

BEFORE THE STUDENT ARRIVES

Students are encouraged to use the CAPC (Centre of Academic Primary care) website. This provides them with information about teaching practices. Students in Phase IV have some choice as to where they go and like to use this website to help them decide.

<http://www.abdn.ac.uk/capc/teaching/practiceindexa.hti>

Please inform the centre as necessary of any changes to your practice profile; this will ensure information provided is accurate and up to date. Contact Ann Christie: a.christie@abdn.ac.uk

Information to the student: you may want to provide the student with basic details about the practice including who's who, location, bus routes, telephone numbers etc, and/or provide a letter with details as to what is expected of them regarding aims, attendance, timekeeping, dress, confidentiality, computer use and anything else pertaining to your practice you feel is important. See **Appendix 1** for example of welcome letters.

Information from the student: You might find it useful to have a "profile" of the student prior to them joining the team by sending a questionnaire gleaning information such as: Where is home/future career thoughts/ where was last block/hobbies/special interests/what I expect from this block/concerns/worries re attachment/anything you would like us to know about you? This could be given to all the relevant staff to save everyone asking the same questions. You may also want to inform reception staff and also patients about the student. See **Appendix 2** for examples of student questionnaire, and also how to inform reception and patients of student.

PREPARATION

All teaching practices should have a plaque designating them as such. Practice leaflets/patient information booklets should all clearly state student teaching will be happening but that patients can, if they wish, decline to be seen by them. Patients should be informed when booking an appointment that they may be seen by a student or by a GP with a student present. A notice in the waiting room/reception desk informing patients about student teaching is an option. Individual practices can decide for themselves how this information can be appropriately disseminated. It is important that all staff have a good idea of where the student fits in to every day work in your busy practice and they are suitably prepared before the student comes.

All staff should know the students name, arrival date and what year of study they are in. The practice manager and/or reception manager should have a copy of their timetable as well as the student having a copy on arrival (compulsory). You could perhaps put the timetable up in the reception/filing room so it is visible to the relevant staff.

Planning this timetable with suitable slots in surgeries for teaching (blanking off a few appointments per surgery as a minimum), informing others of their input and what they are expected to do, time for feedback and discussion etc is very important, will allow for quality teaching and make their attachment more structured and easier to monitor. This task could be delegated to a member of the admin team/practice manager.

As there are different teaching outcomes for Phase III and Phase IV, the timetables will look different. Phase III students are expected to experience a good range of how the primary care team works, as well as work on their consulting / communications skills. The Phase IV student is more focused on their own professional practice and self directed learning. Students should be exposed to as much general practice as appropriate for their experience; emergency care, out of hours if possible (e.g. as an observer in GMEDS – the CAPC staff will help co-ordinate this for Aberdeen based students), shadowing duty doctor, nursing home visits. They are entitled to half a day off per week; this can be agreed once at practice. Although students are expected to

attend all their sessions, if their GP placement is prior to exams, please be considerate of this fact especially with respect to out of hour sessions. See **Appendix 3** and **Appendix 4** for examples of timetables.

Handbooks and Textbooks

Tutors should have updated handbooks for each Phase and a copy of "A *Textbook of General Practice*" by Anne Stephenson (2004) Pub Arnold, 1998. Other useful booklets: "*Clinical placements for medical students and assessment in undergraduate medical education*" GMC publications 2011, obtainable from www.gmc-uk.org. See CAPC website for further details: <http://www.abdn.ac.uk/capc/teaching/index.htm>