



School of Medicine and Dentistry  
College of Life Sciences and Medicine

## PHASE IV MBChB

# Structured Reflective Log Diary for Phase IV General Practice and Community Attachments

**Name:**  **Student No:**   
**Practice:**   
**Block:**

2011 / 2012

© Division of General Practice and Community Medical Education  
University of Aberdeen

7th Edition Revised 2011

## **Student Assessment of Learning Needs**

**In which clinical areas am I confident?**

**In which clinical areas do I have knowledge gaps?**

**Which practical skills do I need to practise?**

**What do I expect from my GP attachment?**



**Considering acute, urgent and emergency conditions overall in primary care or the community answer the following questions.**

What have you learned from dealing with acutely unwell children?

What have you learned from dealing with acutely unwell elderly people?

## Chronic Conditions

AGE SEX CLINICAL STORY

LEARNING POINTS

AGE	SEX	CLINICAL STORY	LEARNING POINTS

**Considering chronic conditions overall in primary care or the community answer the following questions.**

What are the differences in the doctor-patient relationship in patients with chronic conditions compared to those presenting with acute conditions?

What is a 'heart-sink' patient?

## MENTAL HEALTH CONDITIONS

AGE SEX CLINICAL STORY

LEARNING POINTS

AGE	SEX	CLINICAL STORY	LEARNING POINTS

**Considering mental health conditions overall in primary care or the community answer the following questions.**

What other services are available to patients with mental health problems in Primary Care and when would you consider referral to these other professionals?

# HEALTH PROMOTION OR PREVENTION ACTIVITIES OR CHRONIC DISEASE MANAGEMENT

AGE SEX CLINICAL STORY

LEARNING POINTS

AGE	SEX	CLINICAL STORY	LEARNING POINTS

**Considering health promotion, prevention activities and chronic disease management overall in primary care or the community answer the following question.**

How has the Government incentivised GPs to undertake these activities? What are the risks of this strategy?

## ETHICAL OR PROFESSIONAL DILEMMAS

AGE SEX CLINICAL STORY

LEARNING POINTS

AGE	SEX	CLINICAL STORY	LEARNING POINTS

**Considering ethical or professional dilemmas overall in primary care or the community answer the following questions.**

What support and resources are available to assist primary care and community clinicians manage ethical and professional dilemmas?

## REFLECTION

Select 3 cases - from those you have described above- each from a different category and reflect on your consultation. You may wish to consider the following questions as appropriate in your reflection but you do not need to consider all these questions in your answer.

- Why have you selected this patient?
- Have you identified any gaps in your knowledge base? If so, what are these gaps and how are you going to address them?
- Have you identified any practical skills you need to practice? If so, what are these skills and how are you going to take steps to practice them?
- How did this patient consultation make you feel? How did you deal with these feelings?
- Are you going to change your clinical practice as a result of this consultation? If so, in what way?
- Why did the patient consult at this time with their presenting complaint?
- What are the patient's thoughts and/or beliefs about their presenting complaint?
- Are there any external factors influencing the patient's health, lifestyle or healthcare seeking behaviour?
- What impact has this consultation had on the patient?
- Will this consultation change the way the patient engages with primary care in the future?
- What are the issues specific to primary care raised by this consultation?
- What are the ethical or professional issues raised by this consultation?

However, you do not need to answer every question for each case.

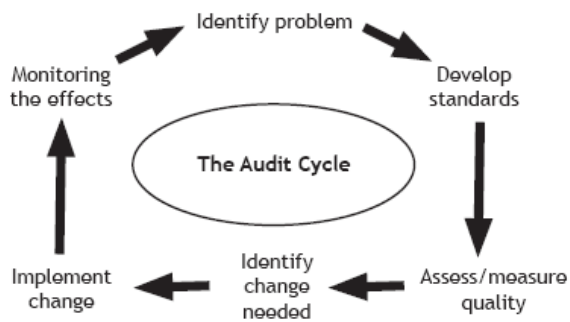
Case 1

Case 2

Case 3

## THE AUDIT CYCLE

Remind yourself about Clinical Audit and the Audit Cycle by referring to your Phase III handbook for the General Practice, Public Health and Occupational Medicine attachment.



<http://www.cgsupport.org.default.asp>

Complete the following sections of the Audit Cycle in relation to a small audit your tutor would like carried out or an area of your own interest.

Your answers should be brief and to the point. We do not expect a full audit report. To help you two example audits are available at the following address:

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

(The fifth bullet point under the Phase IV heading)

### 1. Identify the problem and select an appropriate audit topic.

How/why did you choose this topic?

### 2. Choose appropriate criteria and standards.

We do not expect a literature review. Simply find appropriate criteria/standards for your audit.

How did you do this? Give a reference(s) for these criteria/standards.

Are the criteria and standards evidence-based? If so, what is the source and quality of the evidence?

### 3. Assess/measure quality by collecting and analysing the data.

What data did you collect for this audit? What was the source of this data and how did you retrieve it?

How did you analyse the data?

Give a brief summary of the results.

**4. Identify the need for change.**

If the standards are not met what changes need to be implemented in the practice?

**5. Implement the change.**

Practically, how might these changes be introduced in the practice?

**6. Monitor the effects/Closing the audit loop.**

When do you think the practice should re-audit this topic?

## STUDENT REVIEW SECTION

Have I consolidated my knowledge and skills in the areas I thought I was confident in?

Have I been able to address all the areas where I identified gaps in my knowledge? If not, why not and what am I going to do about this?

Have I been able to undertake all the practical skills I identified as needing practice? If not, why not and what am I going to do about this?

What are the main things I have learned from my GP attachment?

Did my GP attachment fulfil my expectations? Please give your reasons.