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*ATTENTION QRME GP Supervisors!*

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INVITATION TO ATTEND:  
PRE-RDAQ CONFERENCE  
TEACHING ON THE RUN WORKSHOP

*Thursday 9<sup>th</sup> & Friday 10<sup>th</sup> June 2011*

Take the opportunity to head to the RDAQ conference early for the next QRME Teaching on the Run Workshop.

Teaching on the Run is a series of 6 learning modules developed to provide GP supervisors with increased competence and confidence as clinical teachers and supervisors.

Under QRME Accreditation Guidelines all Supervisors must attend Teaching on the Run, or equivalent, in the 3 year accreditation cycle.

New GP supervisors as well as GPs who have extensive experience teaching (but little or no formal teaching instruction) will find these modules useful.

The workshops use a range of small group teaching techniques including discussion, video presentation, small group work and reflection.

The workshops will assist in identifying teaching opportunities in a busy practice environment and build confidence in sharing your knowledge and skills more effectively.

The Teaching on the Run training program offered by QRME will be based on 5 modules and will contribute 30 CME points and 15 out of 18 supervisor training hours.

GP-Start will be introduced to QRME Supervisors in 2011 taking GPT1/Basic Registrars. It is a learning guide that will guide the registrar through their first six months of general practice. As such, it has been incorporated into the Teaching on the Run program.

The workshop format and content is outlined on the following pages.

***Booking your place is essential.***

If you would like to discuss the course content and benefits of the training, please contact Dr Kay Brumpton on [k.brumpton@qrme.org.au](mailto:k.brumpton@qrme.org.au).

Hope to see you there,

Scott Kitchener - QRME CEO & Medical Director





WORKSHOP OUTLINE:

PRE-RDAQ TEACHING ON THE RUN

DAY ONE THURSDAY 9<sup>TH</sup> JUNE, CAIRNS

	6.30AM - 9.30AM PLANNING TERM LEARNING (Breakfast Served with Session)	9.30AM - 12.30PM CLINICAL TEACHING	1.00PM - 4.00PM SKILLS TEACHING	6.30PM - 8.30PM GP-START (Dinner Served with Session)
<b>INTRODUCTION &amp; OBJECTIVES</b>	<b>DISCUSSION</b> <ul style="list-style-type: none"> <li>Defining outcomes</li> <li>Importance of outcomes</li> </ul>	<b>DISCUSSION</b> <ul style="list-style-type: none"> <li>Previous experience</li> <li>Education principles               <ul style="list-style-type: none"> <li>Adult learners</li> <li>Domains of knowledge</li> <li>Hierarchy of learning</li> </ul> </li> </ul>	<b>DISCUSSION</b> <ul style="list-style-type: none"> <li>Previous experience</li> <li>Learning cycle</li> <li>Defining a skill</li> </ul>	<b>DISCUSSION</b> <ul style="list-style-type: none"> <li>Supervision with GP-Start</li> </ul>
<b>ACTIVITY</b>	<b>SMALL GROUP WORK</b> <ul style="list-style-type: none"> <li>Develop objectives for a term attachment</li> </ul>	<b>VIDEO - CONSULTATION</b> <ul style="list-style-type: none"> <li>Questioning techniques</li> <li>Teacher versus learner focus</li> <li>Active involvement of learner</li> <li>Teaching with patients</li> </ul>	<b>DEMONSTRATION</b> <ul style="list-style-type: none"> <li>4 step approach</li> </ul>	
<b>ACTIVITY</b>	<b>DISCUSSION</b> <ul style="list-style-type: none"> <li>Difficulties in the clinical setting</li> <li>Recognise teaching and learning styles</li> </ul>	<b>MICRO-TEACHING</b> <ul style="list-style-type: none"> <li>5 minute presentation on an a clinical topic</li> <li>Positive critique</li> <li>Set-dialogue-closure</li> </ul>	<b>SMALL GROUP</b> <ul style="list-style-type: none"> <li>Teaching a non-medical skill</li> </ul>	
<b>REFLECTION &amp; CLOSURE</b>	<b>DISCUSSION</b> <ul style="list-style-type: none"> <li>Recognise teaching opportunities in clinical settings</li> <li>Evaluation</li> </ul>	<b>DISCUSSION</b> <ul style="list-style-type: none"> <li>Application in the clinical setting</li> <li>Evaluation</li> </ul>	<b>DISCUSSION</b> <ul style="list-style-type: none"> <li>Application in the clinical setting</li> <li>Competence</li> <li>Evaluation</li> </ul>	



## DAY TWO FRIDAY 10<sup>TH</sup> JUNE, CAIRNS

	9.00AM - 12.00 PM FEEDBACK AND ASSESSMENT	1.00PM - 4.00PM SUPPORTING TRAINEES (THE REGISTRAR IN DIFFICULTY)
<b>INTRODUCTION AND OBJECTIVES</b>	<b>DISCUSSION</b> <ul style="list-style-type: none"> <li>• Previous experience</li> <li>• Definitions and features of assessment/ feedback</li> </ul>	<b>DISCUSSION</b> <ul style="list-style-type: none"> <li>• Understand the problems</li> <li>• Identify the causes</li> </ul>
<b>ACTIVITIES</b>	<b>VIDEO – INTERACTION BETWEEN A REGISTRAR AND SUPERVISOR</b> <ul style="list-style-type: none"> <li>• Planning feedback</li> <li>• Giving feedback</li> </ul>	<b>ROLE-PLAY IN PAIRS</b> <ul style="list-style-type: none"> <li>• Increase confidence in dealing with difficult situations</li> <li>• Examine management strategies</li> </ul>
<b>ACTIVITIES</b>	<b>DISCUSSION - HYPOTHETICAL</b> <ul style="list-style-type: none"> <li>• Planning feedback</li> <li>• Dealing with registrars with difficulties</li> </ul>	<b>DISCUSSION</b> <ul style="list-style-type: none"> <li>• Identify preventative strategies</li> </ul>
<b>REFLECTION &amp; CLOSURE</b>	<b>DISCUSSION</b> <ul style="list-style-type: none"> <li>• Feedback planning</li> <li>• Learning cycle</li> <li>• Evaluation</li> </ul>	<b>DISCUSSION</b> <ul style="list-style-type: none"> <li>• Application in the clinical setting</li> <li>• Evaluation</li> </ul>

