# Speakers

#### **Dr David Pendleton**

DPhil, CPsychol, (Hon) FRCGP

Is a psychologist who has been working with General Practitioners since he completed his doctorate in doctor-patient communication in 1982. He is the first author on The New Consultation (2005) which won the Payer Award 2011 from the American Academy of Medical Communication for outstanding contribution to the literature of medical communication. He is the Executive Chairman of the Edgecumbe Consulting Group in Bristol and an Associate Fellow of the Said Business School at Oxford University where he course directs the program in High Performance Leadership jointly with Prof Tim Morris. His latest book, with Prof Adrian Farnham, is 'Leadership: All you need to know' published 2011 by Palgrave Macmillan

#### **Dr Katherine Woolf**

Lecturer in Medical Education, UCL Medical School, Honorary Research Associate, UCL Division of Psychology and Language Sciences

Kath is interested in what affects how doctors and medical students perform in examinations, and in particular, how ethnic differences in attainment can be reduced. Kath is a member of UCL's Fair Access to the Professions Working Group; Race Equality Group; and was awarded UCL 'Public Engager' of the Year (academic) in 2010. She contributes to Target Medicine, UCL's widening access to medicine project, and Horizons, UCL's outreach programme for students from non-selective state schools.

#### Dr Deborah Gill

MBBS MRCGP MMEd FHEA

Senior Lecturer in Medical Education and Deputy Director of UCL Medical School

Deborah has a broad portfolio of academic roles in both undergraduate and postgraduate education and training and is currently leading the MBBS 'new curriculum' project 2012. She leads delivery of staff development and Masters programmes for clinical educators on behalf of NHS Trusts; the London and Eastern Deaneries; the Royal College of Physicians; and the GMC. She is a Fellow of the Higher Education Academy, member of ASME Council and a peer reviewer for a number of education journals.

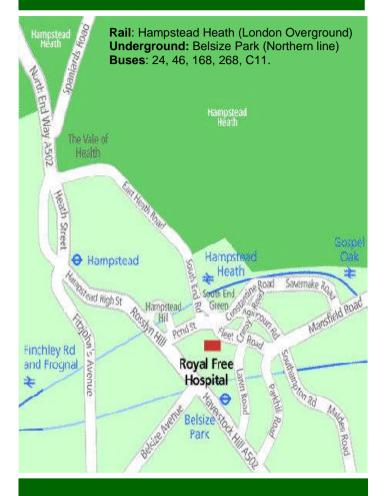
#### Social Event & Book, Launch

An Evening of Wine & Canapés

Reflections on three decades of community based teaching & the contribution of general practice to academia

**Professor Paul Wallace** 

## **UCL Medical School** (Royal Free Campus)



#### **POSTAL ADDRESS FOR CONFERENCE:**

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## **GP TUTORS' ANNUAL CONFERENCE 2012**

**'Exploring Communication in Teaching & Practice'** 



Thursday, 22nd March 2012

The Atrium
Royal Free Hospital
London
NW3 2PF

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

### Workshops: Morning 11.30 - 13.00

#### M1: What's leadership got to do with it?

Dr Jenny King

In this workshop, Dr Jenny King - an organisational psychologist specialising in working with doctors - will explore the leadership skills, tasks and personal attributes that are so critical to successful engagement in clinical education. The workshop will examine the characteristics that make or break a leader, how to influence and motivate individuals, how to manage reactions to stress and pressure in a constantly changing environment, and what participants can do to strengthen their own leadership capability .

#### M2: The art of Consultation

Dr Claire Elliott

This workshop will explore ways in which the arts can help us teach communication and consultation skills. It will look in particular at the use of film, poetry, prose and paintings. You are welcome to bring your favourite examples of books, films and paintings and will also be given suggestions on how to build up your own sources

### M3: Commissioning & Communicating: who needs to know what?

Professor Steve Iliffe

General practitioners are being encouraged to think about the "big picture", not just their patients, and to contribute to investment – and disinvestment – decisions. What do we need to know to do this? How much can we share knowledge – about financial risks or plans, for example – with colleagues or patients? How does corporate responsibility fit with the duty of care to individuals and communities, and how will GPs deal with the conflicts that arise? This workshop will draw on GPs experiences of the commissioning process to explore these issues, and maybe even find some answers.

### M4: Evidence-based information at the point of care

Ms Ruth Muscat & Ms Caroline De Brun

The internet has made it easy to access a vast amount of information, but how do you know which resources to trust? Where can you find clinically relevant information that is easy to access, up to date, UK relevant, high quality and evidence-based? In this workshop, information experts from the Royal Free Hospital Medical Library will offer a succinct overview of the best places to look for high quality, evidence-based material. Participants will be able to choose a number of sources, view a demo and have the opportunity for hands-on exploration.

## Programme Thursday 22nd March 2012

9.00 - 9.30	Registration {Atrium}
9.30 - 9.45	Welcome & Introduction Dr Joe Rosenthal & Dr Sophie Park
9.45 - 10.30	Doctor: Patient Communications & Leadership Dr David Pendleton
10.30 - 11.15	Learning from your friends? Peer relationships & performance in medicine Dr Katherine Woolf
11.15 - 11.30	Tea & Coffee {Atrium}
11.30 - 13.00	Workshops: Morning
13.00 - 14.00	Lunch {Atrium}
14.00 - 14.15	MPS Getting Communication Right Dr Daniel Kremer
14.15 - 14.30	iBSc Students
14.30 - 16.00	Workshops Afternoon
16.00 - 16.15	Tea & Coffee {Atrium}
16.15 - 17.00	The New Curriculum  Developments  Dr Deborah Gill
17.00 - 17.15	Questions (Atrium)

Dr Joe Rosenthal

Wine & Canapés

Professor Paul Wallace

17.15 - 18.30 Social event {Atrium}

### Workshops: Afternoon 14.30 - 16.00

#### A1: Health Literacy

Professor Gill Rowlands & Dr Jo Protheroe

Health literacy skills are 'the cognitive and social skills to access, understand and use information in ways that promote and maintain good health'. During this workshop, Gill Rowlands and Jo Protheroe, both GPs and health literacy researchers, will lead an interactive discussion about what this means for General Practitioners and how GP trainees and students could be supported to make health literacy, and building health literacy skills in patients and communities, a core skill. We will aim to produce some consensus recommendations from the workshop.

#### A2: Conflict - Its Utility & Resolution

Dr Sophie Kuhn & Dr Sophie Park

In this workshop we will build upon your own experience to explore the different types and outcomes (both constructive and negative) of conflict. We will examine the triggers, alternatives and resolution of conflict using contexts of teaching, patient and colleague interaction.

#### A3: Feeding back to feed forward

Dr Ann Griffin

The art and science of developmental conversations is fundamental in the facilitation of effective teaching and learning. Timely and skilful feedback enhances clinical performance and is central in the promotion of reflectivity in the learner. In healthcare education, we have seen an embedding of feedback practices with a host of new tools to mediate the process, as well as, a growth in formal educational roles, to ensure that the learner has frequent formative conversations. We have also seen feedback conversations increasingly take on a summative role and the inherent tensions that this brings are a frequent concern for learner and facilitator. This workshop will explore contemporary issues in feedback. Participants will be encouraged to actively participate as we explore the field and consider what attributes these developmental conversations should have.

### A4: Non-verbal Communication: Early identification of the struggling student

Dr Will Coppola

Studying undergraduate medicine is a demanding enterprise, and the personal and academic pressures on students are substantial. It is therefore not surprising to see a number of students struggling with their studies. Fortunately, many of these students can be identified and helped before they actually fail. This workshop will look at some of the ways of identifying these students through their non-verbal communication. We will also explore how these students can be helped and how GP tutors are particularly well-placed to do this.