this when they are consented to see students with a SGPT at the practice (see our Patient Factsheet-Sessional GP Tutors).
- To inform CBME if not receiving support as described below in responsibility of the Lead GP Tutor and/or Host Practice

*Responsibility of the Host Practice and Lead GP Tutor at the practice*

- The Lead GP Tutor is responsible for contacting the students prior to the attachment but copies in the SGPT.
- Provide the physical room for students and tutor e.g. for tutorials/clerkings.
- Source a list of patients that students can clerk, ideally with medical conditions as per topic, but more importantly happy to be clerked and examined by students.
- The Host Practice arranges for the above patients' attendance.
- The Host Practice provides the necessary equipment for the teaching.
- The Host Practice provides the SGPT for with patient information e.g. a paper patient summary if the tutor does not have computer access.
- To provide payment to salaried GP at the advised £165 per session that they receive for hosting the students whilst the host practice retains the facilities payment uplift.
- To liaise with the SGPT in terms of a debrief of issues arising in patients seen by the students and SGPT.
- To inform CBME if the SGPT is absent, not in attendance during student activities or not carrying out responsibilities as outlined in this document.
- If the SGPT is either absent short notice or delayed, then the practice arranges interim activities, e.g. self-directed learning on a specific topic or a home visit or clinic observation.
- If the SGPT is to be absent long-term, the Lead GP Tutor is to liaise with the module lead about alternative teaching arrangements for the students for the remainder of the attachment.

## **Payment**

The practice is paid both the sessional rate and the increased facilities payment that these sessions provide, and they in turn pay the salaried GP, advised at the sessional rate of £165. Mechanism of payment, e.g. paper/email invoice to be agreed locally between the host practice and SGPT.

## **Indemnity**

- The SGPT's personal medical indemnity will cover the teaching they undertake.
- The SGPT takes no medical responsibility for the patients that they see during the teaching.
- The practice has public liability insurance in terms of accidents or falls that occur on practice property.

## **Student Absence policy**

- The students to inform the practice and SGPT if they are due to be absent.
- In exceptional circumstances, advanced permission for absence to be sanctioned by the module lead.
- The practice to inform the SGPT of student absences if they are not aware.
- The SGPT to inform the CBME administration team of absence.

## **Patient Consent Policy**

Patients involved in teaching should not only be consented to seeing medical students but made aware that the doctor that they see is present for the educational purpose of the students. The SGPT will pass on any issues that arise with the Lead tutor of the host practice. Please see our Factsheet for Patients-Sessional GP Tutors

## **Prior to Placement Starting.**

- A SGPT and Host Practice are "matched" by CBME and the details of placement forwarded to both as long as each other's contact details.
- The SGPT and Lead GP Tutor liaise either personally or over email about teaching/patient requirements.
- The Host Practice identify and contact suitable patients for the attachment and arrange for them to attend the practice. The practice arrange their consent.
- The SGPT reviews the format of the attachment via information available via the CBME website and/or by contacting the relevant module lead.
- If more than one SGPT involved, they discuss overall teaching timetable plan.
- The SGPT and Lead GP Tutor (or nominated other) have a discussion about format of teaching e.g. specific times patients will be invited in, resources available, opportunities (if any) for students to spend time with wider team.
- The Lead GP Tutor contacts the students to confirm first date of attendance at the host practice, copying in the SGPT to any correspondences.

The students then start the attachment, at which point the SGPT takes the lead in both liaising with and teaching the students for the attachment.

At regular points during the attachment, the SGPT has the opportunity to debrief the Lead GP tutor at the host practice about any clinical issues that arise during teaching activities.

[Application Form to be an Undergraduate Session GP Tutor](#)

### **Contacts at CBME**

Contacts for both the administrative team and module lead via the GP tutor website

[www.gptutorbartsandthelondon.org](http://www.gptutorbartsandthelondon.org)

**Many thanks for your ongoing involvement and support of the Primary Care undergraduate medical programme of teaching. Please do not hesitate to get in touch if any queries or concerns.**

Dr Blythe	Jenny	Sessional GP Host Practice Scheme Lead	<a href="mailto:j.blythe@qmul.ac.uk">j.blythe@qmul.ac.uk</a>	
Ms Magorrian	Lynne	Manager for CBME	<a href="mailto:l.c.magorrian@qmul.ac.uk">l.c.magorrian@qmul.ac.uk</a>	Tel 0207 882 2521