

**RESOLVED POLICY AMSA OCTOBER COUNCIL 2007**

**QUALITY IN GENERAL PRACTICE ROTATIONS**

1. With an increasing number of medical students, AMSA believes it will be necessary to broaden the scope of clinical teaching to include alternative learning environments, including a greater emphasis on general practice (GP).

2. AMSA believes that it is imperative that the learning experience in general practice is optimised to match the expectations of medical students, GP clinical teachers and medical schools alike.

3. AMSA believes the following principles form the basis of a positive GP placement experience for senior medical student

**3.1. To ensure appropriate introduction to the General Practice Rotation**

**3.1.1. The Medical School should:**

- i. Provide an introductory lecture immediately prior to the GP rotation, addressing several key areas such as GP as a specialty, course components and curricular requirements, recommended resources and assessment.
- ii. Encourage students to meet with their GP clinical teacher to discuss and formulate shared learning objectives for the rotation.
- iii. Provide students with information about support programs that may be relevant to their placement.
- iv. Guarantee students with appropriate indemnity to cover their GP rotation.

**3.1.2. The GP Should:**

- i. Provide a comprehensive introduction to the practice (and hospital if applicable), any specialist services provided (e.g. Obstetrics), the practice staff and the general running of the practice itself.
- ii. Introduce the student to the use of the practice's (and hospital's if applicable) IT network in addition to local pathology and radiology systems.
- iii. Identify with the student, their desired level of involvement with patients, be it observational, conducting interviews under supervision or seeing patients in an individual consulting room
- iv. Review the student's key learning objectives, as referred to in 3.1.3i, with the intention of reviewing these at a later date.

### 3.1.3. The Medical Student Should:

- i. Seek to identify their own interest areas of GP and their specific personal learning objectives.
- ii. Approach their GP rotation in a positive manner, and seek to make the most of all learning opportunities
- iii. Seek to actively participate in orientation to the practice
- iv. Seek to understand administrative processes within the practice including billing and referral systems.

## 3.2. To ensure adequate support for the GP Clinical Teacher:

### 3.2.1. The Medical School should:

- i. Provide GP clinical teachers with the appropriate resources to best enhance the teaching experience, including but not limited to an orientation session with advice from experienced GP clinical teachers
- ii. Emphasise the importance of supervision in GP rotations, but stress that interactive models where the student is actively involved in the consulting process are probably most effective
- iii. Make available an easily accessible university contact for teaching-related

- and/or administrative enquiries
- iv. Assist the GP with information required to claim governmental incentive payments for education
  - v. Actively seek means to provide sufficient remuneration for the GP clinical teachers as recognition of the time, effort and lost earnings
  - vi. Recognise the efforts of GP clinical teachers by awarding them certificates of appreciation, adjunct clinical titles (where appropriate) and other academic benefits
  - vii. Invite GP Clinical Teachers to provide feedback on their experience during the rotation, whether it be by correspondence or in person

### **3.3. To ensure the rotation is educationally effective:**

#### **3.3.1. The Medical School should:**

- i. Ensure that the GP is adequately briefed on the aims of the placement and is well resourced to meet these goals
- ii. Ascertain the teaching model the facility wishes to employ and provide feedback on the model, in addition to suggestions towards interactive and stimulating placements
- iii. Provide students with the opportunity to provide feedback on their placement, their GP clinical teacher and their experience with the intention to review and act on any recommendations for change

#### **3.3.2. The GP should:**

- i. Inform patients of the presence of medical students in their practice, both by visible signage in addition to verbal notice by both receptionist and doctor.
- ii. Endeavour to provide adequate resources to supplement the medical student's learning environment e.g. a computer terminal with Internet access, small library, relevant journals and phone line.
- iii. Endeavour to provide a consulting room (ideally linked to the practice IT network) if students wish to consult patients individually.

- iv. Ensure senior students are given opportunities to record patient notes and discuss patient management with the supervising GP.
- v. Encourage the student to partake in as many general practice and general practice specialty activities as possible.
- vi. Make themselves available to the students as a key resource by remaining approachable, and welcoming questions from the student.
- vii. Endeavour to allocate some time for formal teaching during the course of the rotation, either during lunch breaks or in a dedicated time-slot.

### 3.3.3. The Medical Student should:

- i. Seek to actively acquire resources for learning, and to utilise the GP as a key resource
- ii. Integrate local learning infrastructure with resources external to the general practice
- iii. Be keen to engage in clinical and non-clinical general practice processes