

Meeting your students some suggestions:

Inform practice staff – Let reception know that students are coming and give them a place to wait (housekeeping – bags etc, where to go, coffee), show students round, introduce them to the team

Create a safe learning environment – Encourage questions. Remember students may not know each other well and may feel nervous at meeting health professionals and patients (early years).

Find out a bit about your students – e.g. previous experiences with doctors (as patient or amongst their family or friends), also how their lectures are going, any issues or questions raised from them? How they are today? How was their journey to the surgery? Time keeping

Ask students to reflect back on previous clinical learning experiences/previous experiences with doctors – what works, what were their observations

Tell them a bit about yourselves – Students often comment on how much they enjoy getting to know a GP, hearing your perspectives, dialoguing with you. What is it like to be a GP?

Check their learning agenda – you may want to revisit this part way through the course – what do they hope for? How do they like to learn? Do they want to sit in with other health professionals? Do they want more home visits? More clinical skills? Interaction? Review tutor guide learning outcomes.

Agree small group rules – worked up with students – including professional issues such as confidentiality, punctuality, dress, respect for patients and colleagues, handing in work on time etc.

Pastoral – anything you need to be aware of such as someone sick in their family (they might like to talk to you in private after the session). How are they finding/coping with medicine?

Information regarding your practice patients and area – e.g. rural, urban, deprived etc

Introduction to surgery 'processes' – records, repeat prescriptions, referrals, computer use (early years)

Talk about being with patients and making home visits – address questions or concerns e.g. what if a patient becomes emotional, what if the patient divulges information and asks the student not to inform the GP (early years)

Inducting the student into the practice (Dr Farzana Hussain) (just my personal style- may not be for all)

- I make students feel welcome so first half an hour is a cup of tea/coffee (ask student what they would like to drink- some like cold drinks)
- set ground rules during coffee time-eg how to report sickness/lateness-what the practice expects from the students eg turning up and professional behaviour eg not eating in front of patients, not giggling in front of patients-
- what the students expect from the practice- eg protected time and planned teaching-
- I like to ask what the students favourite biscuit/healthy snack is and then give them a rota for bringing it in over tea time (practice pays)-this gives them a sense of responsibility towards each other
- overview of session structure and the module
- I like to ask what students want to get out of the sessions at the start and have a frank conversation that they should feel free to give feedback and not vote with their feet and not turn up if it isn't going well!
- introduce team and what people do in the team (we are only 10 staff members so nice and cosy!)

Planning the learning sessions (EPC)

I like to go through the NICE guidance or other local guidance beforehand as I teach EPC so long term conditions lend themselves to this- I produce a handout which I give after the session

structure of session is

45mins group theory tutorial

seeing a patient and putting learning into action

feedback and one thing we learned over coffee