

# GP REGISTRARS AS TEACHERS MODULE

## RESOURCES FOR COMPLETION OF MODULE ON-LINE

### Instructions

This online module is intended to be completed if you are unable to attend the Registrars as Teachers workshop. All the tasks below need to be completed **including** a clinical teaching task.

After you have read the outline below you then need to open an iform on GPRime titled Registrars as Teachers (it is in the Forms and Documents section). This iform provides you with a place to record your reflection on the questions outlined below. You can save the iform as a draft and enter data as often as you like. You will also need to record when you plan to undertake your teaching session.

When you have completed the iform, press the submit button. A copy will be submitted to your portfolio and a copy will be sent to the medical educator who coordinates the Registrars as Teachers program. The medical educator may provide you with feedback if required. You will be notified by email if feedback has been lodged.

**Pre-reading** – workshop material and Teaching on the Run booklet ch 3, 5 and 14

### Reflection –

Identifying Learning Opportunities in General Practice

- Identify two opportunities for teaching a medical student in your own practice (e.g. intramuscular injections, examination of a shoulder joint):
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- Write a learning objective for each opportunity “the learner will be able to.....”:
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**Teaching Scenarios** – There is an introduction and then three teaching scenarios relating to the same case. Note that even though the scenario is in a hospital setting with an intern, the situation could easily be applied to general practice and a senior medical student.

**Reflection** – watch each of the three scenarios and for each one answer the following questions:

*(Remember to relate to adult learning principles – relevance, right level, active involvement and opportunity for reflection) ref. Pre-reading p.3*

- What were the good features of the teaching given, and why?
- How could it have been better, and why?
- What types of questions are used, and how could they have been improved? *(refer to Quick Reference Card link)*

**Quick Reference Card** – planning a teaching session using Set, Dialogue, Closure

- asking questions, types of questions and examples

**Clinical Teaching Task:**

In order to complete this module for your portfolio, you are required to plan and deliver a teaching session which is observed by your supervisor or medical educator. The session should follow the “SET, DIALOGUE, CLOSURE” format.

You can choose your audience and the observer for this session. It may be a tutorial to medical students or PGPPP residents, or a presentation at a practice meeting or at one of your own education sessions with your peers. If the teaching is presented in the practice, we ask that **your supervisor observes the session (which may be done by direct observation or video tape) and completes and submits the assessment form** (available in the supervisor section of GPrime under “forms”). If the teaching is at a peer group session, please ask the medical educator to complete and submit the form.

Once you have decided on the teaching session, please indicate the date, participants and topic.

You will be paid for this session. Once it is complete and the assessment submitted, you can invoice GPTT for \$100 payment.