

Introduction and rationale

The session is an interactive workshop centred on a patient scenario within a primary care setting. The learning outcomes focus primarily on developing excellent communication, team working and problem-solving skills. The students will work in groups to identify and discuss the relative importance of the patient's clinical 'problems', and then to consider the healthcare professionals or staff members that should be integrated into the patient's management plan. The session would last approximately 30 minutes.

This teaching session provides students with a range of skills that would be extremely useful for medical school interviews. Students will be working in groups throughout the workshop, and will need to communicate effectively with the other members of their group to complete the tasks successfully. Medical schools often incorporate group-based tasks as part of the interview process, and this session would provide students with an opportunity to work effectively as part of a team. On completion of the session, all students will receive a certificate of completion to recognise their achievement, giving a fantastic point of discussion for a personal statement or interview for medical school in the future.

Students will consider the variety of issues that doctors working in general practice encounter on a regular basis, including physical, psychological, and social issues. Students will also recognise some of the challenges regularly faced by current GPs including time constraints during appointments and multimorbidity profiles.

This teaching session provides students with an excellent introduction to a career as a GP, and will educate students about the unique role of GPs in managing patients with complex clinical presentations. Students will learn about the variety of professionals that are commonly involved in managing patients competently in a primary care setting, and will understand the importance of team working skills as a key part of working as a GP.

Learning outcomes

1. Understand and demonstrate the importance of communication skills with patients and other professionals in a primary care setting.
2. Understand and demonstrate the ability to work as part of a team, and recognise that team working skills are essential for working as a GP.
3. Appreciate the importance of training competent GPs in a modern NHS, and recognise the critical role that primary care services play in the care and management of patients across the UK.
4. Learn about the exciting and rewarding opportunity that a career in general practice provides.

Session plan

Part 1: Information gathering (10 minutes)

- Students are put into small groups of approximately five students, depending on the size of the group.
- Each group is provided with a 'clinical scenario' sheet (Appendix 1), a piece of A3 paper and a marker pen.
- The session leader reads the scenario aloud, and each group is then allocated a single 'problem' featured in the scenario that they will be representing.
- Students will be asked to determine whether the 'problem', or the potential consequences of the 'problem', are physical, psychological or social using Appendix 3 if necessary.
- Each group will have 10 minutes to think of reasons why their 'problem' is the most important issue that the GP should focus on during the current consultation.
- Students may use a range of resources to gather information about the 'problem' they are representing, including information provided by the session supervisors and online resources, and to structure an argument to deliver to the other groups in the session.
- Students will be encouraged to assign specific roles to individual members of the group e.g. debate lead, scribe etc., so that each person understands their role and responsibilities.
- Students will use the A3 sheet and marker pen to plan discussion points for the group debate.

Part 2: Group debate (10 minutes)

DISCOVER GP – Schools Outreach Competition 2018: Lesson plan

- Each group will have 30-60 seconds, depending on the size and number of groups, to present their argument to the other groups taking part in the session.
- Students will use the information they have gathered to explain why the ‘problem’ they represent is the most important issue that should be addressed in the GP consultation.
- Students will debate the ‘problems’ featured in the ‘clinical scenario’, and the supervisors will act as judges to decide which group created the most persuasive and informed argument.

Part 3: Management plan – who’s on your team? (10 minutes)

- During the final part of the session, students will be asked to think about the management plan which might be suitable for the problem they represent.
- Students will be asked to focus specifically on the other healthcare professionals or other staff members who might be included as part of the management plan for the patient.
- Students will select ‘team members’ who can help the GP in managing the patient compassionately and competently, and write these on the other side of the sheet of A3 paper.

Adjusting for ages

It is essential to be able to adapt the session depending on the age of the students in the group, in order to make the session appropriate and engaging for all students between the ages of 11-16. Supervisors will be given a notes sheet to use throughout the session as appropriate (Appendix 2). The session can be adapted to suit the age of the students participating in several ways; these adjustments are detailed below:

Workshop	Age group (years)		
	11-12	13-14	15-16
Part 1	Students are provided with pieces of information about the patient ‘problem’, and are guided as to how to use this information to create an argument for the debate. Students can be supported with Appendix 3.	Students are encouraged to gather information relevant to the patient ‘problem’ using their own knowledge and online resources, but can be prompted with pieces of information if necessary. Students are encouraged to work out how to use the information they find to create an argument for the debate. Students may need to be prompted with Appendix 3.	Students are encouraged to gather information relevant to the patient ‘problem’ using their own knowledge and online resources.
Part 2	Each group of students is guided by a staff member during the debate, and the debate is structured so that each group is given equal time to present their argument.	Each group of students is supported by a staff member during the debate, with interventions if necessary to ensure each group is given equal time to present their argument.	Students are encouraged to complete the debate without supervisor intervention.
Part 3	Students will be given a list of professionals including a short description of their roles (Appendix 4). Students will be encouraged to decide which of the professionals they believe are needed to complete the management plan.	Students will be read a list of professionals, without a description of their roles (Appendix 4). Students are encouraged to use their own knowledge and online resources to find out which of the professionals are needed to complete the management plan.	Students are encouraged to use their own knowledge and online resources independently to complete the management plan.

Conclusion

The session will conclude by asking students what they have learnt during the workshop, and to raise 3 key learning point for students to remember from the session:

1. GPs rely on having good communication skills to be able to work out what a patient’s problems are.
2. GPs need the ability to work with lots of other team members to help their patients properly.
3. GPs have a rewarding and exciting job which often involves helping people with lots of different types of problems, including physical, psychological and social problems.