Speakers

Dr Iona Heath

President, Royal College of General Practitioners

Iona Heath worked as an inner city GP at the Caversham Group Practice in Kentish Town from 1975 to 2010, including many years as a UCL GP tutor. She is currently President of the Royal College of General Practitioners, having chaired the RCGP International Committee until 2009. She is a member at large of the WONCA world executive and has written extensively about general practice.

Dr Trevor Thompson

Consultant Senior Lecturer, Academic Unit of Primary Health Care University of Bristol

Trevor Thompson is an inner-city GP and medical educator, working as a Senior Lecturer at the Academic Unit of Primary Care in the University of Bristol. He has been car-free for 10 years, though was once admitted from his rounds to the side-ward of a Glasgow nursing home, having become hypothermic cycling the Great Western Road in a freak hailstorm. Trevor runs courses on "sustainable healthcare" for undergraduates and is co-authoring a book on the same theme. His educational mantra is "learning is fun

Professor Jane Dacre

Sub-Dean for E-Learning, Deputy Academic Lead for PDS UCL Medical School

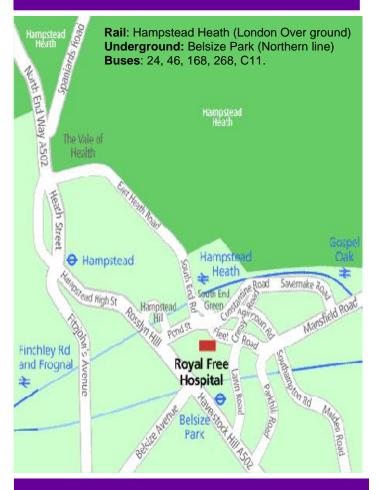
As Director of Medical Education and Director of the Division of Medical Education, Jane is the chair of several teaching related committees and is actively involved in the leadership, management and design of the MBBS programme. She is currently the Medical Director of the MRCP (UK) examination. For the past 5 years, Jane has also run the development of the tests of competence for the General Medical Council's Fitness to Practise Procedures.

Social event

An Evening of Entertainment with Alex Nesbitt

Royal Free & UCL Medical Students 'The Atacama Crossing & the other Extraordinary Tales'

UCL Medical School (Royal Free Campus)



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GP TUTORS' ANNUAL CONFERENCE 2011

TEACHING IN THE NEW NHS



Friday, 1st April 2011

The Atrium
Royal Free Hospital
London
NW3 2PF

https://www.ucl.ac.uk/pcph/undergrad/cbt/ qp-conference

Workshops: Morning 11.30 - 13.00

M1: Creating effective Learning Environments

Dr Deborah Gill & Dr Sophie Park

Is your practice a good learning environment? What does it feel like to be a learner in your practice? What does the hidden curriculum reveal? In this workshop we will consider the emotional, physical and intellectuals domains of the learning environment and apply this to our own practice settings to identify ways of improving the learning environment for medical students and other learners

M2: Integrating Mental Health throughout the new curriculum

Dr Marta Buszewicz

The new curriculum 2012 re-conceptualises 'psychiatry' as 'mental health': aiming to encourage students to consider the mental health issues in the care of <u>all</u> patients and to prepare students to look after patients with a wide range of mental health problems in whatever area of medicine they choose to practice. This workshop provides participants with an opportunity to make a real contribution to the shape and flavour of this module: debating and advising the medical school on the role the primary care community should play in this aspect of the curriculum.

M3: Rediscovering lost values

Professor Aidan Halligan

The best teaching is leadership under another guise. At the heart of effective leadership is example, enabling common purpose through others, moral courage and resilience. The messenger for these values is often a teacher and the angle of entry is through inspiration and motivation. People buy people first, before they buy the message. Your authority comes from how much you care. These values are timeless.

M4: Learning opportunities with Web 2.0 technologies

Dr Jean McEwan & student from pilot

Although we hold knowledge and wisdom, it is sometimes hard to understand how we can most effectively and efficiently communicate and share knowledge with students and, of course, patients of the same generation. How might web 2.0 technologies available through the internet, Moodle and Virtual learning environments (VLEs) support student, patient and our own learning? Join us to find out how to develop your teaching and practice utilising modern communication, e-learning opportunities and more.

Programme Friday 1st April 2011

0.00 Danistration

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9.00 - 9.30	Registration
9.30 - 9.45	Welcome & Introduction Dr Joe Rosenthal & Dr Sophie Park
9.45 - 10.30	Wider political change & teaching in the New NHS Dr Iona Heath
10.30 - 11.15	Greening the Clinical Gaze: the why, the what and the how of a sustainable UG medical curriculum Dr Trevor Thompson
11.15 - 11.30	Tea & Coffee {Atrium}
11.30 - 13.00	Workshops: Morning
13.00 - 14.00	Lunch {Atrium}
14.00 - 14.15	MPS Dr Daniel Kremer
14.15 - 15.00	Changes to the UG curriculum post Tomorrow's Doctors 2009 Professor Jane Dacre
15.00 - 15.15	Discussion Forum, Q&A
15.15 - 15.30	Tea & Coffee {Atrium}
15.30 - 17.00	Workshops: Afternoon
17.00 - 17.15	Conference Close (Atrium) Dr Joe Rosenthal
17.15 - 18.30	Wine & Canapés Social event

Workshops: Afternoon 15.30 - 17.00

A1: Synthesis: the role of the GP

Dr Deborah Gill & Clinical Fellow ACME

The new curriculum 2012 aims to be integrated in approach and delivery. Central to this vision is 'Synthesis': a series of activities in all years of the curriculum that help students to contextualise and make sense of their learning. In what ways can GPs be involved in this activity? Looking at current GP based teaching and considering additional activities, participants will identify the vital role a GP can play in this 'metacognitive' activity.

A2: Teaching Health Inequalities in General Practice

Dr Patrick Hutt

Health Inequalities remain a significant health problem (Marmot 2010) and GPs are well placed to take action (Hutt, 2010). Tomorrow's Doctors (General Medical Council 2009) also recognizes the need to teach students about health inequalities. This interactive workshop aims to equip tutors with tools to teach this potentially complex subject in daily practice. Key demographics will be touched upon, while strategies, resources and recent policy developments will be highlighted. It is hoped that tutors will feel empowered to raise the issue of health inequalities in various teaching settings, allowing students to begin to develop their own ideas about the doctor's role in tackling health inequalities.

A3: The dog, the pig, and the fish – exploring competing approaches in the learning and assessment menagerie

Dr Anita Berlin

Assessment is the tail that wags the dog, but you don't fatten the pig by weighing it. You could give me a fish but better to teach me to fish. How do we combine competency-based assessment with goals such as expertise, judgment, reflection, and even altruism? How are curricula influenced and shaped by the tensions between university and GMC professional requirements? This workshop will use participants' own mental images and experience of learning and assessment to explore these tensions and trends in medical education and training....and have some fun while we are at it!

A4: What will GP Commissioning do for teaching and research in primary care?

Professor Steve Iliffe

This workshop will consider current plans for GP commissioning outlined in the White Paper 'Liberating the NHS', and discuss their likely impact on teaching and research in general practice. Will commissioning absorb GPs time, energy and enthusiasm, at the expense of teaching and research, or will teaching and research be a way of retaining the patient-centered essence of general practice? The workshop will allow participants to discuss their own experiences of GP commissioning to date, and explore some of the opportunities and challenges it creates for GPs who are teachers or researchers.