

## Assessment in GP for RCS Students

### Clinical Attachment Report

At the beginning of each General Practice placement, students should discuss their learning objectives with their GP Supervisor. These should reflect the MBBS objectives, students' interests, strengths and weaknesses. At the end of each GP placement, students must submit an attachment report from the GP supervisor which assesses the student on a variety of professional and personal attributes. Formal supervisor feedback should be given to the student before completion of the attachment.

### Complex Rural Longitudinal Case

These cases should be selected from those patients seen in General Practice (one in each semester). **Early in their attachment**, students should discuss with their supervisor a suitable patient and ask if they can be followed up on the day that the student is in the practice. The patient should have a chronic illness, whether physical or psychological.

Follow up could include home visits, hospital admission/visits and GP, specialist or allied health provider appointments as appropriate. The case therefore needs to be relatively complex and should involve aspects of management that illustrate the particular constraints, psychological stressors and financial and other challenges experienced by patients in rural settings. The details of the clinical case should be concisely stated, with the principal discussion focusing on how the disease itself and the travel away from home, impact on the patient and their family emotionally, financially and in other ways, as well as aspects of team care management.

Each case should include details of a visit with the patient to a non-GP health care provider (eg. specialist, optometrist, physiotherapist). Each case will be assessed by oral presentation to the GPs/staff in the practice to which the student is attached (eg. at a practice education session) to enable discussion on what has been learned from following through with this patient. We believe the **oral presentation**, the discussion generated and the student's ability to respond to questions raised, constitute a very effective form of assessment. The date and time of the presentation should be negotiated between the practice, the student and the RCS GP liaison academic.

### Final Year Long Case

Students may choose to complete a Long Case History (or develop this into a Complex Rural Longitudinal Case) based on patient contact in remote general practice. Students may seek advice from the GP in the development of this assessment piece.

### Clinical Log Book

Students are required to maintain a clinical logbook in each discipline to which they are attached. These log books will include records of procedural skills and incorporate a range of cases.

By recording clinical cases in which students have been involved, students are encouraged to take an active role in patient management and to be self-directed learners. Exposure to patients in the clinical setting is given increasingly greater emphasis across the final two clinical years. Students are not expected to record every case they have seen, rather only those cases in which they have had *substantial* involvement.

Progress of student log books should be reviewed by GP supervisors on a regular basis. In some disciplines, supervisors review logbooks on a weekly or daily basis.

*Log books in other disciplines will also include examples of hospital discharge summaries which students should be using as examples of learning professional communication. Students are expected to complete similar tasks in general practice, and will be expected to bring examples of this correspondence for discussion with their GP supervisor as part of their overall assessment in Primary Care.*

### **Procedural Skills**

Students are required to be assessed across a wide range of practical and procedural skills, many of which will be encountered in General Practice. These should be recorded in the clinical log book. Some skills are specifically required to be signed off by the GP but in certain circumstances it may be appropriate for the Practice nurse to sign off on some skills. We have found that some students have had difficulty getting sufficient exposure to some procedural skills e.g. male students performing vaginal examination and taking a cervical smear test. The opportunity for students to work with other GPs in the practice and the practice nurses will usually ensure exposure to the full range of general practice procedures.

### **Summative Assessment**

Students undergo a formal assessment through MCQ/EMQ (Yr 4 only) written exams and Objective Structured Clinical Examination (OSCE) stations. Local GPs and specialists who participate in student teaching are encouraged to also participate as examiners for the OSCEs and are invited to submit OSCE stations and written questions for the MCQ/EMQ exams. Please contact the Rural Clinical School on 64304550 if you would like to know more about this process.