

# RESOURCES FOR GP SUPERVISORS

## Table of Contents

Education and training .....	4
Foundation texts and resources.....	4
Curriculum medical/clinical and GP training.....	4
Consultation skills.....	4
Teaching methods and learning styles.....	5
Assessment .....	5
Mentoring, supervision and reflective practice .....	6
Foundation texts.....	6
Learning and teaching web resources .....	6
Learning and teaching courses .....	7
University - external courses .....	7
University – external with some campus attendance .....	8
Other online modules .....	<b>Error! Bookmark not defined.</b>

# Education and training

## Foundation texts and resources

### Curriculum medical/clinical and GP training

- Bordage G, Burack J, Irby D, Stritter F. Education in ambulatory settings: Developing valid measures of educational outcomes, and other research priorities. *Acad Med* 1998;73:743–750.
- Dent, J. & Harden, R A practical guide for medical teachers, Edinburgh Churchill Livingstone, 2001
- Hays, R Practice-based teaching: a guide for general practitioners, Melbourne, Australia: Eruditions Publishing, 1999
- Hesketh E, Bagnall G, Buckley E, et al. A framework for developing excellence as a clinical educator. *Med Educ* 2001;35:555–64.
- Irby D. Teaching and learning in ambulatory care settings: a thematic review of the literature. *Acad Med* 1995; 70:898–931.
- McLeod P, Steinert Y, Meagher T, McLeod A. The ABCs of pedagogy for clinical teachers. *Med Educ* 2003; 37:638–644.
- McLeod P, Meagher T, Steinert Y, Schuwirth L, McLeod A. Clinical teachers' tacit knowledge of basic pedagogic principles. *Med Teach* 2004; 26:23–27.
- Middleton, P. & Field, S The GP training handbook, Abingdon: Radcliffe Medical Press, 2000
- Robertson K. Reflection in professional practice and education. *Aust Fam Physician* 2005;34:781–3.
- Samuel, O Towards a curriculum for general practice training; Occasional paper 44, London: Royal College of General Practitioners, 1990
- Shipengrover J, James P. Measuring instructional quality in community orientated medical education: looking into the black box. *Med Educ* 1999;33: 846–853.
- Snell L, Tallett S, Haist S, et al. A review of the evaluation of clinical teaching: new perspectives and challenges. *Med Educ* 2000;34:862–70.
- Swanwick, T. & Chana, N The study guide for general practice training, Abingdon: Radcliffe Medical Press, 2003
- Wright S, Kern D, Kolodner K, Howard D, Brancati F. Attributes of excellent attending physician role models. *N Eng J Medicine* 1998;339:1986–93.
- Wright S. Examining what residents look for in their role models. *Acad Med* 1996;71:290–2.

### Consultation skills

- Heron, J The facilitator's handbook, London: Kogan Page, 1989
- Heron, J Helping the client: a creative practical guide, London: Sage Publications Ltd, 1990
- Launer, J Narrative-based primary care, Abingdon: Radcliffe Medical Press, 2003
- Neighbour, R The inner consultation, Second Edn, Newbury: Petroc Press, 1996
- Norton, K. & Smith, S Problems with patients: managing complicated transactions, Cambridge: Cambridge University Press, 1994
- Pendleton, D., Schofield, T., Tate, P., & Havelock, P The new consultation: developing doctor-patient communication, Oxford: Oxford University Press, 2003

## Teaching methods and learning styles

- Brookfield, S Understanding and facilitating adult learning: a comprehensive analysis of principles and effective practices, Milton Keynes: Open University Press, 1986
- Chambers R, Mohanna K, Wakley G, Wall D Demonstrating your competence 1: Healthcare Teaching, Oxford: Radcliffe Medical Press, 2004
- Chambers R, Wakley G, Iqbal Z, Field SJ Prescription for Learning - techniques, games and activities Oxford: Radcliffe Medical Press, 2003
- Dent, J. & Harden, R A practical guide for medical teachers, Edinburgh: Churchill Livingstone, 2001
- Claxton, G Implicit theories of learning, in Liberating the learner, G. Claxton et al., eds., London: Routledge, pp. 46-56, 1996
- Entwistle Styles of Learning and Teaching London: Fulton, 1999
- Honey, P. & Mumford, A The manual of learning styles, Maidenhead: Peter Honey, 1986
- Schwartz P., Mennin S. Webb G (Eds) Problem Based Learning: Case Studies, Experience and Practice Kogan Page, 2001
- Mohanna K, Wall D, Chambers R Teaching Made Easy, Oxford: Radcliffe Medical Press, 2004
- Neighbour, R The inner apprentice, Newbury: Petroc., 1986
- Newble, D. & Entwistle, N Learning styles and approaches: implications for medical education, Medical Education, vol. 20, pp. 162-175, 1986
- Rogers A Teaching Adults. Buckingham: Open University Press, 1996
- Royal College of General Practitioners The future general practitioner: learning and teaching, London: British Medical Journal, reprinted by Royal College of General Practitioners, 1972

## Assessment

- Grant, J Learning needs assessment: assessing the need, BMJ: 324, pp. 156-159, 2002
- Norcini, J Work based assessment, BMJ: 326, pp. 753-755. 2003
- Rolfe, I. & McPherson, J Formative assessment: how am I doing?, The Lancet, vol. 345, pp. 837-839, 1995
- Rowntree, D Assessing students, London: Kogan Page, 1987
- Schuwirth, L. & Van der Vleuten, C Written Assessment BMJ: 326, pp. 643-645, 2003
- Smee, S Skill Based Assessment, BMJ: 326, pp. 703-706, 2003
- Tracey, J., Arroll, B., Barham, P., & Richmond, D The validity of general practitioners' self-assessment of knowledge: a cross sectional study, BMJ: 315, pp. 1426-1428, 1997
- Wass, V., Van der Vleuten, C., Shatzer, J., & Jones, R Assessment of clinical competence, The Lancet, vol. 357, pp. 945-949, 2001

# Mentoring, supervision and reflective practice

## Foundation texts

- Bolton, G Reflective practice: writing and professional development, London: Paul Chapman Publishing, 2001
- Burton, J. & Launer, J Supervision and support in primary care, Abingdon: Radcliffe Medical Press, 2003
- Freeman, R Mentoring in general practice, Oxford: Heinemann, 1998
- Johns, C. 1994, Guided reflection," in Reflective practice in nursing, A. Palmer, S. Burns, & C. Bulman, Eds., Oxford: Blackwell Science, pp. 110-130.
- Pietroni, R. (2001) The toolbox for portfolio development- a practical guide for the primary health care team, Oxford: Radcliffe Medical Press, 2001
- Schon, D Educating the reflective practitioner, San Fransisco: Jossey-Bass, 1987
- Wilke, G. & Freeman, S How to be a good enough GP, Abingdon: Radcliffe, 2001

## Learning and teaching web resources

- ATHERTON J S (2005) [Learning and Teaching: About the site](http://www.learningandteaching.info/learning/about.htm) [Online] UK: Available: [www.learningandteaching.info/learning/about.htm](http://www.learningandteaching.info/learning/about.htm)  
*Excellent site covering many aspects of teaching and learning designed for teachers but very useful for GP registrars and GP trainers*
- [West Midlands GP Trainers](#)  
*Useful teaching resources, including summaries of aspects of educational theory, plus good links to other sites*
- [gp-training.net](http://www.gp-training.net/) at [www.gp-training.net/](http://www.gp-training.net/)  
*This training practice has a very good website and helpful notes on educational theory*
- [London Postgraduate Medical and Dental Education website](http://www.lpmde.ac.uk/?searchterm=trainers%2520guide) (formally titled The London Deanery Website) (Available: <http://www.lpmde.ac.uk/?searchterm=trainers%2520guide>)  
*The London Deanery website has useful downloads, including the Trainers' Guide and tools for Formative Assessment*
- TREAT – Trainer Registrar Education and Assessment Toolkit, this can be found through the [Wentwest website](http://www.wentwest.com/treat) – TREAT is identified on the homepage at [www.wentwest.com/treat](http://www.wentwest.com/treat)  
*TREAT has a wide range of tools for formative assessment, designed to be used by supervisors to promote conversations with registrars. It follows all the domains in the RACGP and is also relevant to registrars undertaking the FACRRM.*

## Learning and teaching courses

### University - external courses

- Clinical Education – James Cook University

*This course provides professionals with an understanding of specific strategies related to clinical education. This is a part time and external course done over a year.*

Further information contact Associate professor Tarun Sen Gupta [tarun.sengupta@jcu.edu.au](mailto:tarun.sengupta@jcu.edu.au)

- Graduate Certificate, Graduate Diploma or Master in Clinical Education – Flinders University

*This articulated, multi-disciplinary program is designed to provide health professionals with advanced knowledge and skills to deliver clinical education in health service settings. This is an emergent specialty field of education characterised by a symbiotic relationship between the learner, an experienced clinical educator and the health service. This course is suitable for educators in both clinical and academic settings.*

For further information and application forms go to the [Flinders University postgraduate clinical education page](http://www.flinders.edu.au/courses/postgrad/ce/) (at <http://www.flinders.edu.au/courses/postgrad/ce/>)

- Graduate Certificate in Clinical Education – Charles Sturt University

*The Graduate Certificate in Clinical Education supports a learner-centred view of education and aims to cultivate educational leadership in clinical education, improve clinical teaching and educational planning in health and foster an understanding of curriculum research and development.*

Further information is available on the [Charles Sturt University website](#).

- Graduate Certificate, Graduate Diploma or Master in Medical Education – University of Sydney

*Students will emerge from this program with enhanced skills in medical curriculum development, implementation and evaluation, and student assessment; a proactive approach to continuous quality improvement in medical education, a deeper understanding of principles and practices which underpin learning and teaching in medicine and the health sciences; and attitudes to medical education which reflect best-evidence and learner-centredness. The course can be done on campus or entirely online.*

Further information is available is on the [University of Sydney website](#).

## University – external with some campus attendance

- Graduate Certificate in Clinical Education – University of New South Wales

*This is an external program with a small number of intensive workshops. It is aimed at practising clinicians with teaching responsibilities – covers knowledge, reasoning, practical activities within the environment of the ward and other settings and to observe and document clinical teaching and learning.*

Information about the course can be found at the [University of New South Wales website](#).

- Graduate Certificate in Health Professional Education – Monash University

*This course is run in conjunction with Northern Territory General Practice Education and candidates are specifically trained for education in health care settings at a postgraduate level via distance education.*

Further information is available at the [Monash University website](#).

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