

CLINICAL TEACHING

TASK for participants

- An essential part of this module is for participants to give a short talk on a topic to other participants.
- A purpose of this session is to apply the set, dialogue and closure ideas to teaching on the run.
- Another purpose is to introduce critiquing (giving feedback)
- You have been allocated a topic in the list below. *Each presentation should be only 5 minutes long – you need to adapt what you want to say to this time-frame.*
- *You may set the scene as if you are sitting with the student in the consulting room between patients, or chatting to them in the corridor. You can choose one member of the group to be your “student”; the others will observe and give feedback. Alternatively, you can role play as if the patient is in the room with you – it’s your choice.*
- When you are listening to another doctor’s presentation, role play a student, rather than an experienced GP registrar.

Topics for brief teaching session:

Doctor A

Topic: Dealing with a pharmaceutical representative

Doctor B

Topic: Antibiotics and acute otitis media

Doctor C

Topic: Breaking bad news to a patient

Doctor D

Topic: Screening for prostate cancer

TEACHING PRACTICAL SKILLS

TASK for Participants

- You will be asked to teach a non-medical skill to a colleague.
- Try to choose a skill that not everyone in the group may have seen before and which can be taught in 2-4 minutes.
- It needs to be a skill that can be taught within the confines of the seminar room and you need to bring any props with you.
- Previous participants have taught their colleagues how to fold table serviettes, juggle, tie a bow tie, use different settings on a digital camera, perform a simple yoga exercise and even blow a bugle!
- **Please prepare this beforehand, attempting to use the 4-step approach discussed in the pre-reading.**