



**QUEEN'S  
UNIVERSITY  
BELFAST**

# Annual meeting of GP Clinical Tutors

**\*\*\* While you are waiting... \*\*\***

For Attendance (& SUMDE Payment)

**Please put your Name and Practice Code in the chat below**



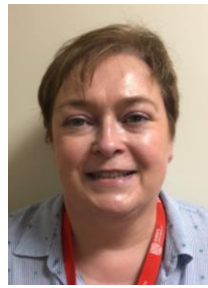
**Zoom**

**1<sup>st</sup> September 2021**

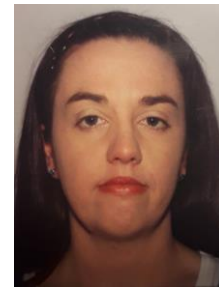
# The #QUBGP Team



**Eveline  
Burns**



**Cathleen  
Agnew**



**Christina  
McQuillan**



**Grainne  
Kearney**



**Jim  
McMullan**



**Louise  
Sands**



**Finbar  
McGrady**



**Carla  
Devlin**



**Jenny  
Johnston**



**Helen  
Reid**



**Neil  
Heron**



**Nigel  
Hart**

***Clinical  
Skills &  
Simulation  
Team***



**Gerry  
Gormley**



**Diane  
Wilson**



**Alyson  
McVeigh**



**Janet  
Rogers**



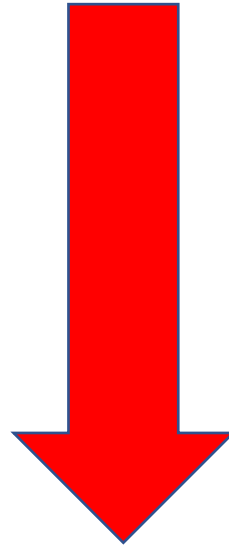
**Davina  
Carr**



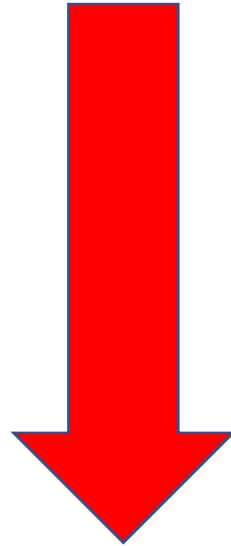
**QUEEN'S  
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**Put any questions in the chat box**



# Programme – Part 1

## Welcome

A message from our Chief Medical Officer

General Practice and the new C25 Curriculum

QUB/ RCGPNI Robin Harland Award Winner

On the ground experience of a GP Tutor

Looking back – Looking Forward

Diversity and Inclusion in Medical Education at QUB

“Stand up for General Practice”

Prof Nigel Hart

Prof Sir Michael McBride (Chief Medical Officer)

Prof Neil Kennedy (Director, Centre for Medical Ed<sup>n</sup>)

Dr Laurence Dorman (Chair, RCGP NI) &

Dr Drew Gilliland (Retired QUB GP)

Dr Myles McConville (GP, Bridges Family Practice)

Q&A with Dr Helen Reid

Prof Nigel Hart

Dr Mairead Corrigan (Lead for Equality & Diversity)

Dr Richard Mayne (Recent GP Research Trainee)



# Programme – Part 2

## Clinical Attachments Sweep:

**(\*\*\*NEW\*\*\*) Year 3 GP Pilot**

**Year 4 GP**

**Year 4 CCTV**

**Year 5 & Year 5 Assistantship**

**Case Discussions, GPCFs & ECHO**

**Year 1&2 Family Medicine**

**Year 1&2 Clinical Skills**

**Dr Jenny Johnston**

**Dr Helen Reid**

**Dr Carla Devlin**

**Dr Louise Sands**

**Dr Jim McMullan**

**Dr Grainne Kearney**

**Dr Diane Wilson**

**The QUB GP Society: A blockbuster year despite a pandemic**

**Allocations 2021**

**Payments**

**Annual Tutor/ Practice Returns, CP2A, Website**

**Ulster University GEMS 2021**

**Closing remarks**

**Mr Davog McCaffrey (President QUB GP Society)**

**Mrs Eveline Burns**

**Mrs Edel O'Hara**

**Dr Louise Sands**

**Dr Sian-Lee Ewan**

**Dr Grainne Kearney**



# Prof Sir Michael McBride (Chief Medical Officer)



**A message from the Chief Medical Officer**





**Prof Neil Kennedy**  
**Director, Centre of Medical Education, QUB**



***“General Practice and the new C25  
Curriculum at QUB”***



**The Robin Harland Prize  
for  
GP Tutors  
for  
Excellence in  
Undergraduate Medical  
Education**



## Dr Laurence Dorman



**Chair of Northern Ireland  
Council of  
The Royal College of  
General Practitioners**

## Dr Drew Gilliland



**Retired Academic GP  
Queen's University  
Belfast**

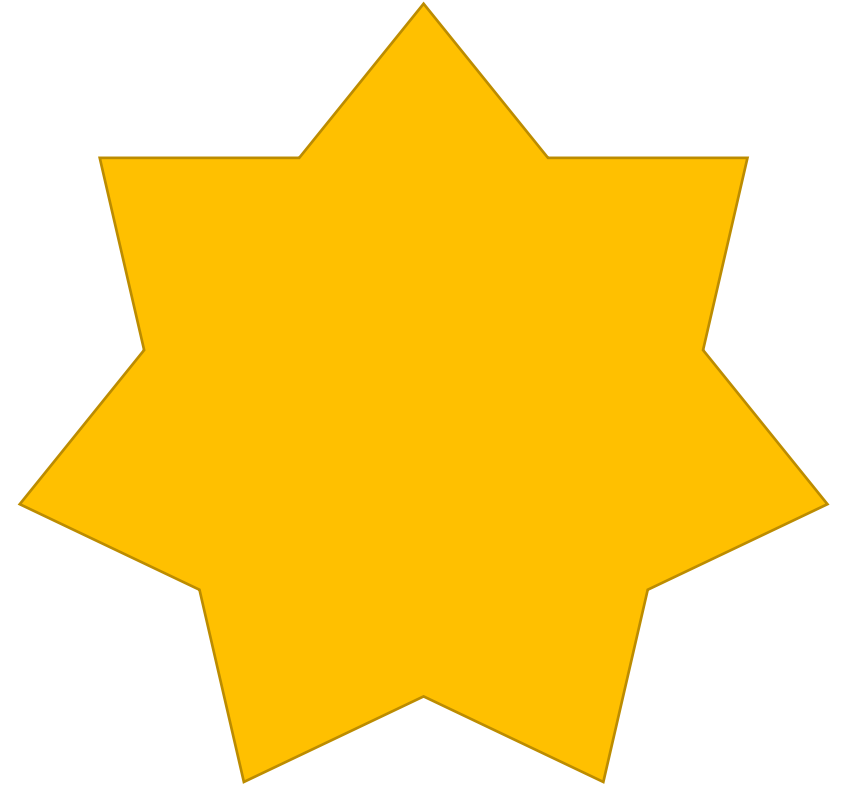


# The Runner up.....

## Citation excerpt:

*“From day one I was welcomed as part of the team at xxx. I was provided with the most varied, challenging and relevant opportunities to learn from all members of the practice who, despite the pandemic, were so keen for me to learn”*

*“When I started medicine the idea of being a GP wasn’t even an option. I am now working towards ... becoming a GP”*



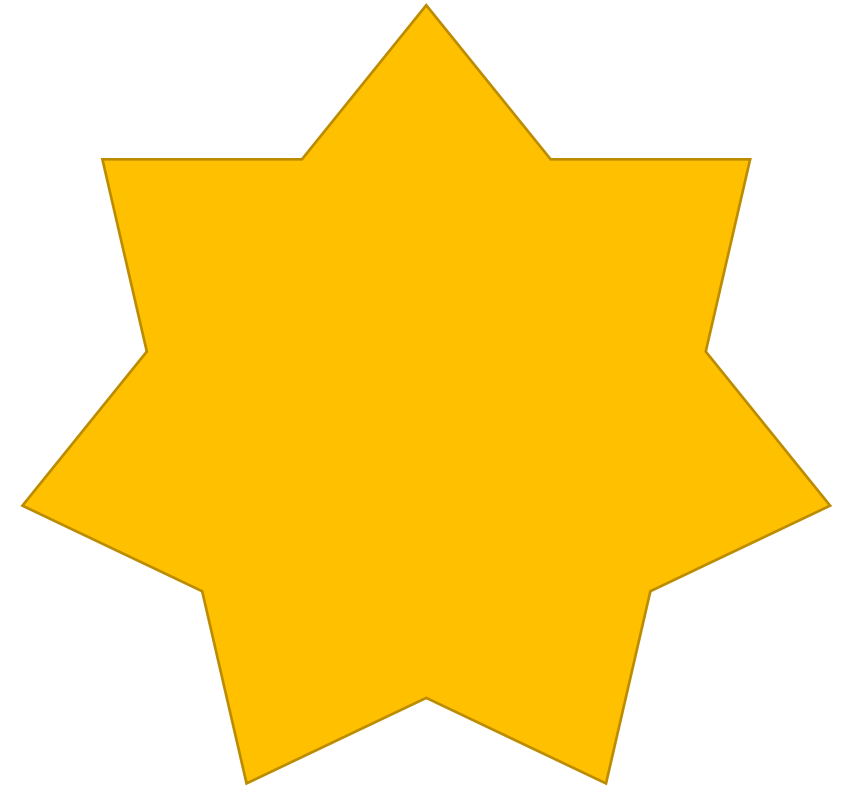
# The Winner.....

## Citation excerpt:

*“I am nominating this practice as I feel I had a very rich and valuable learning experience ... and I was made to feel part of the team”*

*“This experience has encouraged me to take initiative and be assured that support is available. It has furthered my knowledge of how general practice works and how important team-working is in this setting and improved my ability to see each patient in the context of their life circumstances”*

*“I have gained an insight into the challenges faced in general practice with regards to long term care of complex patients”*







I have learned so much in this place  
than I hadn't expected to



## Retired GP Tutors 2021:

**Dr Paddy Sharkey**

**Dr Gordon McIlroy**

**Dr Donal O'Shaughnessy**

**Dr Deirdre O'Hare**

**Dr Wyatt Wright**

**Dr Keith Scott**

**Carryduff Surgery**

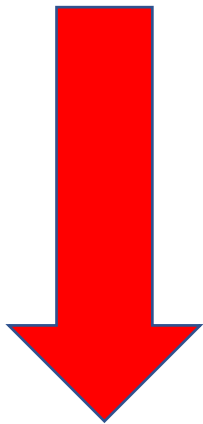
**Randalstown Medical Practice**

**O'Shaughnessy & Megaw Practice**

**Ormeau Health Centre**

**Ballygomartin Group Practice**

**Scott & Partners**



**Put the names of tutors who retired in  
the last year in the chat box below with  
The prefix “Retired”**



***“On the ground experience of a GP Tutor”***

**Dr Myles McConville**

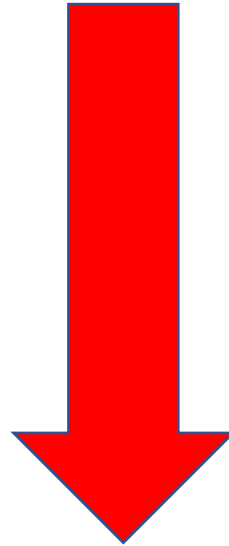
**GP & Tutor, Bridges Family Practice, Belfast**

**Q&A with  
Dr Helen Reid**



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# Nigel Hart



**Associate Director for  
General Practice and Primary Care**

***“Looking back – Looking Forward”***



# Looking back.....

**QUBGP Team Meetings** Posts Files Notes MURAL - Looking bac... +

File Home Insert Draw View Help Open in Browser Tell me what you want to do

Calibri Light 20 B I U A

QUBGP Team Meeting...

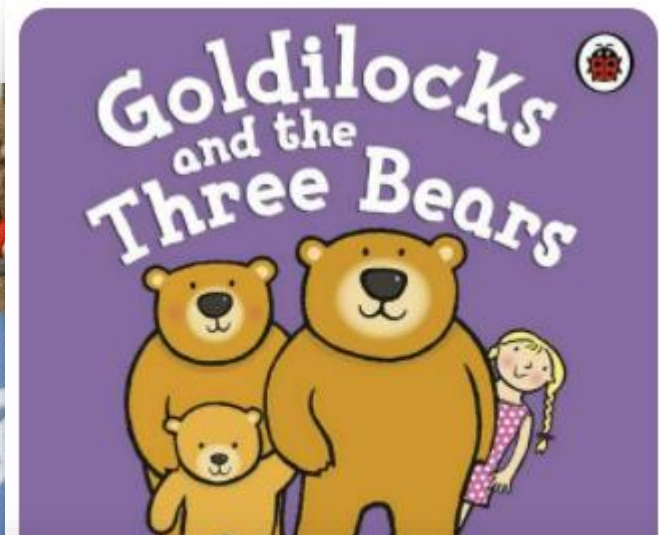
2021-02-05 All Team Me...  
 2021-01-22 All Team Me...  
 2021-01-15 All Team Me...  
 2021-01-08 All Team Me...  
 2020-12-11 All Team Me...  
 2020-12-04 All Team Me...  
 2020-11-27 All Team Me...  
 2020-11-20 All Team Me...  
 2020-11-06 All Team Me...  
 2020-10-30 All Team Me...  
 2020-10-23 All Team Me...  
 2020-10-16 All Team Me...  
 2020-10-02 All Team Me...  
 2020-09-25 All Team Me...

2020-10-30 All Team Meeting

QUB Covid-19 Learning Activities Staging Framework - A

| Year            | Module ↓ | ← Level of patient contact and time                                |  |   |  |
|-----------------|----------|--|--|---|--|
| Staging Level → |          | 1  | 2  | 3   |  |
|                 |          | Major Lockdown   | Students not attending surgery   | Students partially attending surgery**  |  |
| 1.              | 1        | Clinical Skills (groups usually 6-8) 9-11 afternoons               | No time in GP practice   | GP practice tutor delivers teaching via ZOOM to a group. Students buddy with another student (live) and/or a family member (non-live & pre-recorded with consent) to practise defined clinical skills and receive feedback on skills from the GP. Tutors will also discuss aspects of the skills and may demonstrate some skills where possible | N/A  |
|                 | 2        | Clinical Skills (groups usually 6-8) 9-11 afternoons               | All synchronous teaching remote via ZOOM or MS Teams   | QUB staff facilitating synchronous virtual teaching   |  |
| 2.              | 1        | Family Medicine 1 (groups usually 8-9) 5 afternoons                | Use of self-directed asynchronous eLearning e.g. Virtual Primary Care (VPC), Speaking Clinically, Capsule, healthtalk.org  | Year 1 - GP practice tutors deliver all 5 sessions via Zoom. Students meet family via ZOOM on 2-4 occasions   | N/A  |
|                 | 2        | Family medicine 2 (groups usually 8-9) 5 afternoons                | GP practice tutor delivers some sessions remotely e.g. AccuRx or Zoom video surgery (student observes or potentially involved in consult using 'CCTV' approach). 'Virtual tour' of a Practice environment if possible, though students never physically on Practice premises | Year 2 - GP practice tutors deliver all 5 sessions via Zoom, in combination with other members PCT/Patients   |  |
| 3.              | 1        | GP Specialty (1 or 2 students) 13 days over 3 weeks (See Appendix) | Simulation training  | GP practice tutor delivers some sessions remotely e.g. AccuRx or Zoom video surgery (student observes or potentially involved in consult using 'CCTV' approach). 'Virtual tour' of a Practice environment if possible, though students never physically on Practice premises  | Student physically attends practice for a minority of the usual 13 days (e.g. half days only), with observation, participation and practice-based teaching during this time F2F** within practice with appropriate SD measures. Remote involvement in consults possible using e.g. 3-way phone approaches or Zoom linking in |
|                 | 2        | GP Specialty (1 or 2 students) 13 days over 3 weeks (See Appendix) | Remote teaching by an MDT lead   | Simulation training   | Student practice the usual observation practice - this time with app   |

\*\* All F2F\*\* encounters with caveats around appropriate Social Distancing and PPE



QUB Med21 + 69 · 1mo

## QUB Med 2021 - Prinks on the (Virtual) Lawn

The QUB Doctors of 2021 - worth celebrating!!!!

Anonymous 1mo

Congratulations class of 2021! Proud of you all!

Anonymous 1mo

All the best for the future

Perpetua

Anonymous 1mo

Congrats everyone! Have a good day :)

Anonymous 1mo

Congratulations everyone! To the future!

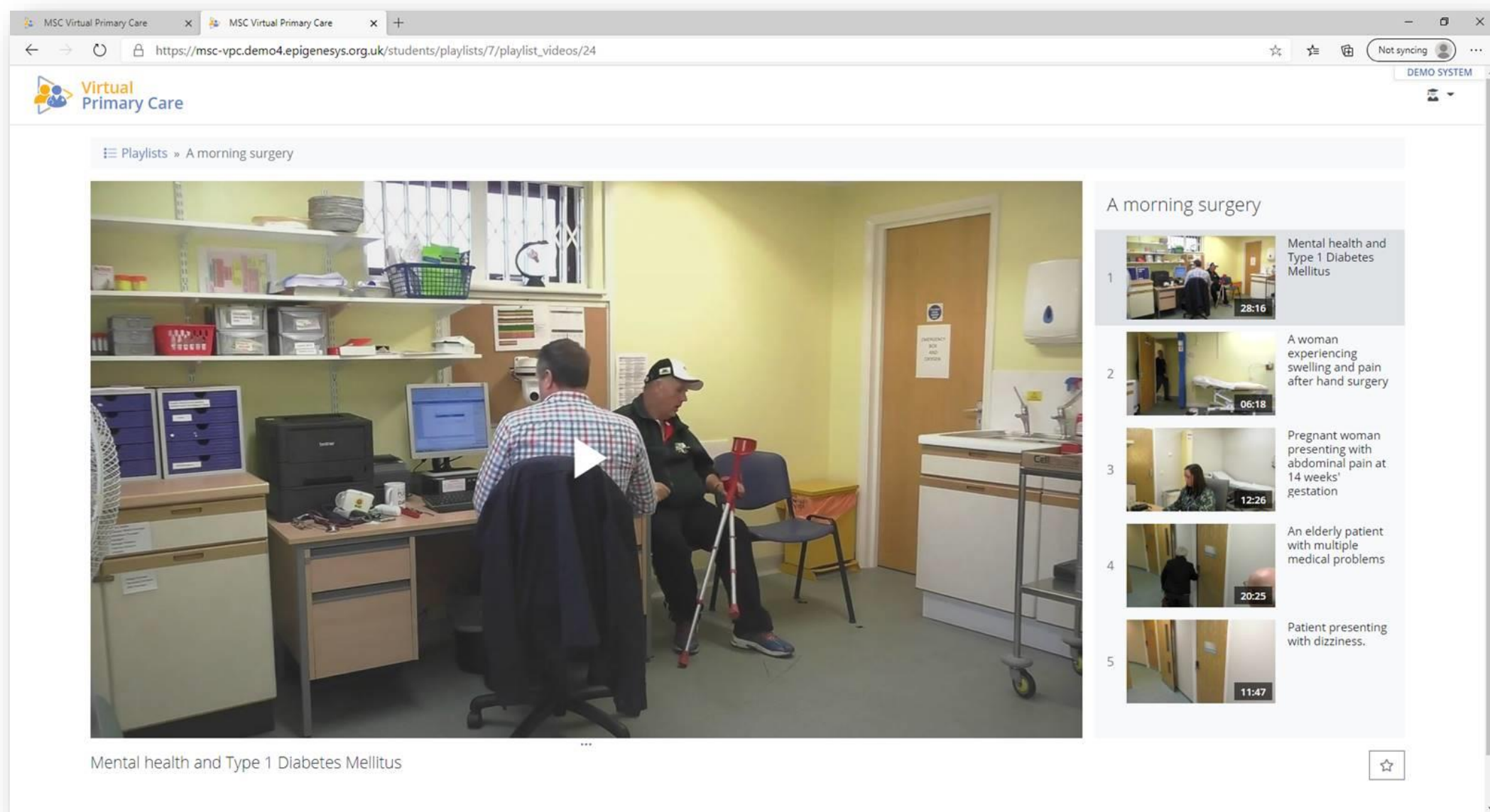
Anonymous 1mo

Many congrats to everyone in the class of 2021! We did it ❤️

Anonymous 1mo

**MUST DO IT TO GET THROUGH IT**

# “Virtual Primary Care” – Launched 5<sup>th</sup> October 2020

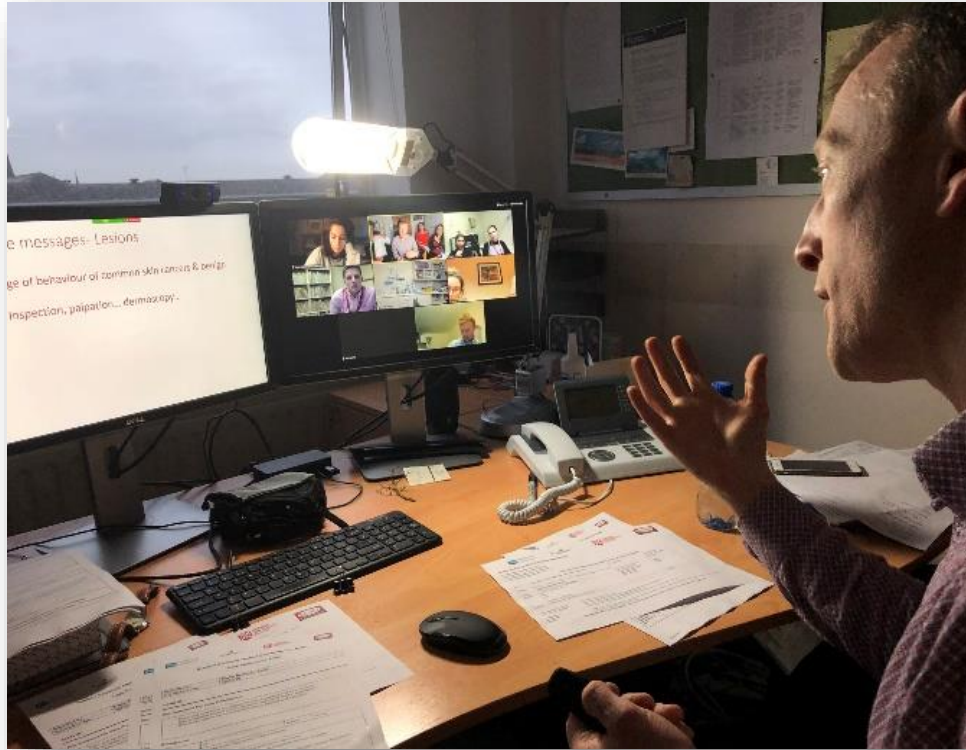


The screenshot displays the MSC Virtual Primary Care web interface. The browser address bar shows the URL: [https://msc-vpc.demo4.epigenesys.org.uk/students/playlists/7/playlist\\_videos/24](https://msc-vpc.demo4.epigenesys.org.uk/students/playlists/7/playlist_videos/24). The page features the "Virtual Primary Care" logo and a navigation menu with "Playlists" and "A morning surgery". The main content area is a video player showing a scene in a primary care office with two men, one using a walking stick. A large white play button is overlaid on the video. Below the video is the caption "Mental health and Type 1 Diabetes Mellitus". To the right, a playlist titled "A morning surgery" lists five video segments:

- 1. Mental health and Type 1 Diabetes Mellitus (28:16)
- 2. A woman experiencing swelling and pain after hand surgery (06:18)
- 3. Pregnant woman presenting with abdominal pain at 14 weeks' gestation (12:26)
- 4. An elderly patient with multiple medical problems (20:25)
- 5. Patient presenting with dizziness. (11:47)

A star icon for bookmarking is located at the bottom right of the playlist area.

# Additional Costs of Teaching - SUMDE



## Clinical Case Discussions

- **Wednesday Afternoons in each GP Attachment (Year 4 & 5)**
- **Lead by Experienced GP Clinical Facilitators**
- **Delivered to small groups 8-10 Students**
- **Done over Zoom**





# Interim Report

Introduction

Training Developments  
Scheduling  
Trainer Support  
Resources

Next Steps



## PC Sub-Deanery Pilot

- Started Jan 2020
- Dr Claire Loughrey
- Situated in Eastern FSU
- Two Pilot Federations:
  - North Belfast
  - South West
- Interim Report – Feb '21
- DoH decided to not to continue with pilot beyond 18-month mark

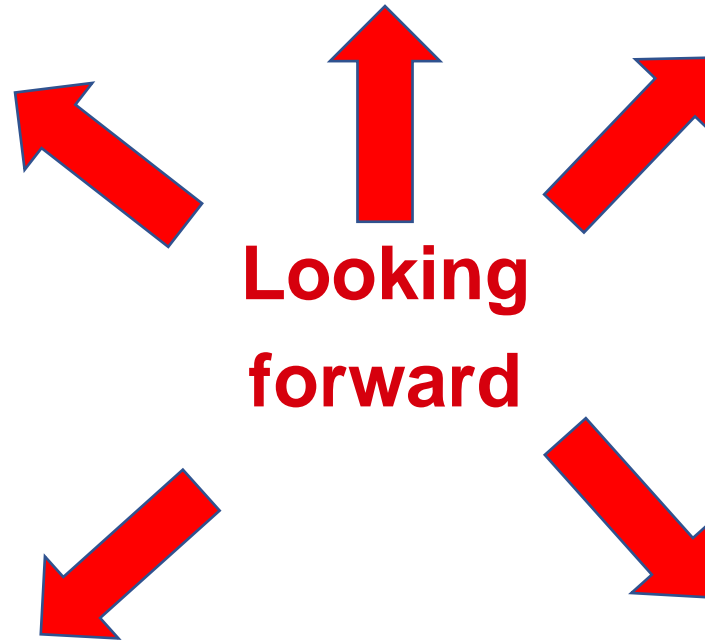




**(\*\*\*NEW\*\*\*) Year 3 GP Pilot**  
**Dr Jenny Johnston**

**THE C25**  
**UNDERGRADUATE**  
MEDICINE CURRICULUM

**GP ↑ 25%**



**Looking  
forward**

**Need a combined QUB / UU  
Student Allocations Structure**

**Ulster University** @UlsterUni · 23 Aug

It's an exciting day for @UlsterUni as we open our new School of Medicine on the Magee campus!

Our 1st cohort of students come from a range of different backgrounds including investment banking, nursing & a lecturer in Irish

Meet our students:  
[ulster.ac.uk/news/2021/augu...](https://ulster.ac.uk/news/2021/aug...)  
#WeAreUU



Web address: <https://www.qub.ac.uk/sites/qubgp/> Email: [gpadmin@qub.ac.uk](mailto:gpadmin@qub.ac.uk)




**Dr Mairead Corrigan**  
**Academic Lead for Equality and Diversity**




***“Diversity and Inclusion in  
Medical Education at QUB”***





# Diversity & Inclusion in Medical Education



Dr Mairead Corrigan (she/her)

Senior Lecturer & Academic Lead for EDI (CME)

Racial Equity Champion (SMDBS)





BMA

## A charter for medical schools to prevent and address racial harassment

### Contents

#### Foreword

1. What is this for?
2. Background/Context
3. The charter
4. Guidance for medical schools in implementing the charter
5. Guidance for medical students
6. Appendix – glossary



British Medical Association  
bma.org.uk

We commit to...

1. Supporting individuals to speak out
2. Ensuring robust processes for reporting and handling complaints
3. Mainstreaming equality, diversity and inclusion (EDI) across the learning environment
4. Addressing racial harassment on work placements

# Diversity & Inclusion

- Diversity is not limited to a particular ethnic or racial group. Diversity = any difference.
- Inclusion is what we do with diversity - when we value and appreciate people ***because of*** and not ***in spite of*** their differences, as well as their similarities.

*‘The difference between diversity and inclusion is being invited to a house and being able to rearrange the furniture’ (Jane Silber)*

# Learning environment: staff & students as co-creators



Imperial College  
London

► **Direct action**  
Directly intervene, for example, by asking the person to stop. Immediately act or call out negative behaviour, explaining why it is not OK.

► **Delay**  
Wait for the situation to pass and check in with individual. Take action at a later stage when you have had time to consider. It's never too late to act.

**Active Bystander Zone**  
The 4D's  
Strategies for intervention

► **Distraction**  
Indirectly intervene, for example, de-escalating by interrupting or changing the subject or focus. Useful where the direct approach may be harmful to the target or bystander.

► **Delegation**  
Inform a more senior member of staff, for example, your Head of Department, Director or Manager. Use someone with the social power or authority to deal with it.

For further information please contact Su Nandy at [s.nandy@imperial.ac.uk](mailto:s.nandy@imperial.ac.uk) or visit the website [www.imperial.ac.uk/active-bystander](http://www.imperial.ac.uk/active-bystander)

# Learning environment: staff & students as co-learners

## Case-based learning in C25



**Cultural humility versus cultural competence: A critical distinction in defi...**  
Melanie Tervalon; Jann Murray-Garcia  
*Journal of Health Care for the Poor and Underserved*; May 1998; 9, 2; Research Library  
pg. 117

Guest editorial

117

### CULTURAL HUMILITY VERSUS CULTURAL COMPETENCE: A CRITICAL DISTINCTION IN DEFINING PHYSICIAN TRAINING OUTCOMES IN MULTICULTURAL EDUCATION

MELANIE TERVALON, MD, MPH  
*Children's Hospital Oakland*

JANN MURRAY-GARCÍA, MD, MPH  
*University of California, San Francisco*

*Abstract: Researchers and program developers in medical education presently face the challenge of implementing and evaluating curricula that teach medical students and house staff how to effectively and respectfully deliver health care to the increasingly diverse populations of the United States. Inherent in this challenge is clearly defining educational and training outcomes consistent with this imperative. The traditional notion of competence in clinical training as a detached mastery of a theoretically finite body of knowledge may not be appropriate for this area of physician education. Cultural humility is proposed as a more suitable goal in multicultural medical education. Cultural humility incorporates a lifelong commitment to self-evaluation and self-critique, to redressing the power imbalances in the patient-physician dynamic, and to developing mutually beneficial and nonpaternalistic clinical and advocacy partnerships with communities on behalf of individuals and defined populations.*

*Key words: Medical education, minority populations, multicultural, racism, underserved populations.*

# Cross-cultural competencies

Cultural  
Awareness

(portfolio reflections)

Cultural Skills

(clinical &  
communication skills;  
dermatology)

Cultural  
Knowledge

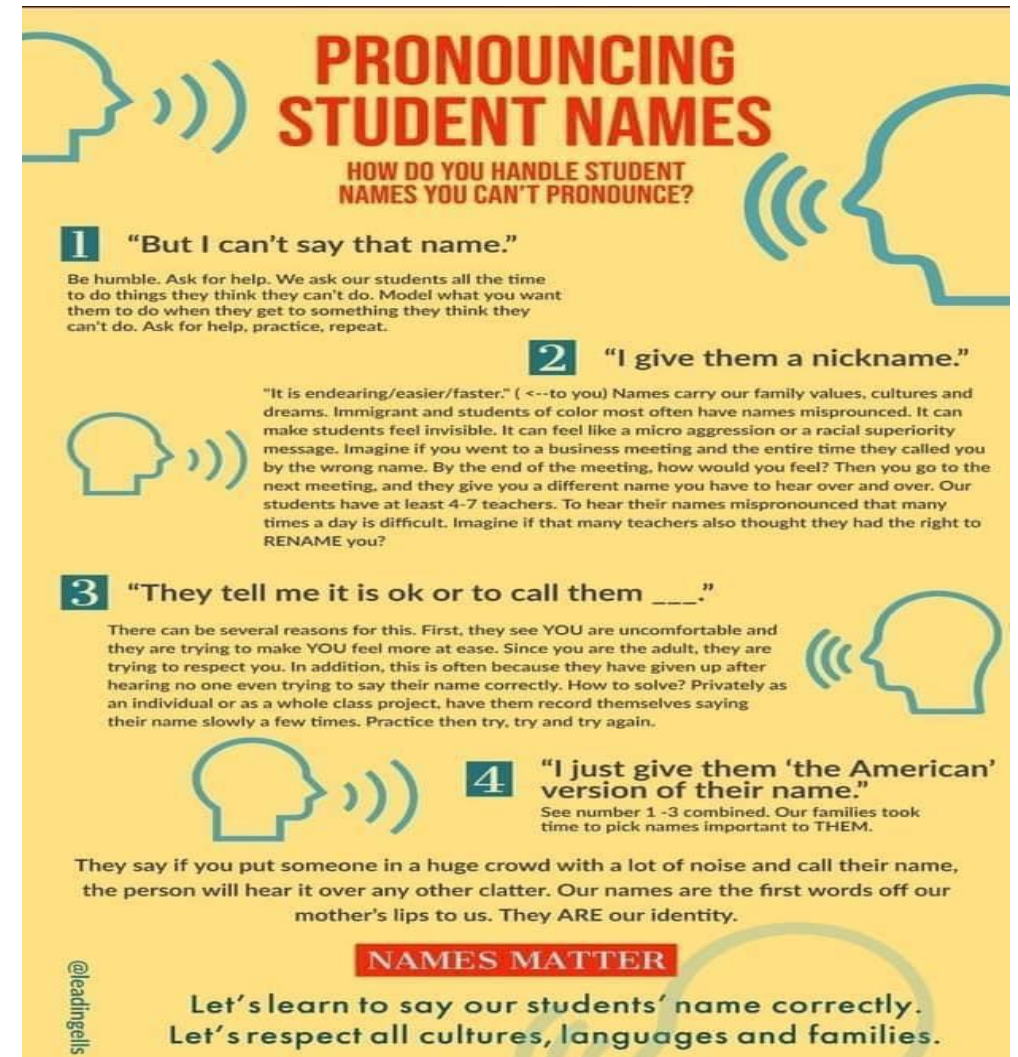
(CBL; lectures;  
tutorials)



# An inclusive learning environment



'Always talk about us as if we are in the room' (Alexa, Transgender NI)



## PRONOUNCING STUDENT NAMES

HOW DO YOU HANDLE STUDENT NAMES YOU CAN'T PRONOUNCE?

- 1** "But I can't say that name."  
Be humble. Ask for help. We ask our students all the time to do things they think they can't do. Model what you want them to do when they get to something they think they can't do. Ask for help, practice, repeat.
- 2** "I give them a nickname."  
"It is endearing/easier/faster." (<--to you) Names carry our family values, cultures and dreams. Immigrant and students of color most often have names mispronounced. It can make students feel invisible. It can feel like a micro aggression or a racial superiority message. Imagine if you went to a business meeting and the entire time they called you by the wrong name. By the end of the meeting, how would you feel? Then you go to the next meeting, and they give you a different name you have to hear over and over. Our students have at least 4-7 teachers. To hear their names mispronounced that many times a day is difficult. Imagine if that many teachers also thought they had the right to RENAME you?
- 3** "They tell me it is ok or to call them \_\_\_\_."  
There can be several reasons for this. First, they see YOU are uncomfortable and they are trying to make YOU feel more at ease. Since you are the adult, they are trying to respect you. In addition, this is often because they have given up after hearing no one even trying to say their name correctly. How to solve? Privately as an individual or as a whole class project, have them record themselves saying their name slowly a few times. Practice then try, try and try again.
- 4** "I just give them 'the American' version of their name."  
See number 1 -3 combined. Our families took time to pick names important to THEM.  
They say if you put someone in a huge crowd with a lot of noise and call their name, the person will hear it over any other clatter. Our names are the first words off our mother's lips to us. They ARE our identity.

**NAMES MATTER**

Let's learn to say our students' name correctly.  
Let's respect all cultures, languages and families.

@leadingleads

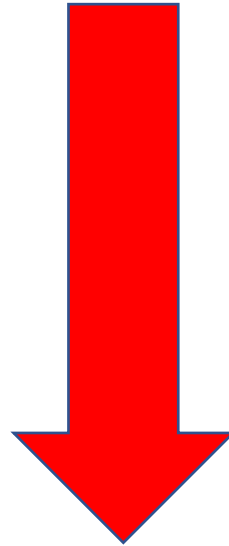
# Conclusion

‘Diversity is being invited to the party, inclusion is being invited to dance’ (Vernil Myers)



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**Dr Richard Mayne  
Federation Fellow  
Eastern FSU**



***“Stand up for General Practice”***



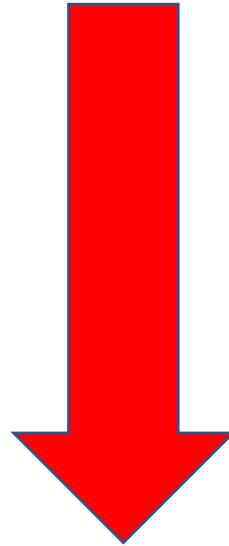


**Stand up and stretch**

**...Back in 2 minutes...**

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# Programme – Part 2

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**Dr Sian-Lee Ewan**

**Dr Grainne Kearney**





# Dr Jenny Johnston



**Reader in General Practice Education**  
***“Lead for (\*\*NEW\*\*) Year 3 GP Pilot”***



# Year 3 GP Pilot

Bridging the gap between Y2 and Y4

Focused on primary-secondary care interface

Introducing principles and practice of GP

One afternoon a week during hospital LIC

Close to base hospital

9 sessions with students

- Consulting
- Practice team
- CBD preparation

**We have 2 more spaces for practices this year – join us in shaping this new GP adventure**



Image by Public Domain on Pixabay



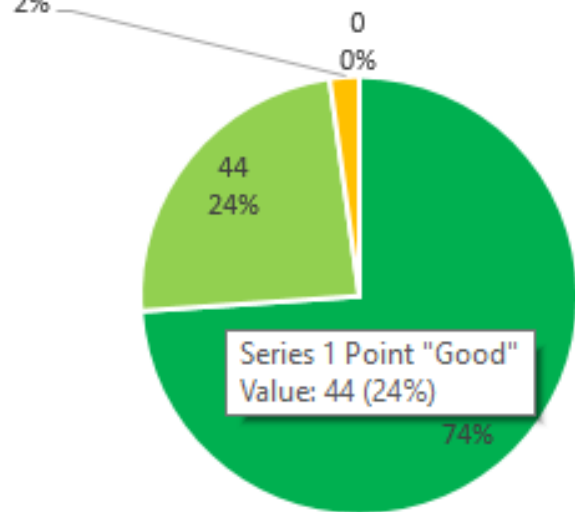
# Dr Helen Reid



**Lecturer**  
**Module Lead for Year 4 GP**

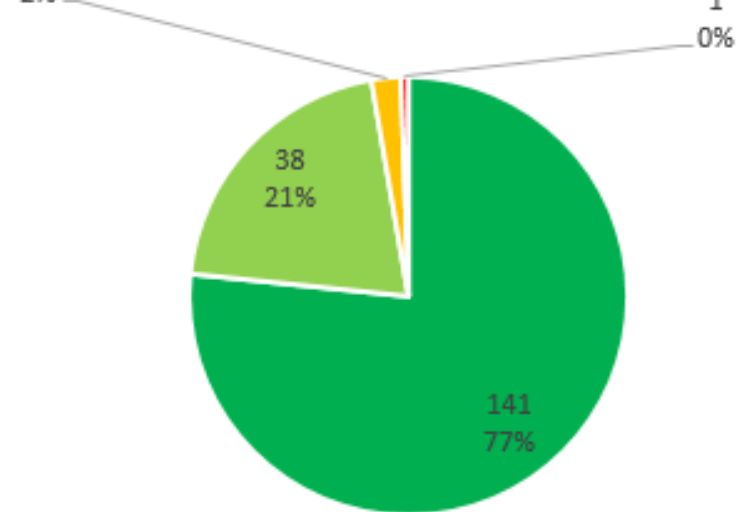


Overall Quality of Teaching



■ Very Good ■ Good ■ Poor ■ Very Poor

Overall Quality of Placement



■ Very Good ■ Good ■ Poor ■ Very Poor



# Your GP placements are so valuable for all future doctors:

*“Very positive experience in practice. I felt well supported throughout and also had clinical independence to facilitate consultations”*

*“Great opportunity to interact with patients independently while under supervision. Really insightful seeing the other roles in the GP e.g. pharmacist, nurses in covid clinics etc. Received plenty of support”*

*“I LOVED the variety and seeing first presentations of illnesses”*



# Your GP placements are inspiring future GP colleagues: (and are the best...)

*“I can happily say I have been swayed towards GP thanks to the staff at xxx, they were an absolute delight and I would recommend any student who wants to leave feeling like a better medical student to go there”*

*“This was definitely the best clinical attachment of 4th year. I just found all the GP teaching at Queen's and at my practice to be really inspiring and enthusiastic which makes the whole experience 100x better. I felt like I was part of the team at the practice and it was just overall a fantastic experience”*



| HOLIDAYS*         | TIME | Group F   | Tues 31 Aug – Fri 3 Sept*  | Mon 6 Sept – Fri 10 Sept   | Mon 13 Sept – Fri 17 Sept | Mon 20 Sept – Fri 24 Sept                          |  |  |  |                   |  |
|-------------------|------|---|----------------------------|--|---------------------------|--|--|--|--|-------------------|--|
|                   |      | Group D   | Mon 11 Oct – Fri 15 Oct    | Mon 18 Oct – Fri 22 Oct  | Mon 25 Oct – Fri 29 Oct   | Mon 01 Nov – Fri 05 Nov                            |  |  |  |                   |  |
| *20 Dec – 3 Jan   |      | Group E   | Mon 22 Nov – Fri 26 Nov    | Mon 29 Nov – Fri 3 Dec   | Mon 06 Dec – Fri 10 Dec   | Mon 13 Dec – Fri 17 Dec                            |  |  |  |                   |  |
| St Patrick's Day: |      | Group C   | Mon 17 Jan – Fri 21 Jan    | Mon 24 Jan – Fri 28 Jan  | Mon 31 Jan – Fri 04 Feb   | Mon 07 Feb – Fri 11 Feb                            |  |  |  |                   |  |
| *Thur: 17 Mar     |      | Group A   | Mon 28 Feb – Fri 04 Mar    | Mon 07 Mar – Fri 11 Mar  | *Mon 14 Mar – Fri 18 Mar  | Mon 21 Mar – Fri 25 Mar                            |  |  |  |                   |  |
| Easter:           |      | Group B   | Mon 11 Apr – Thurs 14 Apr* | Mon 25 Apr – Fri 29 Apr  | *Mon 02 May – Fri 06 May  | Mon 09 May – Fri 13 May                            |  |  |  |                   |  |
| *18 Apr – 22 Apr  |      | Week 1  |                            | Week 2   |                           | Week 3   |  |  |  |                   |  |
| *May Day: 02 May  |      | Week 1  |                            | Week 2   |                           | Week 3   |  |  |  |                   |  |
| MONDAY            | am   | 9-10.30 Module induction and introduction to GP (HR and NH)<br>11-12.30 GP consulting and emergencies in primary care preparation (HR)    |                            | PRACTICE ATTACHMENTS   |                           | PRACTICE ATTACHMENTS                               |  |  |  |                   |  |
|                   | pm   | 2-4 Child health in GP workshop (HR and RC)   |                            |  |                           |  |  |  |  |                   |  |
| TUESDAY           | am   | 9-11 Women's health in GP workshop (HR and JJ)<br>11.30-1 Activate your consultations 1 (GK and HR)                                       |                            |  |                           |  |  |  |  |                   |  |
|                   | pm   | 2-4 Mental Health in GP workshop (JM and HR)  |                            |  |                           |  |  |  |  |                   |  |
| WEDNESDAY         |      | SDL Virtual Surgeries, Capsule Cases, VPC   |                            |  |                           |  |  |  |  | 2-4 ECHO sessions |  |
| THURSDAY          | am   | 9-10.15 Long term conditions and health inequalities 1 (NH and DB)<br>11-12.15 Long term conditions and health inequalities 2 (NH and DB) |                            |  |                           |  |  |  |  |                   |  |
|                   | pm   | 2-4 Activate your consultations 2 (GK, JF and GPST3 colleagues)   |                            |  |                           |  |  |  |  |                   |  |
| FRIDAY            | am   | Emergencies in Primary Care (GG)<br>9-10.45: (Groups 1 – 3)<br>11.15-1: (Groups 4 – 6)  |                            | 9-10.30 Common conditions Virtual Surgeries 'Hot Topics' (HR)  |                           |  |  |  |  |                   |  |
|                   | pm   | 'CCTV' sessions (virtual in small groups) (CD)<br>Times and session links to be confirmed by tutors                                       |                            | Common Conditions in Primary Care (GG and pharmacy colleagues)<br>2-3.30: (Groups 1 – 3)<br>3.30-5: (Groups 4 – 6) |                           | Module Assessment Day<br>*9.30 start for students* |  |  |  |                   |  |



**Dr Carla Devlin**



**Clinical Teaching Fellow**

**Year 4 CCTV**





# Dr Louise Sands



**Clinical Teaching Fellow**











**Year 5 GP**



# Virtual Primary Care

# Pain Management

Filters

|  |  |   |  |   |
|--|--|---|--|---|
|  <p>0014<br/>3 year old with leg pain and headaches. Coexisting maternal health anxiety<br/>Minor illness   Health anxiety</p>            |  <p>0018<br/>Woman with health anxiety (and a possible neck swelling) - follow-up appointment<br/>Anxiety   Neck lump   Thyroid   Wearing</p> |  <p>001C<br/>Follow up of woman with anxiety, including thyroid monitoring and parenting advice<br/>Anxiety   Hypothyroid   Parenting advice   Multiraciality   Complexity</p> |  <p>0024<br/>A woman presenting with anxiety, poor sleep and thoughts of self-harm.<br/>Anxiety   Sleep disorder   Suicide risk</p>         |  <p>003A<br/>Woman presenting with pain between shoulder blades, worried it may be cardiac.<br/>Upper back pain</p>   |
|  <p>004R<br/>Woman with polyarthropathy<br/>Polyarthritides   Inflammatory arthritides   Polyarthropathy   Joint pain   Swollen joint</p> |  <p>004B<br/>Woman presenting with joint pain<br/>Analgia</p>   |  <p>004C<br/>Joint pain and swelling - reactive arthritis<br/>Rheumatology   Reactive arthritis</p>  |  <p>005A<br/>Patient with epilepsy and COPD presenting following a recent seizure<br/>Benzemaset   Epilepsy   COPD   Benefits   Seizure</p> |  <p>006A<br/>Follow-up consultation of a school aged child being treated for constipation<br/>Bristol stool chart   Shared decision making   Laxatives   Continuity of care</p> |

VERSUS ARTHRITIS

ABOUT ARTHRITIS GET HELP GET INVOLVED NEWS IN YOUR AREA DONATE

Sign up Research Policy About us Contact us Helpline 0800 5200 520

## Healthcare conversations podcast

Listen to the latest episode of our Healthcare Conversations Podcast, where you will hear fellow professionals and people with arthritis discussing the latest issues related to MSK care.

## Musculoskeletal Decision Support Tools

Our NICE endorsed decision support tools are designed to support and guide people in discussing treatment options with their healthcare professionals.

## Health Services Improvement

Find out what local NHS services are doing to improve the care and support they provide for people with MSK conditions.

## Nation Specific Information

Find out more about the specific services and support we can offer to healthcare professionals in England, Northern Ireland, Scotland, and Wales.

## Professional Network and Clinical Updates

Sign up to our network to keep up to date on the latest developments in MSK healthcare, development opportunities and resources. You can also access previous editions of clinical updates.

## Training and Education Resources

Explore our flagship Core Skills programmes, webinars bought to you in partnership with Red Whale and our MSK clinical assessment guide, along with other useful resources.

## RELATED CONTENT

### Core Skills in Musculoskeletal Care course – BOOK NOW

Improve your skills and confidence in diagnosing, treating and effectively managing patients presenting in primary care with MSK conditions. Book your place on the digital course starting 15 September.

### Order our booklets

Order or download from our range of free patient information booklets and resources for healthcare professionals and students.

### ESCAPE-pain – story of scale up

Learn about how Versus Arthritis has supported the growth of ESCAPE-pain, an exercise and education programme for people with osteoarthritis of the knee and/or hip.

### Join the Barbara Ansell National Network for Adolescent Rheumatology (BANNAR)

Join BANNAR, a group of committed professionals from medical, nursing, allied health professional and third sector backgrounds working in adolescent and young adult (AYA, aged 10-24) rheumatology.

# MS Form

3. Start date of attachment \*

Please input date (M/d/yyyy)

4. Please confirm student attendance week 1 \*

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

5. Please confirm student attendance week 2 \*

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

6. Please add any general comments or feedback for this student \*

Enter your answer

7. Please add any suggested areas for improvement for this student \*

Enter your answer

8. Tutor Name \*

Enter your answer

# Code of Conduct

As a QUB medical student, you may be asked to participate in a supervised remote GP consultation during a GP placement. You may also be asked to interview a patient or family unsupervised.

When speaking to a patient or family remotely you are expected to:

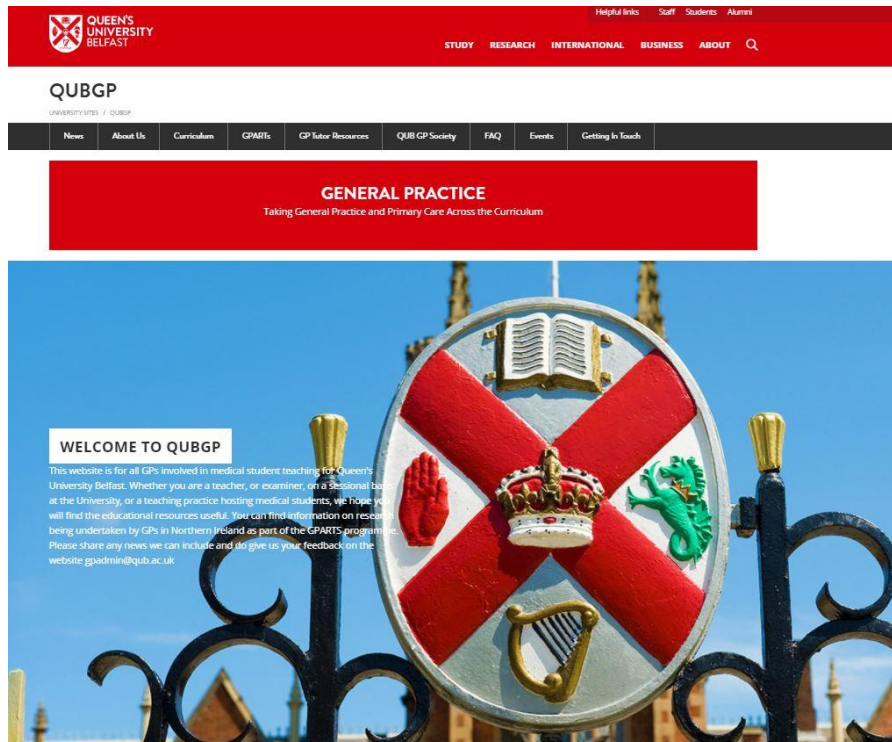
Adhere to the Queen's University Belfast, Code of Practice for medical students in hospitals and other clinical environments: [Undergraduate medicine handbook](#) (Page 20).

Furthermore, you are expected to:

1. Follow joining instructions from your GP practice tutor or QUB tutor. This may include supplying a mobile phone number in addition to your email address so they can contact you and send details to enable you to connect. You should only contact the patient using the methods agreed by the supervising GP. Under no circumstances should you use any unapproved apps or software to contact the patient.
2. Ensure that you are alone in a room where you can remain undisturbed during the consultation. To ensure patient confidentiality, it is important that no-one is able to overhear the conversation in an adjoining room or outside.
3. Ensure any device you are using has all available security settings activated. Close any unnecessary software / apps that are running in the background.
4. Ensure any notes taken during the consultation are anonymised and discarded appropriately
5. Delete any patient data such as phone numbers or email addresses are disposed of upon completion of the consultation.
6. Not make any recording (audio or visual) of the consultation.
7. Always appear and sound professional. This includes your background if participating in a video consultation as well as complying with the medical school's dress code.
8. Explain your role as a medical student and confirm the patient's consent to participate in the remote consultation.
9. Mute your microphone when only observing the consultation and if you are observing a video consultation keep your camera turned on.
10. Refrain from trying to examine any patient during a video consultation without the Supervising GP present.

Non-adherence to these rules may result in exclusion from further supervised remote GP consultations.

# QUBGP Website



# CP2A Forms

## GP Tutor Self review of Academic Year

Covid19 has changed how we deliver care in practice, and we all continue to adapt to meet these changes. Please use this form to reflect on your role as a QUB tutor.

A CP2A will be emailed to you personally to cover any QUB teaching/examining role in academic year 2020-21. This is the form you require for your GP appraisal during University academic year (1 Sept 2021-31 Aug 2022) as the forms are issued retrospectively.

If you have not yet received a CP2A for QUB roles in 2019-20, then you will receive a CP2A to cover both that year and 2020-21.

If you have any questions or other feedback for QUBGP then please email [gpadmin@qub.ac.uk](mailto:gpadmin@qub.ac.uk)

Thank you for taking the time to complete this short survey.

1. Please enter your Surname (please state as it appears on the GMC register) \*

2. Please enter your First Name \*

# Dr Jim McMullan



**Clinical Teaching Fellow**

***ECHO: Case Discussions  
and the GP Clinical Facilitators***

**&**

**Year 5 GP Assistantship**



# IN GP Practice



Echo happens last Wednesday afternoon of GP attachment



Group of approx 48 Students divided into 3 groups beforehand



Each group given a broad topic to find a case for



This groups 3 topics are Dermatology , Endocrine and Paeds



Mid lockdown more challenging to find a case



If struggling to find one – Tutor can signpost a suitable one for Student to read up on.



Student anonymizes case and sends it to QUB on pro-forma

# On the Day

- Cases have been read and 3-4 cases selected for learning points
- Expert speaker and Facilitator have read cases
- Speaker gives 20-30 minute didactic talk on specific topic
- Students whose cases are selected invited to present to the group
- 2 other students asked to supply clarifying questions
- This is where most of the learning happens- in all directions.
- Session recorded-becomes a learning Library
- This Collaborative approach between Primary and Secondary care co-teaching Students is the basis of our new C25 curriculum

# Assistantship Programme

- Happens after pass their Final MB
- 8weeks work shadowing Hospital colleagues" F0".
- 1 week in GP –actually 4 days
- Last opportunity for GPs to emphasize the importance of "good" discharge letters with the does and donts and their crucial role
- Chance to break down barriers between Primary and Secondary care
- IDD Audit- Pharmacist crucial!!
- LOVE seeing Patients
- Patient journey



# Dr Grainne Kearney



**Lecturer**  
**Module Lead for Year 1&2**  
**Family Medicine**



# Family Medicine in 20/21

GP Tutor - I was pleasantly surprised how successful Year 1 was. All students commented on the unexpected emotional aspects of hearing patient stories via Zoom. I found that I chose very different patients this year, they were younger patients who were able to use Zoom rather than elderly patients ... The younger patients with chronic disease or cancer really impacted the students and this came through in tutorial discussions and their reports.

Student - The opportunity to participate in the Family Attachment scheme, despite the restrictions arising from Covid, has been a highlight of this year. I am grateful to Mr X and his family for providing such a privileged insight into the long term challenges of living with a chronic condition. The learning revealed regarding the relationship between patient and medical professionals, principled at one level and complex at another, will endure, as does the message that illness does not define the whole person or their family.



# Plans for Family Medicine in 21/22

- Blended model – F2F learning in smaller sub groups
- More patient contact in Y2 (remote and F2F)
- ‘Cultural Humility’ in Y1 – ‘become the student of the patient’
- Tutor meeting next Wednesday 8<sup>th</sup> September  
(ZOOM link will be RE-SENT tomorrow)



## **Dr Diane Wilson**



**Clinical Teaching Fellow  
Module Lead for Year 1&2  
Clinical Skills**



# CLINICAL SKILLS UPDATE FOR 21/22

## Autumn 2021

- 9 REMOTE clinical skills sessions
- Changes based on GP tutor feedback from Autumn 2020
- Familiar Resources – Website, Teachers Guidelines, Role plays, Quick Reference Guide,
- Small student groups (approx. 8)
- Weekly timetable has been shared with Tutors- history taking focus but also recording or live performance of examination skills with feedback
- Alignment with the CSEC sessions and Case Based Learning
- Live and recorded briefing for Autumn tutors on Zoom @4pm 13<sup>th</sup> Sept 2021



# CLINICAL SKILLS ATTACHMENT- SPRING 2022

## A time for reflection and change

First and Second year GP or hospital weekly 'attachments' (>600 students in groups of 6 (or 8 in Hospital) placed in Greater Belfast Area and sometimes overspill to more peripheral practices)



Year 1 – 'Clinical Experience' remote classes focusing on history taking and patient stories

Year 2- 'Clinical Attachment' for students in groups of 3 on alternate weeks.

Background Self-directed practise classes/ remote programme



# CLINICAL SKILLS STUDENT EVALUATION- AUTUMN 2020

My clinical teacher went above and beyond the content taught

Even though the clinical skills were online it was very valuable

The feedback given on our clinical skills videos was invaluable for improving our clinical skills

If possible, more real patient interactions

GPs were very friendly, kept things relevant and taught well over zoom. Good rapport with the group which made things more relaxed



# Davog McCaffrey



## President QUB GP Society

**The QUB GP Society: A blockbuster year despite a pandemic**

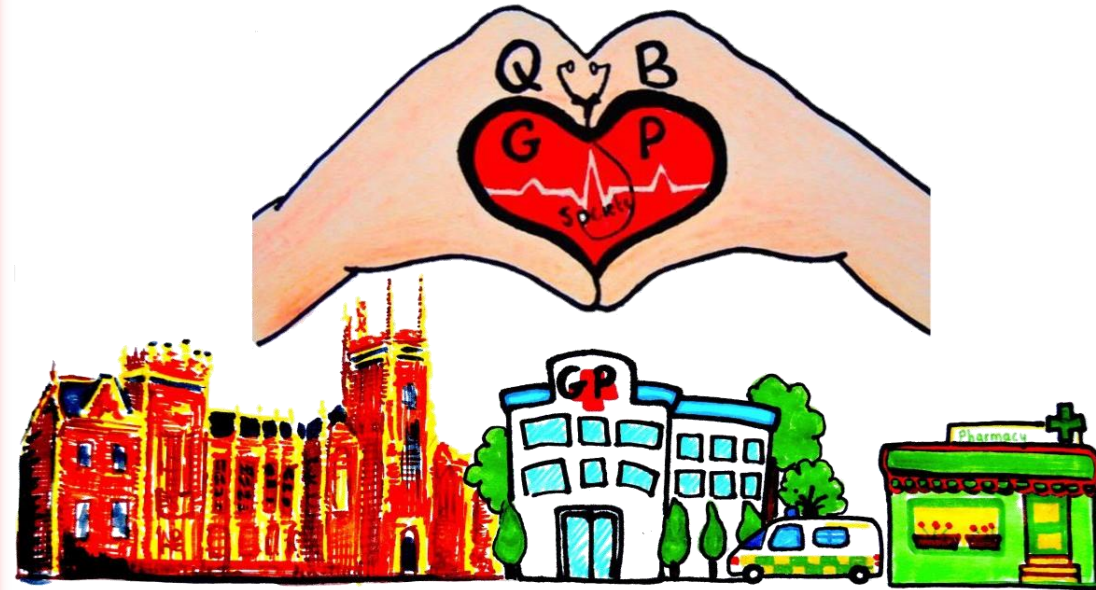




QUB GP Tutor Meeting – 01/09/21

# QUB GP Society

*A blockbuster year,  
despite the pandemic!*



Davog McCaffrey

Year 5 Medical Student

President - QUB GP Society



QUB GP Society



@GPQUB



@QUBGPSociety

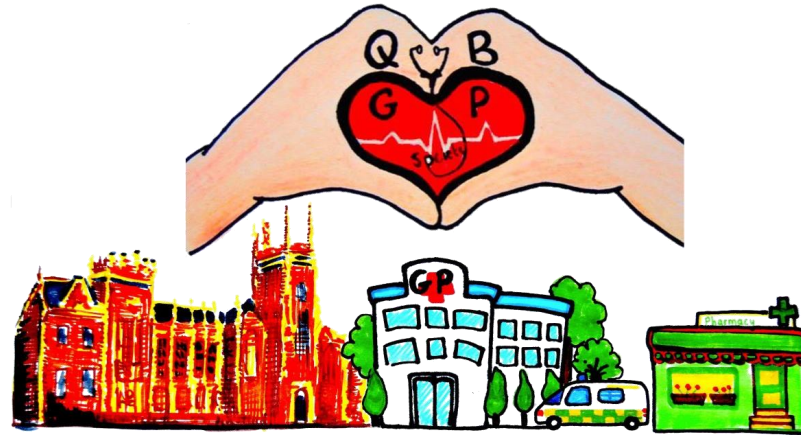


gp-soc@qub.ac.uk

# Introduction and Aims



A. Supporting the **academic** needs of Medical Students during their time at University.

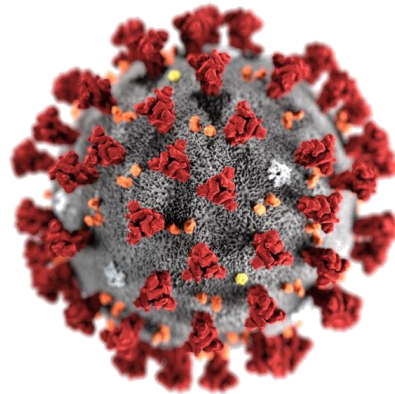
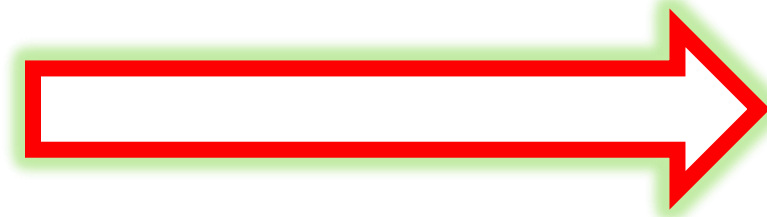


Queen's  
Students'  
Union



B. Promoting and encouraging **General Practice** as a career amongst Medical Students.

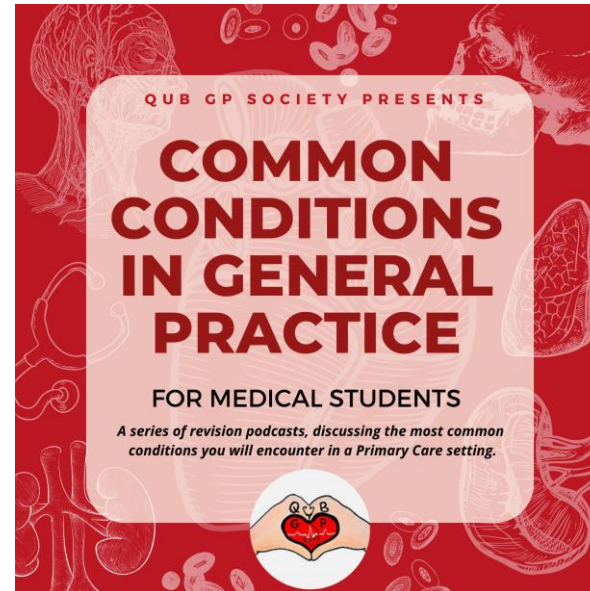
# Challenges to Opportunities



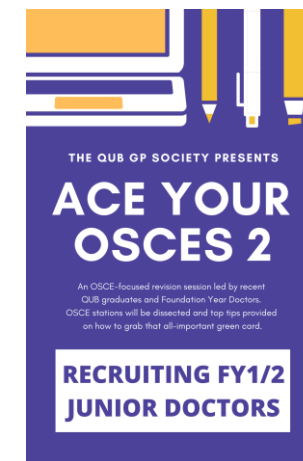
# Methods – Academic



Practice Multiple Choice Questions (MCQs) via Instagram



Revision Podcast Series – Spotify/Apple Podcasts



Virtual Mock OSCEs/OSCE Preparation Workshops via Zoom

# Methods – General Practice



QUB GP SOCIETY PRESENTS

## GPS WITH SPECIAL INTERESTS

Tuesday 20th October 2020  
8PM VIA ZOOM

**GUEST SPEAKERS**

**INTRODUCTION BY**  
Dr Tom Black  
BMA NI Council Chair

**KEY SPEAKERS**  
Dr Richard Kirk  
Clinical Director of Healthcare in Prisons  
South Eastern Trust

Dr Nigel Ruddell  
Medical Director NI Ambulance Service

Dr Mark McCroy  
Sports and Exercise Medicine Specialist  
Doctor for Belfast Giants Team and  
Former Intercounty GAA Player

**CONCLUSION BY**  
Dr Ursula Mason  
Deputy Chair RCGP NI (Policy)

ZOOM ID: 970 9531 4221  
ZOOM PASSCODE: 301816

**GPs with Specialist Interests**  
Healthcare in Prisons, NI  
Ambulance Service and  
Sport and Exercise Medicine

QUB GP SOCIETY PRESENTS

## A CAREER IN GENERAL PRACTICE

THURSDAY 19TH NOVEMBER 8PM

**DR PAULA HOUTON**  
GP ACADEMIC RESEARCH TRAINEE  
ON APPLYING FOR GENERAL PRACTICE  
TRAINING AND THE GP TRAINING PATHWAY

**DR ALAN STOUT**  
GP PARTNER AND CHAIR OF THE BMA NI GP  
COMMITTEE ON BEING A PARTNER IN  
GENERAL PRACTICE AND THE BUSINESS/  
LOGISTIC SIDE OF RUNNING A PRACTICE

ZOOM ID: 956 1759 2479  
PASSCODE: GPQUB

E-PORTFOLIO  
CERTIFICATES FOR  
ALL ATTENDEES

**A Career in General Practice**  
GP Training Programme  
and GP Partnership

The QUB GP Society presents...

## DEAR COLLEAGUE

An opportunity to explore the interface  
between primary and secondary healthcare.

THURSDAY 25TH  
FEBRUARY @7PM via Zoom

**Topic: Perinatal Mental Health**

Students from all healthcare disciplines are  
welcome to join us for this multidisciplinary  
conversation-style event.

Register via the link on the QUB GP Society's FB page.

**KEY SPEAKERS**

**PROF GERRY GORMLEY**  
GP AND PROFESSOR OF SIMULATION & CLINICAL SKILLS

**DR JULIE ANDERSON**  
CONSULTANT PSYCHIATRIST W/ SPECIAL INTEREST  
IN PERINATAL MENTAL HEALTH

**DR JANINE STOCKDALE**  
LECTURER IN QUB SCHOOL OF NURSING AND MIDWIFERY

**MRS LINDSAY ROBINSON**  
FOUNDER OF 'HAVE YOU SEE THAT GIRL?', BLOGGER,  
WRITER, SPEAKER AND CAMPAIGNER FOR MATERNAL  
MENTAL HEALTH SERVICES ACROSS THE UK

\*e-Portfolio certificates provided

**'Dear Colleague'**  
Interprofessional learning  
aiming to explore the  
interface between Primary  
and Secondary Care



**Working with RCGP  
and connecting with  
other GP Societies  
throughout UK/Ireland**



# Results



qubgpsociety

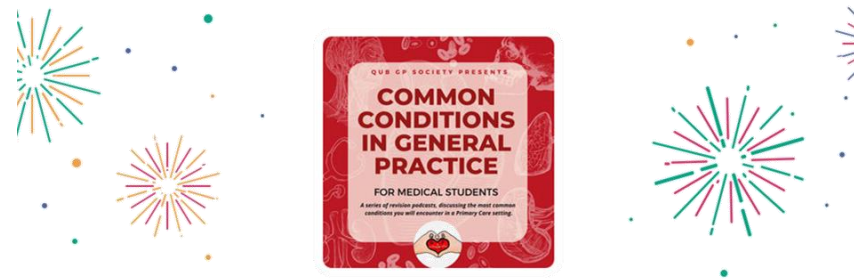
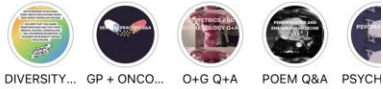


74 Posts 917 Followers 397 Following

**QUB GP Society**  
Medical students interested in General Practice  
Queen's University Belfast  
Facebook : QUB GP Society  
Twitter: @GPQUB  
fb.me/ej287EqqXi3

Edit Profile

Promotions Insights Saved



Congratulations from Buzzsprout!

**7 500 PODCAST DOWNLOADS**



# Results – Impact/Feedback



*“The learning that medical school misses for the day-in-the-life of a GP is targeted by these sessions and will serve us well in **future clinical practice**”.* Dear Colleague – February 2021

*“Really great informative talk. Loved the variety of special interests discussed. Definitely changed my perspective that a career in GP would be monotonous so I will definitely be **investigating further into a career in GP**”.* GPs with Specialist Interests – October 2020

*“The GP Soc resources have been a **valuable help** in the absence or normality of teaching”.* General Student Feedback on GP Society Outreach 2020/21

*“Hadn't really done much OSCE practice because of the pandemic and because we didn't have an exam, so this was a **really good experience** to know where I am at. **Very thankful for the opportunity!**”* Virtual Mock OSCEs – September 2020

*“Very informative talk; just started considering a career in General Practice and now **motivated to really get more GP experience** to finalise my decision. Thank you for the help”.* GP Careers Night – November 2020

*“I felt this event gave me an understanding of how **multidisciplinary teams** really can work in clinical practise, and raised awareness about the area of Perinatal Mental Health that I have not yet explored on the **core medicine course**”.* Dear Colleague – February 2020

# Where Next?



- Firm foundations – Covid and Post-Covid (virtual/hybrid/tribrid...)
- Academic and General Practice aims
- Interprofessional/Multi-disciplinary
- Relationships – North/South and East/West (and beyond!)



*What do you think?*

***We would love for you to get involved – always looking guest speakers, small group teaching volunteers, mock OSCE examiners/simulated patients. [Please see volunteer sign-up link!](#)***

Let the adventures continue...



Do you have any area(s) of specialist interest? e.g. Sport medicine, women's health, minor surgery etc.

Your answer \_\_\_\_\_



How would you like to volunteer with the Society? \*

- Speaker at GP Career event
- Speaker at GP-related Educational event (e.g. Dermatological presentations in General Practice)
- Facilitator for OSCE preparation tutorials/clinical skills sessions
- Mock OSCE Examiner/Simulated Patient
- Podcast guest
- Other: \_\_\_\_\_



*Thank you to the staff at the  
Centre for Medical Education at QUB  
(particularly #TeamGP), all at  
RCGP/BMA and to everyone in  
General Practice who helps and  
supports us.*

*Thanks to YOU for listening!*



QUB GP Society



@GQPUB



@QUBGPSociety



gp-soc@qub.ac.uk

# Eveline Burns



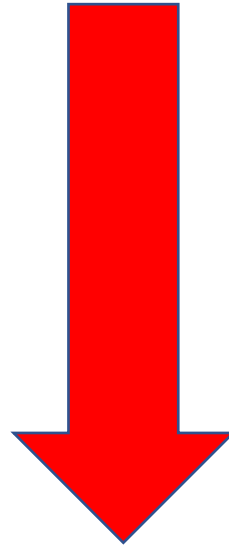
## Administrative Lead for General Practice

*“Allocations: where we stand and current gaps”*



## For Attendance (& SUMDE Payment)

**Please put your Name and Practice Code in the chat below**



**Mrs Edel O'Hara**



**SUMDE Manager**

***“SUMDE Payments”***



# Dr Sian-Lee Ewan



**Senior Lecturer & GP Placement Lead  
Ulster University  
School of Medicine  
Graduate Entry Medical Programme 2021**





# Ulster University School of Medicine

Dr Sian-Lee Ewan



**SCHOOL OF  
MEDICINE**



# Ulster University Opens the Doors to its First Medical Students with a new School of Medicine in the Heart of the Community

23 August 2021





# Meet Our Students

- Graduate Entry
- Arts or Science Background
- Intake of 73 students for 2021-2022



**Nicola**

Investment Banker



**Seamus**

Political Advisor and former  
Lecturer in Irish



**Roland**

CT Radiographer

# Vision for the School

- To address the workforce shortage in Northern Ireland
- Strategic emphasis on General Practice
- >30% delivery in Primary Care

*“Producing Doctors who are able to deliver whole person care with skill and compassion, as members of diverse clinical teams, in partnership with patients and clients. Graduates whose vision is community focused yet globally ambitious: academically capable change agents”*

# GP Placements

| Year | GP Placement                       |
|------|------------------------------------|
| 1    | 12 visits throughout the year      |
| 2    | 5-week attachment                  |
| 3    | 1 day/week longitudinal attachment |
| 4    | 5-week attachment                  |



“

**Exciting Future for GP Education**



**THANK YOU**

Dr Sian-Lee Ewan  
sl.ewan@ulster.ac.uk



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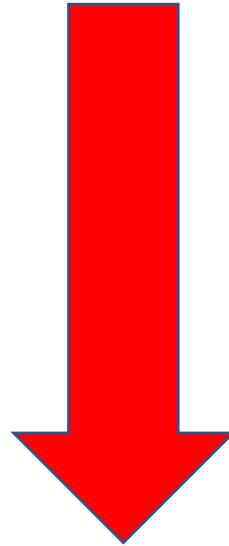
**SCHOOL OF  
MEDICINE**

# Q & As



## For Attendance (& SUMDE Payment)

**Please put your Name and Practice Code in the chat below**



# Dr Grainne Kearney



**Lecturer**

**Closing Remarks**





Thanks for attending today.  
Stay in touch



## GENERAL PRACTICE

Taking General Practice and Primary Care Across the Curriculum

### WELCOME TO QUBGP

This website is for all GPs involved in medical student teaching for Queen's University Belfast. Whether you are a teacher, or examiner, on a sessional basis at the University, or a teaching practice hosting medical students, we hope you will find the educational resources useful. You can find information on research being undertaken by GPs in Northern Ireland as part of the GPARTS programme. Please share any news we can include and do give us your feedback on the website [gpadmin@qub.ac.uk](mailto:gpadmin@qub.ac.uk)

Web address: <https://www.qub.ac.uk/sites/qubgp/>  
Email: [gpadmin@qub.ac.uk](mailto:gpadmin@qub.ac.uk)

Web address: <https://www.qub.ac.uk/sites/qubgp/> Email: [gpadmin@qub.ac.uk](mailto:gpadmin@qub.ac.uk)