Teaching Medical Students

How the RACGP Quality Assurance and Continuing Development (QA&CPD) Program is supporting teachers of medical students
AIM:
The RACGP QA&CPD Program aims to assist Australian GPs maintain and improve the quality of care they provide to patients and promote the highest possible standards of care to the community.

OBJECTIVES:
• Assist and encourage GPs to fulfil their personal and vocational requirements.
• Credit GP participation in educational activities.
• Identify high-quality activities which are accessible to GPs.
• Train education providers in developing appropriate educational activities that are of high quality.
• Approve education activities that meet the standards of the QA&CPD Program and which respond to GP and community needs.
Summary of Requirements

• 3 year cycle also know as a triennium

• GPs need to accumulate a minimum of 130 points per triennium in order to be vocationally registered with Medicare Australia.

• Must complete a basic CPR course (1 hour).

• Two Category 1 activities

• Option to self record 10 hours worth of unaccredited activities (total 20 points)

• User friendly forms and guides are available for individual GPs to apply for recognition of individually developed activities that meet Category 1 criteria.
Traditionally, doctors throughout the ages have engaged in the art and science of teaching - their patients, other colleagues, junior doctors and medical students.

Sharing expertise and the passing on of values and knowledge is a highly regarded feature of being a doctor.

GPs who teach express a sense of job satisfaction in the knowledge that they are helping to influence the next generation of doctors as well as addressing future workforce issues.
Barriers to effective teaching identified by clinicians include lack of knowledge and training in 'basic adult education principles. 

- how to identify the learner’s needs
- how to motivate the learner
- how to assess competence
- how to give constructive feedback

and at the same time deal with competing demands of patient care and education.
There are many ways a GP teacher can reflect and improve on their teaching skills and get CPD points for doing so.

- Self directed learning goals to pursue their own study
- Attending workshops provided by universities and Regional Training Providers (RTPs).
- Some RTPs and Universities have undergone training with the QA&CPD Program and have qualified Education Activity Representatives who can apply for 30 Category 2 points on behalf of their GP teachers.
- QA&CPD Program believes that all GPs should be rewarded for their contribution to teaching.
The QA&CPD Program has developed an Individual ALM template which GPs can use to suit their own learning needs in relation to improving aspects of their teaching. The individual ALM asks individuals to outline and evaluate their learning objectives and reflect on their teaching practices.

- Individual Teaching Medical Students ALM Application *(New!)*
- Individual Supervising GP registrars/PGPPP *(New!)*

*Currently in development*

- Face to Face ALM for Supervisors
- Face to Face ALM for Teachers of Medical Students
INDIVIDUAL GP ACTIVE LEARNING MODULE
Teaching Medical Students
Application

Please allow 6 weeks for the acquisition process. Please refer to the guiding information that accompanies this application online (www.qacpd.equitamed.com.au). If you choose to complete this application for your own records and for the RACGP review process, the form is available from the RACGP website. Please complete all sections of the form and submit to your state GMEC/PD Link. Computer generated forms and attachments are accepted.

Please note: You may only submit one Teaching Medical Students application per triennium.

Step 1: Before Teaching

a) Needs Assessment

Please read this section before you move on to write your learning objectives.

General Practice is well suited as a principal setting for medical student education. There are specific challenges that can only be learnt in general practice, for example the concept of family medicine, continuity of care, early presentation of disease and undifferentiated diagnosis. General learning areas such as effective interpersonal communication, maintaining doctor–patient relationships, consultation skills, ethical decision-making and dealing with uncertainty are also taught in the general practice setting. Major benefits of the general practice working environment include the opportunity for learners to participate in diagnosing and management planning, treating undifferentiated patients, as well as learning about the full spectrum of community-based care, including chronic disease management, preventative care, mental health and population health (Thistlethwaite et al. 2007).

Clinical teaching practices can positively influence the quality of the learning experience for students of medicine. However, individual GP teachers can have gaps in skills and knowledge about teaching that may impede their ability to deliver effective teaching. Common barriers to effective teaching could include: lack of knowledge and training in basic adult education principles, how to identify learners' needs, how to
INDIVIDUAL GP ACTIVE LEARNING MODULE

Supervision of GP Registrar PGPPP

Guiding Information

Please note: You can lodge one Supervision of GP Registrar PGPPP AEM application per

The purpose of this application is to acknowledge GP efforts for the time they spend supervising GP registrars or PGPPP. The QM&CPD Program are purposefully designed for application into various sections which document the learning process in accordance to the educational principles that underpin the current QM&CPD Program requirements. Some sections of this document are already completed, such as the "Define your personal needs" section. The QM&CPD Program already understands the needs for the GP completing this form. GPs need only add the section and do further reading, if required. Examples are also included to guide GPs in answering each section of the application.

Below you will find a detailed description of each section of the application. Please refer to the QM&CPD Program Handbook 2009-2010

Step 1: Before Supervision

a) Define your personal needs

The needs assessment is a brief, referenced argument as to why the topic chosen is an important clinical practice area for you. The RANZGP QM&CPD Program in this case have researched and presented the argument as to why there is a need for supervising GP registrars PGPPP. Please read this section in order to clearly state your personal learning objectives. References are included for further reading if you require it.

b) Set personal learning objectives

- Your learning objectives cover questions related to what you want to know, change, understand better, develop more confidence in, develop skills in once the ALM has been completed. Objectives need to be measurable/quantifiable when constructing learning objectives, they need to start with a verb (e.g., recognize, demonstrate, analyze, improve, identify, etc.)

Example: An individual GP-ALM on Cultural issues in diagnosing malaria found in the QM&CPD Program Handbook on page 27, an GP-ALM on cultural issues for refugee patients after completing an ALM on cultural issues in diagnostic support. He personal learning objective for this activity which addressed patient safety, "Develop tools and systems to use for initial refugee consultation to assist identification of parasitic condition.

Step 2: The Supervision process