Dermatology in Primary Care

Tutor’s Guide 2014-15

UCL Medical School
Community Based Teaching
1 Useful Information

1.1 Contact Details

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1.2 Dermatology teaching dates for the year 2014-15

<table>
<thead>
<tr>
<th>Placement 1</th>
<th>Placement 2</th>
<th>Placement 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 1 Oct a.m.</td>
<td>Wednesday 29 Oct a.m.</td>
<td>Wednesday 26 Nov a.m.</td>
</tr>
<tr>
<td>Wednesday 15 Oct a.m.</td>
<td>Wednesday 12 Nov a.m.</td>
<td>Wednesday 10 Dec a.m.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Placement 4</th>
<th>Placement 5</th>
<th>Placement 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 14 Jan a.m.</td>
<td>Wednesday 11 Feb a.m.</td>
<td>Wednesday 11 Mar a.m.</td>
</tr>
<tr>
<td>Wednesday 28 Jan a.m.</td>
<td>Wednesday 25 Feb a.m.</td>
<td>Wednesday 25 Mar a.m.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Placement 7</th>
<th>Placement 8</th>
<th>Placement 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 22 Apr a.m.</td>
<td>Wednesday 20 May a.m.</td>
<td>Wednesday 17 June a.m.</td>
</tr>
<tr>
<td>Wednesday 6 May a.m.</td>
<td>Wednesday 3 June a.m.</td>
<td>Wednesday 1 July a.m.</td>
</tr>
</tbody>
</table>

2 Welcome and introduction

As part of their four-week Core General Practice attachment all students spend a Wednesday morning in week 2 and a Wednesday morning in week 4 with a GP tutor learning about Dermatology in Primary Care. Teaching is in protected time (i.e. outside normal surgery sessions) and usually with groups of four students. This is part of the medical school’s community based teaching programme, which is also incorporated in firms such as medicine, child health, women’s health and psychiatry.

We are very grateful to you for agreeing to teach on the Dermatology in Primary Care Course. We hope you will find this guide useful in making this teaching a rewarding experience for you and your students.

By the end of reading this guide we hope that:

- You will have knowledge of the practical arrangements and structure of the placement.
- You will be aware of other resources to develop your teaching.
2.1 How to use this guide

This guide was primarily developed with new tutors in mind. However we hope that experienced tutors will be able to use it as a reference and contribute any resources they find valuable.

The first part of the guide addresses the practicalities of the placement and where it fits in with the bigger picture.

The later part provides resources that you may find useful.

We hope the guide is laid out clearly so that you can access the information you require easily.

We have added some key tips and comments about points we consider very important, they will be highlighted by the use of a symbol before the comment.

In addition to this guide we produce a separate basic general guide to teaching skills called “Teaching tips for tutors”. Please ask the course administrator if you have not yet received a copy of this.

We welcome any suggestions you want to make about this guide. You will find additional useful information about Dermatology teaching on our website:

http://www.ucl.ac.uk/pcph/undergrad/cbt/year5/derm

and the Dermatology section of MBBS Year 5 Teaching in the Community Moodle page:

https://moodle.ucl.ac.uk/course/view.php?id=23121

Please contact Sandra Gerrard (s.gerrard@ucl.ac.uk) for a login and password, if you do not already have one. There are a number of resources which we hope will be useful for your teaching.
2.2 Overall structure of Year 5

Year 5 (The Life Cycle) begins with a 1 week attachment, “Introduction & Orientation Module including Introduction to Foundation School Applications & Electives”. The year is then divided into three 13 week modules, each with a core teaching week and three four week blocks, with a focus on integrated clinical care in the following areas:

<table>
<thead>
<tr>
<th>Module 5A</th>
<th>Module 5B</th>
<th>Module 5C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child and Family Health with Dermatology (CFHD)</strong></td>
<td><strong>Women and Men’s Health (WHMH)</strong></td>
<td><strong>Health of the Older Person (HOPE)</strong></td>
</tr>
<tr>
<td>Child health – Home</td>
<td>Women’s health – Home</td>
<td>Psychiatry (general and specialist)</td>
</tr>
<tr>
<td>Child health – DGH</td>
<td>Women’s health – DGH</td>
<td>Care of the older person</td>
</tr>
<tr>
<td>Core GP</td>
<td>Men’s health</td>
<td>Ophthalmology/ ENT/ Cancer/Palliative care</td>
</tr>
</tbody>
</table>

An important point is that students’ ability will depend on how far the year has progressed and how much of their hospital based attachment they have completed. In September students will have little experience except that of general medicine and general surgery, but as the year progresses they will have completed other blocks many of which have a general practice component.

**KEY TIP:** Students’ experience and knowledge will vary depending upon their position during the Year 5 course. It is always worthwhile, therefore, discussing with the students where they are in the year and what firms they have already done. It is not safe to assume that having done a firm they are competent in specific tasks, ask them and check in your sessions. Students may discuss particular learning needs with you which you may or may not feel are appropriate to cover during their placement. For those relevant learning needs, you might, for example, ask the students to prepare a 5 minute presentation for day 2 to facilitate this learning, in addition to shaping your teaching plan where you feel this is possible and appropriate.

Spiral learning – checking and then building on students’ knowledge and skills. We would encourage tutors to think about this. Learning during a placement is much more meaningful for students if they can relate this to previous learning and experience. This might, for example, involve discussing with students existing knowledge about history and examination, then extending this knowledge to include e.g. more detail about aspects of Hx and Ex; psycho-social aspects; or management.
Primary care placements have been recently introduced in Dermatology and have been highly evaluated by students.

**THINK POINT:** What do you think a primary care placement in Dermatology has to offer the medical student?

In one word "Perspective"

In hospital, patients usually have rarer, more extreme and disabling illnesses which slant students’ experiences. It is also useful for them to see the full spectrum of severity from normality through ranges of abnormality. Many dermatological conditions are managed primarily in primary care. We hope that students will see the commoner conditions and meet patients managing with chronic conditions and those requiring less intensive treatments. General Practice is the first point of contact for many patients, and so can demonstrate to students patients’ real concerns. We also hope that there is an opportunity to address the psychological impact of Dermatological conditions on the patient and their family.

To put your teaching into context, the overall hospital and community Dermatology syllabus is available in the Child and Family Health with Dermatology Study Guide [http://www.ucl.ac.uk/pcph/undergrad/cbt/year5/derm](http://www.ucl.ac.uk/pcph/undergrad/cbt/year5/derm) and then click on Tutor Resources. Below are listed the aims of the GP Dermatology placement.

**Aims:**

- To provide the opportunity for students to see and learn about common skin problems in primary care.
- To practise core clinical skills in dermatological history taking and examination.

**Contents of the Dermatology in Primary Care Curriculum - What is best taught in primary care?**

- Burden of skin disease (personal/public)
- Chronic mild conditions (especially infective/inflammatory)
- Psychosomatic aspects of dermatology
- Therapeutic aspects of dermatology

**What should tutors teach in primary care?**

- History and examination
- Use of descriptive terminology
- Eczema
- Psoriasis
- Acne
- Leg ulceration

Principles of therapeutics (Holistic approach to management in adults and children, Principles of skin care and Rx)
2.3 Course Content

The scope of these two sessions is enormous. It would be a good idea to clarify with the students what topics they have covered and if they are aware of the primary care angle to these. The core content of the Dermatology in primary care placement is as follows:

Students should know how to take a history, examine and describe patients with skin disease using appropriate dermatological terms. One would expect an undergraduate to cover the following areas:

**History**

<table>
<thead>
<tr>
<th>Skin Specific</th>
<th>General:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Site of onset and progression</td>
<td>• Past history (include history of atopic symptoms, skin disease, skin malignancy)</td>
</tr>
<tr>
<td>• Time since onset of the rash</td>
<td>• Occupational/ hobbies and history of sun-exposure</td>
</tr>
<tr>
<td>• Duration of individual lesions</td>
<td>• Family History (atopy, malignancy)</td>
</tr>
<tr>
<td>• Relationship to physical agents</td>
<td>• Social History</td>
</tr>
<tr>
<td>• Exacerbating and relieving factors</td>
<td>• Previous Treatment (for skin or other disease, prescribed or OTC)</td>
</tr>
<tr>
<td>• Itching or pain</td>
<td>• Skin care: baths or showers, types of soap/moisturiser used.</td>
</tr>
<tr>
<td>• Size or colour change in pigmented lesions</td>
<td>• Psychological factors: Stress makes condition worse</td>
</tr>
</tbody>
</table>

**Dermatological Examination**

It is important to look and feel. The skin should be considered as a whole organ, therefore need to see all the skin. During examination consider the following:

| 1. Site and distribution of rash         | • Symmetrical       |
|                                        | • Asymmetrical      |
|                                        | • Sun exposed       |
|                                        | • Discrete          |
|                                        | • Unilateral        |
|                                        | • Generalised       |
|                                        | • Disseminated      |
|                                        | • Grouped           |
|                                        | • Annular           |
|                                        | • Linear            |
|                                        | • Reticulate        |

| 2. Colour of lesion or rash             |
3. Types of lesions

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macule</td>
<td>Erosion</td>
</tr>
<tr>
<td>Papule</td>
<td>Ulcer</td>
</tr>
<tr>
<td>Nodule</td>
<td>Atrophy</td>
</tr>
<tr>
<td>Plaque</td>
<td></td>
</tr>
<tr>
<td>Vesicle</td>
<td></td>
</tr>
<tr>
<td>Bulla</td>
<td></td>
</tr>
<tr>
<td>Pustule</td>
<td></td>
</tr>
</tbody>
</table>

4. Border of lesion or rash

| Normal / smooth | Erosion |
| Scaly          | Ulcer   |
| Keratin / Horn | Atrophy |
| Exudate        |         |
| Friable        |         |
| Crust          |         |
| Warty/papillomatous |     |
| Excoriation    |         |
| Lichenification|         |
| Umbilicated    |         |

5. Surface features

6. Other sites which may be affected

e.g. eyes, scalp, nails, mucous membranes, lymph nodes, joints

**Investigations**

Students will be taught about biopsy techniques and patch testing within the hospital component of their teaching. They should know how and when to use a Woods light, and take skin scrapings. (Tip for use of Woods light- depigmented lesions -> more obvious but hypo-pigmented lesions disappears.)

**Descriptive Terminology:**

**Some problems:**
1) Description does not always lead to diagnosis.
2) Pattern recognition is important but often diseases have atypical patterns.
3) Diagnostic terms are often just descriptive (e.g. Pityriasis rosea)
4) Descriptive terms may be incorrect (e.g. tinea versicolor is not a tinea but a yeast infection.)
And some helpful contrasts:

Epidermal lesions cause scaling of the surface

Dermal lesions have a smooth surface

Different “degrees” of the same lesion have different names:

Papule (small) \rightarrow Nodule (large)
Vesicle (small) \rightarrow Bulla (large)
Excoriation \rightarrow Erosion \rightarrow Ulcer

Melanocytic lesions: Brown lesions are more superficial, Bluer ones melanocytes are deeper in dermis.

**Therapeutics**

Students should have a grasp of the principles of skin care & hand care and therapeutics (and be able to give advice to patients).

They should know what the objectives of treatment in various conditions are i.e. to cure or contain (thus requiring a long-term management plan).

Regarding emollient usage: they should know bases and preservatives can be sensitisers and irritants

They should also know the difference between and reasons for using:

- Lotions (easily absorbed. Good for large areas)
- Gels (good for scalps)
- Creams (for weepy conditions)
- Ointments (for dry conditions)
- Pastes (maximal drying effect and easier to apply to a specific area)

**Topical corticosteroids**

Students should know the relative strengths, indications, cautions, contraindications, side effects and dose of topical steroids of different potencies:

<table>
<thead>
<tr>
<th>Potency</th>
<th>Generic</th>
<th>Brand name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild</td>
<td>Hydrocortisone 1%</td>
<td>Hydrocortisone (non-proprietary)</td>
</tr>
<tr>
<td>Moderately Potent</td>
<td>Clobetasone butyrate 0.05%</td>
<td>Eumovate</td>
</tr>
<tr>
<td>Potent</td>
<td>Betamethasone valerate 0.1%</td>
<td>Betnovate</td>
</tr>
<tr>
<td>Very Potent</td>
<td>Clobetasol propionate 0.05%</td>
<td>Dermovate</td>
</tr>
</tbody>
</table>
It is suggested the GP tutors keep a box of assorted skin preparations for students to see and feel.

Contra-indications to topical steroids are:
- Infection
- Acne
- Rosacea
- Peri-oral dermatitis
- Ulcerative conditions
- Widespread plaque psoriasis

Students should be aware of factors, which affect compliance with treatment e.g.:
- Inadequate explanation of reason and/or method of use
- Time/effort required in application
- Side effects (e.g. stinging, smell, stains to skin or clothes)
- Delayed (or absent) effect
- Realistic understanding of goal of treatment
- Lay ideas about drugs, especially steroids

Common conditions in Primary Care to cover:

1. Eczema

Students should
a) Have an understanding of the aetiology, pathogenesis and classification of eczema
b) Be able to recognise and describe the different patterns of eczema
c) Be able to take a relevant history and perform an examination of a patient with eczema
d) Have an understanding of the psycho-social impact of eczema
e) Have an understanding of topical and systemic therapies used in the management of eczema

Classification of eczema

<table>
<thead>
<tr>
<th>Endogenous eczema</th>
<th>Exogenous eczema</th>
<th>Unclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atopic eczema</td>
<td>Irritant contact eczema</td>
<td>Asteatotic eczema</td>
</tr>
<tr>
<td>Seborrhoeic eczema</td>
<td>Allergic contact eczema</td>
<td>Lichen simplex</td>
</tr>
<tr>
<td>Discoid eczema</td>
<td>Photosensitive eczema</td>
<td>Juvenile plantar dermatosis</td>
</tr>
<tr>
<td>Venous stasis/gravitational eczema</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheiropompholyx</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pathogenesis

Endogenous eczema is caused by a combination of genetic and environmental factors. Exogenous eczema is always caused by an external agent.
Histology

Students should be able to describe and recognise the classical histological features of:

- Acute eczema: spongiosis, epidermal vesicles, dermal and epidermal inflammatory cell infiltrates
- Chronic eczema: hyperkeratosis, acanthosis, dermal inflammatory cell infiltrates

Students will be expected to recognise:

- The different patterns/types of eczema (as above)
- The typical distribution patterns of atopic eczema, and their variation with patient age.
- The difference in morphology between acute and chronic eczema (NB lichenification)
- Erythrodermic eczema
- The distribution clues for contact eczema

Students will also have a knowledge of:

- Irritants and environmental factors which may exacerbate eczema
- Common complications of atopic eczema: 2ary infection with Staphylococcus aureus, disseminated HSV and molluscum contagiosum

Treatments

Students should understand when to use creams (wet, weepy lesions) and when to use ointments (dry lichenified lesions)

Students should be aware of the following medications, instructions which should be given to patients and side-effects

<table>
<thead>
<tr>
<th>Topical</th>
<th>Systemic</th>
<th>Phototherapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emollients (moisturisers)</td>
<td>Azathioprine</td>
<td>TLO1 (narrow band UVB)</td>
</tr>
<tr>
<td>Corticosteroids</td>
<td>Cyclosporine</td>
<td>PUVA</td>
</tr>
<tr>
<td>Tacrolimus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bandages and wet wraps</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Psoriasis

Students should
a) Have an understanding of the aetiology and pathogenesis of psoriasis
b) Be able to recognise and describe the many presentations of psoriasis and associated nail and joint disease
c) Be able to take a relevant history and perform an examination of a patient with psoriasis
d) Have an understanding of the psycho-social impact of psoriasis
e) Have an understanding of topical treatments, phototherapy and systemic therapies used in the management of psoriasis

Pathogenesis
Psoriasis is caused by a combination of genetic and environmental factors

Histology
Students should be able to describe and recognise the classical histological features of psoriasis:
- Parakeratosis
- Psoriasiform hyperplasia
- Dilatation of dermal vasculature
- Early and late inflammatory cell infiltrates

Clinical forms of psoriasis
Students will be expected to recognise the more common forms of psoriasis
- Chronic plaque psoriasis
- Guttate psoriasis
- Flexural psoriasis
- Palmar plantar pustular psoriasis
- Generalised Pustular psoriasis
- Erythrodermic psoriasis
They will also have knowledge of the nail and joint changes associated with psoriasis

Exacerbating factors
- Students will also have a knowledge of drugs and environmental factors which may exacerbate psoriasis

Treatments

Students should be aware of the following anti-psoriatic medications, instructions that should be given to patients and side-effects (staining, burning, unpleasant smell)

Topical
- Vitamin D analogues
- Vitamin A derivatives
- Tar
- Dithranol
- Topical steroids
- Salicylic acid
- Emollients

Phototherapy and systemic therapies
These will be dealt with in detail in the hospital teaching.
3. Acne

A chronic inflammation of the pilosebaceous unit: - increased androgen sensitivity of pilosebaceous unit and increased sebum excretion, pilosebaceous duct hyperkeratosis, colonization of duct with P acnes, inflammation.

It is useful for students to be able to break acne up into types and grades- this affects type of treatment used.

<table>
<thead>
<tr>
<th>Type of acne</th>
<th>Appearance</th>
<th>Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild</td>
<td>comedonal (black and white heads) or papular</td>
<td>topical benzoyl peroxide and/or retinoids</td>
</tr>
<tr>
<td>Moderate</td>
<td>papulo-pustular</td>
<td>topical antibiotic/retinoid or antibiotic/benzoyl peroxide combinations or oral antibiotics plus topical benzoyl peroxide</td>
</tr>
<tr>
<td>Severe</td>
<td>nodulocystic or scarring</td>
<td>requires referral and probably oral roaccutane (expensive, main risks are teratogenicity, depression and abnormalities of liver function and lipids- but very cost effective)</td>
</tr>
</tbody>
</table>

4. Leg ulceration

Students should know the causes of leg ulceration:
- Venous
- Arterial and the role of Doppler in distinguishing between the two
- Neuropathic
- Diabetic
- Vasculitic
- Haemoglobinopathies (sickle cell)
- Tumours (SCC in chronic ulcers AND if any ulcer fails to heal it may be a skin malignancy)

In primary care, tutors should concentrate on venous ulceration & students should know:
- The cause:
  - venous hypertension and failure of calf muscle pump

- The features:
  - Site (in the gaiter area)
  - the presence of lipodermatosclerosis (usually diffuse around calf and tapered at ankle)
  - Atrophie blanche
  - Oedema/dermatitis
• The incidence and its impact.
  - prevalence = 1-4/1000 = 15-25/1000 in over 85s
  - cost £600m annually i.e. £6.73 per capita annually

• The importance of infection
  - that pain, pyrexia and rapid increase in size indicates infection and that swabs are only indicated in clinical change in the condition of the ulcer.

• The role of Doppler
  - to distinguish between venous and arterial ulcers. That a ratio < 0.8 of ankle systolic/radial systolic (ABPI) mean that compression is contra-indicated
  - that Dopplers in diabetics and those with calcified vessels can be unreliable (i.e. artificially elevated)

• The treatment of leg ulceration
  - concepts of graduated compression bandaging
  - role of elevation
  - types of dressing and their aims e.g.
    - to contain exudate
    - to reduce pain
    - to reduce odour (in some cases)
    - to promote re-epithelialisation
    - to protect surrounding skin
  - role of skin grafting and venous surgery
  - problems of dermatitis - often requires hospital intervention

KEY TIP: Complement and contrast their hospital experience
Do not attempt to cover everything, it is not possible.
2.4 Your role in student assessment

Your role in student assessment is important. Working with the students in a small group can allow you to develop an accurate opinion on their skills, knowledge and attitude and enables you to give them useful information about their performance.

**Verbal feedback** – In feedback you should try to identify specific things that the student could do to improve. Remember to talk about the behaviour not the person. You should try to be as specific and detailed as possible and avoid generalisations.

As an extreme example:-
E.g. Shouting ‘I don’t like your attitude’ is not very helpful.

But ‘I do not like it when you look out of the window with your legs up on the desk. It makes me feel you are not listening. Would you be able to sit with your feet on the floor and look at me when I am talking?’ is specific about the behaviour with guidance for change.

You should discuss your overall grade and comments with the student. They rarely get this opportunity from someone who has been able to observe them so closely and receiving constructive feedback is a really valuable aspect of the placement.

**Portfolios – signing off** – students use e-portfolios to record their learning and achievements. Please will you review this with students and sign and date where appropriate, their Procedures Card. Some students may ask you to complete In-placement Multi-Source Feedback form.

All of us learn differently. Honey and Mumford categorise learners into ‘activist’ who classically enjoy discussion and participation in activities; reflectors who appreciate preparation for sessions, reading and learning through observation; pragmatists who like to understand the utility of tasks before engaging in learning; and theorists who like to understand the theoretical underpinnings and evidence forms and types for particular topics. You might like to consider both how you prefer to learn (and how this might shape your own preferred teaching styles) and the learning styles of students within the group to provide a suitable variety of teaching activities.

📚 Educational opportunity: Remind yourselves on the rules of good feedback by referring to the companion guide “Teaching tips for tutors”. Remember that we all require a ratio of about 5 to 1 positive to negative comments in order to feel that feedback has been ‘balanced’. Learning is much more meaningful if motivated by the learner’s own insights – allowing the learner space to discuss and develop insight into their achievements and areas of challenge, therefore, can be very helpful. You can then sensitively supplement any points as seems appropriate for this learner at this time.
2.5 **Student examinations and final grades**

Assessment in Year 5 comprises in-course assessments in the form of portfolio requirements, module assessments, and a summative examination at the end of the year. For 2014-15 this will cover the following subject headings: Child and Family Health with Dermatology, Clinical Neurosciences, Women’s Health and Communicable Diseases. Questions appear in approximate proportion to the curriculum time dedicated to each subject.

For the academic year 2014-15 the exam timetable is as follows:

- Taught revision: Monday 6th July – Friday 10th July 2015
- Personal revision: Monday 13th July – Wednesday 22nd July 2015
- Clinical Assessments: Thursday 23rd and Friday 24th July 2015
- Written Assessments: Thursday 30th July 2015
- Year 5 Sub-board of Examiners: Wednesday 5th August 2015

There are 2 written papers, each lasting 3 hours and consisting of 150 Single best answer questions, each with 5 items.

Written questions are all standard set by a panel of examiners, and overseen by external examiners from each module, to obtain an overall pass mark.

The Medical School cannot release real questions from our exam bank, but sample questions are available on the school website, and books of questions are available commercially.

**End of placement assessment, signoff for GP placements and Supervised Learning Events - ePortfolio**

Placements in Core General Practice, Child Health in GP, Women’s Health in GP, and Mental Health in GP will require an end of module assessment at the end of the block. From 2012, these will be completed using the student ePortfolio and will include a grade of the student’s performance and the ability to provide personal feedback which is encouraged. This procedure may be new for GP tutors, but students have used the ePortfolio system in their previous year and will be experienced and pleased to show tutors how to use it.

Placements in Dermatology in GP will not be graded, but will require tutors to sign the student off as having satisfactorily completed the placement on their student record card, which they will present to the tutor.

Tutors may also be asked to complete Supervised Learning Events (SLEs) – formerly called Workplace-based assessments. The individual events are the same as last year except they now have text feedback only. Their generic name has changed however in line with the Foundation portfolio, on which the Undergraduate ePortfolio is based. We would be very grateful if tutors could complete a few SLEs for their students while in practice – they really value the opportunity to get quality feedback from tutors, in a Primary Care environment.
GP tutors and OSCE examinations

We very much encourage GP tutors to take part as OSCE examiners. This helps you to see how the exam works and demonstrates to students that GP teachers are an integral part of the medical school.

The OSCE exams for 2014-15 will be on 23rd and 24th July 2015 and will take place at all 3 campuses between 9.00am and 5.00pm, so there will a substantial requirement for examiners on these 2 days. Please do try and keep one of these days free to examine. You will be invited to offer your availability to examine in the second half of the academic year. You will also be asked to indicate which subject you would like to examine in, but we hope that as GPs you will feel able to examine across a range of subjects.

Payment for GP Tutors examining in the OSCE is £320 (i.e. 2 sessions) for the day.

If you have any specific questions regarding the Year 5 assessment or the ePortfolio please contact Dr Will Coppola on w.coppola@ucl.ac.uk
2.6 Student absences and general student concerns

Attendance

If a student fails to attend without prior warning, please inform the Course Administrator as soon as possible. Attendance at the general practices is compulsory. They are told that should exceptional circumstances arise and they are unable to attend a placement they should immediately inform Medical School Administration and the practice which is expecting them. We do not usually consider it appropriate for students who are suddenly unwell, or unfit to attend, to inform you of this via another student. If this happens, please let us know by contacting our administrator.

Concerns about students

If you have any concerns of a pastoral or educational nature about any students, please contact Dr Coppola to discuss.

2.7 Student safety

Students are provided with the following advice by the medical school:

Whilst out on placements in the community you may visit areas you do not know and experience new situations. It is important that you apply common sense during your placements to minimise any risk of attack so:

- Make sure you are absolutely clear where you are going before you set out and plan your journey to try and avoid any ‘risky’ areas.
- Always ensure that someone knows where you are going and when to expect you back – especially if you are visiting a patient in their home.
- If you have any concerns try to speak to someone who has been to the place you are visiting to clarify the instructions.
- Do not take shortcuts, stick to main roads and the directions you have been given.
- If travelling on public transport don’t wait at deserted stations or stops, and know the times of your trains or buses to avoid waiting. Sit in a compartment with other people or near the driver.
- Be alert. Look confident without appearing arrogant.
- Don’t carry valuables or any more money than you need to.
- It is not advisable to wear a personal stereo in an unfamiliar area.
- If you have a mobile phone keep it out of sight as much as possible.
- Remember to carry some form of identity — other people are entitled to know you are a genuine medical student, especially if you are visiting a patient at home.

If you experience any form of attack — verbal or physical — or feel threatened at any point during your placement make sure you inform the practice and the Department of PCPH. This will protect students in the future and alert the department to possible dangers.
2.8 Medico-legal issues relating to teaching in general practice

The context in which students see patients has been changing in recent years. Expectations on all sides have changed: students expect to be more actively engaged and patients expect more information and exert their right to decline to see students more often. Students have had more tests of competence than their predecessors and have greater experience of primary care. All these factors influence activities such as consent, supervision and delegation. Any advice has to be seen within this changing context and does not replace your own judgements about good practice.

Your Cover
1. You should advise your defence organisation that you teach medical students in the practice as a matter of courtesy at no extra cost to you.
2. Make sure your general insurance is in order

Students
1. Remind students that patient autonomy and expectations in general practice may be different to those observed in hospital
2. Students should wear their medical school name badges at all times in the practice
3. Must be a member of a defence organisation* (cover advice and negligence)
4. Must have Criminal Records Bureau clearance*

We will be asking all students to bring evidence of these to the practice
(*Medical school requirements but data protection precludes us from sharing this information).

Patients
1. Advise patients that students visit the practice with posters, in your practice leaflet etc.
2. Inform patients that a student is currently in the practice ideally with a sign with their name and gender (Miss/Ms/Mr)

Consent
1. You must ensure consent is informed (see attached advice from MPS to students)
2. Written consent is required for videoing (pre and post) and should be retained (see Tutor Guides) in the patient record
3. Specific advice on recording the presence of students in the consultation notes is not available. It is certainly advisable if an intimate examination was performed.
4. If initial consent was freely given and informed implied consent for appropriate examinations can be assumed i.e. chest exam for a cough, abdominal exam for vomiting.

Supervision
1. There should be a period of direct supervision in the initial stages of a placement to gauge student competence and confidence
2. Clear ground rules should be provided when students are seeing patients alone (and supervision is therefore indirect) e.g.
   - Do not go beyond your level of competence
   - Do not give diagnostic information without prior discussion with tutor
   - Do not undertake any intimate examination alone
   - Never let a patient leave the practice without seeing a registered practitioner
Delegation
After assessment and, where appropriate, supervised training clinical tasks can be delegated to students as deemed appropriate (e.g. venepuncture, urinalysis, chasing results etc.)

Consent
A Complete Guide for Students

What do you need consent for?
It’s often assumed the need for consent is limited to the treatment of patients. In fact, consent extends to all aspects of the relationship between doctor and patient. So the following area also require consent:

Studying and teaching
Patients need to consent to their involvement in any part of the teaching process. This might include, for example, if you are sitting in on a GP’s consultation or using the case study of a particular patient for a dissertation. Consent should be taken at the outset. Ideally, if you are sitting in on a discussion, the patient should be asked before you enter the room. If you are already there it makes it more difficult for the patient to say ‘no’, since they may feel under pressure. Patients should also expect honesty from the relationship – so describe yourself as a ‘medical student’ or ‘student doctor’ and not, for example, as a ‘young doctor’, ‘colleague’ or ‘assistant’.

Who can get consent?
It is the responsibility of the doctor giving the treatment or doing the investigation to ensure that consent is valid. They can delegate the process of taking consent, but it is still their responsibility to ensure it was taken properly. If you are asked to take consent you must be certain that you understand the procedure thoroughly enough to do so. For example, you should respond to any questions fully and, of course, they must be answered honestly. If you are unsure of the answers, you should admit this, and find out, rather than try and bluff your way through it.

http://www.medicalprotection.org/uk/mps-essential-guide-to-consent
2.9 Evaluation of the course

We ask the students to evaluate their primary care based placements via a web page at the end of each block of teaching. Please remind students to complete their feedback questionnaire at the end of your placement. We will forward information from your students on to you. We hope that you find this information useful in developing your own teaching and welcome any suggestions and comments you have.

Feedback at the end of the GP Dermatology placement includes the following. We ask students to evaluate:

- Were any sessions cancelled?
- Did the tutor provide feedback?
- How many examinations of patients with dermatological problems did you do in the 2 sessions? (0, 1-5, >6)
- What was the most useful part of the sessions?
- Any suggestions for improvement?

Students are also asked to rate (poor to excellent) the GP Dermatology placement in terms of the experience gained in:

- Use of Dermatological terminology
- History and examination in Dermatology, and
- Common skin problems

We hope that students will be able to enjoy a patient-based teaching programme within the practice, which addresses (where possible) their learning needs and facilitates provision of supportive and relevant feedback from peers and tutors.
3 Planning for Teaching

3.1 Organisation

As we mentioned at the beginning of this all students spend one Wednesday morning in week 2 and one Wednesday morning in week 4 of their four week Core GP attachment with a GP tutor learning about dermatology in primary care. Teaching is usually with groups of four students. Over the course of the academic year there are a total of 9 x 2 half-day placements. We hope that most tutors will opt to teach all nine pairs of half-days but recognise that not all make this full commitment. We hope that you commit to at least 5 placements a year if at all possible.

Below are listed the general aims of the Dermatology in primary care placement for students to:

- Gain confidence in taking a history from patients with any kind of skin problem
- Gain confidence in examining the skin
- Learn appropriate use of descriptive dermatological terminology
- Discuss diagnosis and management, and where possible see examples, of common skin problems presenting in general practice
- Meet at least one patient with a chronic skin disease and understand the impact of this on their life.

The system of payments we make to you for teaching is on the understanding that the students are taught in protected time i.e. that you are able to devote time to your students rather than to your usual service commitment. It is this teaching in protected time that is one of the hallmarks of teaching in general practice in the fourth year, and one aspect that helps to make the teaching of such generally high quality.

Here are some suggested activities during the two-day placements. These may vary according to practice arrangements. The use of patients to enhance teaching and consolidate learning is encouraged where possible.

Session 1

- Discussion of common Dermatological problems in primary care, how they present and their management
- Discussion of the burden of skin disease in primary care: the high prevalence; chronicity; and psychological implications of many mild conditions e.g. eczema
- Opportunity to practise a dermatological history and examination

Session 2

- Practice and formative feedback on dermatology history taking and examination
- Tutorial on presentation and management of common dermatological problems in primary care (topics might be defined by students’ needs in week 1 +/- a brief student presentation)
- Opportunity to fill in any gaps in knowledge / skills
3.2 Patients as partners

One of the main advantages for students who attend a general practice for their Dermatology teaching is that patients are invited into the practice especially to assist with student teaching. This means that patients may have specific signs or classical histories that will be helpful to their learning.

Tips for recruiting patients

You may wish to:

- Develop a database (e.g. start a read-code alert within your practice) of your patients who are willing to assist with teaching, noting their contact details, diagnoses and relevant aspects of history or physical findings.
- Involve all your clinical and reception staff: ask your partners if they know of any suitable patients who would be likely to agree to help; and ask your reception staff to be on the look-out.
- Use the materials in the accompanying ‘Practice Patient-Recruitment Pack’ (which you should adapt to suit your own circumstances) to help with recruitment, for example, the patient information leaflet: give copies of these to your doctors, nurses and receptionists to hand out.
- Put up a poster in the waiting room.

Remember that you are teaching with your patients, and that they may have much to offer your students as a result of their experience of illness.

Finally, remember also that it is important for students to gain experience of what is normal, so if you cannot find a patient with “good signs” for a given system examination, a normal examination is still worth undertaking.

Think about the needs of your teaching patients

- Plan ahead: contact willing patients a few days before the teaching session to arrange when they should come into the practice for the teaching. Do this yourself, or ask a trusted member of your team to be responsible for this. Make use of the confirmation letter in the ‘Practice Patient-Recruitment Pack’.
- Where possible recheck with the patient on the day of the teaching. Information in the ‘Practice Patient-Recruitment Pack’ should be used to forewarn the patient about what to expect, but it is a good idea to outline this to the patient with respect to the system to be examined.
- Don’t forget to thank the patient afterwards. It is not usual to pay the patient for attending, although you should reimburse travel costs (this should come out of the administration payment you receive from us).

3.3 Patient recruitment pack

The following pages contain an information letter, a recruitment letter, a confirmation letter a thank you letter and a poster that you can adapt to the needs of your particular practice and courses you are teaching. These are available electronically - please contact the course administrator if you would like them emailed or sent to you on a disk.
Dear

Teaching tomorrow’s doctors

As you may know the doctors at (PRACTICE NAME) are involved in teaching medical students. To do this successfully we rely on the help and support of our patients.

We wonder if you would be willing to take part in helping the students, either at the surgery or in your own home.

Please find enclosed an information sheet that gives more details of what is involved, and if you have any questions please do not hesitate to contact the practice. Please be assured that your medical details will be treated with the same confidentiality as they are by the practice staff.

If you would like to join our list of patients who are available to help with teaching then please complete the enclosed questionnaire and return it to the practice.

Participation is entirely voluntary and your treatment at the practice will continue as normal, whether or not you wish to join the teaching list.

We look forward to hearing from you

Yours sincerely

(XXXXXXX)
MEDICAL STUDENT TEACHING INFORMATION

As you may be aware (PRACTICE NAME) has links with University College London Medical School, UCL.

WHAT IS INVOLVED?
Medical students come to the practice for a number of weeks, during which they spend time with patients learning:

**How to listen to and talk with patients about their illnesses**: this is called ‘taking a history’ and means understanding your medical story. It includes details of any medical problems, medicines, diseases in the family and other matters such as where you live. This can take up to an hour, but with experience students become much quicker.

**How to examine people**: individual sessions are spent focusing on how to examine different parts of the body e.g. the heart or the lungs. This does not involve internal examinations and you will not have to remove underwear.

Students will always be supervised by a GP. Sometimes the GP will be present in the room while the students are doing these activities and sometimes they will do them on their own.

The most important thing for the students and doctors is to have people who are prepared to spend time helping the students to practise these skills. There isn’t any other way of doing it!

WHERE WILL THIS HAPPEN?
Sessions with students can take place either in the surgery, at your own home, or both - it is up to you. Sessions are arranged with you each time, so you will not find students turning up unexpectedly.

HOW LONG WILL IT TAKE?
Usually sessions take about half an hour but sometimes may be longer. In the practice there will normally be up to four students present, but you would normally see only one or two.

HOW DO I STOP BEING INVOLVED?
If, at any time, you want to take a break from this teaching, or you want to stop altogether, all you need to do is call (CONTACT PERSON) at the practice and let them know. You should also let us know if you experience any difficulties with the teaching.
WHAT HAPPENS NEXT?

If you are interested
If you would like to join the list of patients who are happy to help in the teaching of medical students then please let our receptionists know. We will then contact you to arrange a convenient time for you to see some students.

If you are not interested
If you do not want to be involved at this stage, then please do nothing further.

PLEASE NOTE
We are always grateful to those who volunteer, but we understand that not everyone wants to be involved. Participation is always on a voluntary basis and will not affect your care at the surgery. We welcome your contributions throughout the process.
(PATIENT QUESTIONNAIRE)

MEDICAL STUDENT TEACHING FORM

If you are able to help with medical student teaching at (PRACTICE NAME) please complete the following and return it to us.

TODAY’S DATE....................................................

NAME.................................................................... AGE..............
ADDRESS..................................................... TELEPHONE..............................

........................................................................
........................................................................
........................................................................

Please tick as appropriate:
1. I am happy to have a history taken (this involves only talking)
2. I am happy to be examined
3. I would prefer to see students: in the practice
   OR in my own home
   OR either in the practice or at home
4. I would be happy to see students:
   once or twice a year
   three to five times a year
   more than five times a year
5. Teaching takes place on the following days: (DAYS)

Are there any times either that you would prefer, or that you cannot make?
..................................................................................................
..................................................................................................
..................................................................................................

Any other comments:
..................................................................................................
..................................................................................................

Please now return this form to the surgery.
Thank you.
Dear

Teaching tomorrow’s doctors

Thank you for agreeing to help our medical students.

As discussed they will see you: On........................................

At........................................

The doctor taking the session will be Dr...................................

Please tell the receptionist you are here to help with teaching when you arrive at the surgery.

If this time is inconvenient please telephone and leave a message with (NAMED CONTACT PERSON).

We look forward to seeing you

Yours sincerely

(XXXXXXXX)
Dear

Teaching tomorrow’s doctors

Thank you very much for your help with teaching the medical students recently.

Not only do the students greatly enjoy their time at the practice, but they also felt they had learnt a great deal. Many thanks for your role in this.

With best wishes

Yours sincerely

(XXXXXXXXX)

The following page shows an example of the sort of poster some practices place in their waiting room
Can you help us to train the doctors of the future?

We are a teaching practice for UCL Medical School. Medical students join us at various stages of their training in order to learn about the everyday health problems which they see little of in their teaching hospital wards and clinics.

We are looking for patients who would be willing to help us from time to time by talking to students about their medical problems. Teaching is always supervised by one of the doctors in the practice.

Teaching clinics are run in the following areas (delete as applicable):

- Women’s Health
- Child Health
- Mental Health
- Dermatology
- Medicine in the Community
- Care of the Older Person

If you think you might be interested in taking part please let the receptionists know and we will contact you with further details.
3.4 Back up resources

Even with organisation down to fine detail, there may be times when patients are not available. In these circumstances it might be helpful; to have some back up plans. You will find additional useful information about Dermatology teaching on our website: http://www.ucl.ac.uk/pcph/undergrad/cbt/year5/derm and the Dermatology section of our year 4 speciality teaching in the community page: http://moodle.ucl.ac.uk/course/view.php?id=4047

Here are some examples:

1. Discussion about diagnosis and management using pictures of skin conditions e.g. using Dermnetnz (see below)

2. Role plays: Develop a few scenarios for the students to play. You can down load these from the web or make them up yourself based on real cases. These need to be planned in advance but once you have done them you can use them again and again. Examples:
   a) Explain the management plan for eczema to a patient or parent
   b) Counselling for a patient with acne considering isotretinoin treatment

3. Use patient results (black out name for confidentiality) e.g. histology from a biopsy taken in a minor surgery list, or clinic letters. Ask the student to explain what is wrong, why and a management plan (either to you or to another student in role-play).

4. Have a ‘box of tricks’ which could contain e.g.
   a) Creams and ointments – discuss which are appropriate for different conditions and patients. Could students sample?
   b) Bacterial swab
   c) Skin scrapings pack and equipment
   d) Dressings and bandages
   e) Measure ABPIs with Doppler
   f) Look at cryotherapy equipment
   g) Fungal scrapings kit
   h) Magazines to highlight the psycho-social importance of skin (e.g. in acne for adolescents or anti-aging in the more elderly population).
   i) Anonymised skin biopsy results
   j) Plasticine to familiarise students with dermatological terminology and model different types and forms of lesions e.g. macules, papules etc.

5. If you are planning a teaching session for the next week you could ask the students to develop a role on a topic about which they know little. Time the students, giving them only 5 minutes as in the OSCE.

6. Internet resources – see Section 4.2 below.
4 Reference material

4.1 Suggested reading

Students recommended texts are currently as follows:

<table>
<thead>
<tr>
<th>Title</th>
<th>Author/Editor</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dermatology, an illustrated colour text</td>
<td>Gawkrodger</td>
<td>Churchill Livingstone</td>
<td>2002</td>
</tr>
<tr>
<td>Clinical Dermatology</td>
<td>Hunter, J, Savin, J. and Dahl, M</td>
<td>Blackwell</td>
<td>2002</td>
</tr>
<tr>
<td>Clinical Dermatology</td>
<td>MacKie, RM</td>
<td>Oxford University Press</td>
<td>2003</td>
</tr>
<tr>
<td>A Career Companion to Becoming a GP: developing and shaping your career (including a chapter on ‘Teaching in general practice’).</td>
<td>Hutt, P and Park, S</td>
<td>Radcliffe</td>
<td>2011</td>
</tr>
</tbody>
</table>

4.2 Useful websites

There are several useful Dermatology websites e.g. DermNet NZ at

- [http://www.dermnetnz.org](http://www.dermnetnz.org)
- [http://www.eczema.org](http://www.eczema.org)
- [www.patient.co.uk](http://www.patient.co.uk)
- [http://www.bnf.org](http://www.bnf.org)
- [http://www.clinicalevidence.com](http://www.clinicalevidence.com)
- [www.cochrane.co.uk](http://www.cochrane.co.uk)
- [www.bad.org.uk](http://www.bad.org.uk) (British Association of Dermatologists - guidelines + patient leaflets)
- [www.dermatlas.net](http://www.dermatlas.net) (Good resource for photos)
- [http://moodle.ucl.ac.uk/course/view.php?id=4047](http://moodle.ucl.ac.uk/course/view.php?id=4047) (please ask Sandra Gerrard for a login)
- [http://www.ucl.ac.uk/pcph/undergrad/cbt/year5/derm](http://www.ucl.ac.uk/pcph/undergrad/cbt/year5/derm)
4.3 Planning a teaching session

Planning is an essential ingredient for successful teaching. This sheet is intended as a working document to help you think about and structure any teaching or presentation.

Date of session: ………………… Start/finish time: ………………… Place: …………………

CONTEXT: Very general, describes the nature and level of the session (e.g. departmental seminar, clinical teaching)

TITLE: ……………………………………………………………………………………………

AIM: To help participants to explore: (the following ideas)

OBJECTIVES: By the end of this session participants should be able to:

1 ……………………………………………………………………………………………
2 ……………………………………………………………………………………………
3 ……………………………………………………………………………………………

METHOD:

Length of session: ………………… No. of participants: …………………

<table>
<thead>
<tr>
<th>Activity</th>
<th>How?</th>
<th>With what?</th>
<th>How long?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Whole group, individuals, pairs, threes</td>
<td>Flip chart, OHP, hand-out, video</td>
<td>Fix times for each activity</td>
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<td>5</td>
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<td>6 Summary</td>
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<td>7 Evaluation</td>
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<tr>
<td>8 Next session</td>
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