

GPME MAY WORKSHOP PROGRAM

17 & 18 MAY 2018

BRISBANE: Riverview Hotel

THURSDAY 17 MAY

Registration commences 8.30 am

9.00 am	Welcome and Acknowledgment of Country Ice-breaker
9.30am	Guest speaker presentation - Genevieve Yates Where do I fit into an ever-changing ME environment <i>Dr Genevieve Yates is a medical educator, a GP and a writer. Currently she is the RACGP Queensland Censor, RACGP Expert Committee member (Pre-Fellowship Education) and senior examiner, a performance assessor for AHPRA and a member of MDA National's Education Services Advisory Group (ESAG). She also works as an educator/facilitator for MDA National and the Black Dog Institute. She is passionate about putting creativity into medicine, and medicine into creativity.</i>
11.00 am	Morning tea
11.30 am	SESSION 1 – CONCURRENT WORKSHOPS Am I doing a good job as an ME?" Practical tips and strategies for evaluation and growth. G Yates Target audience – All medical educators Feedback – Latest Theory and Practice G Emblen, G Zaharias Target audience – All medical educators Translating Research into Practice – Workshopping Important Examples for GP Training P Magin, J Brown Target Audience – Registrar Medical Educators, new and experienced medical educators
1.00 pm	Lunch
2.00 pm	SESSION 2 – OPEN SPACE <i>The opportunity to share your passion with other like-minded people</i>
3.30 pm	Afternoon tea
4.00 pm	SESSION 3 – CONCURRENT WORKSHOPS Something Creative! C Eltringham, S Bucholtz, E Poliness Target audience – All medical educators How to Break the Ice B Annabattula, C Casey, M Magiros Target audience – All medical educators Time for What? Teaching Time Management in the Consultation J Hanson, D Hanson Target audience – All medical educators
5.30 pm	Close

GPME Inc. Dinner - The Breakfast Creek Hotel – *a short walk, casual and fun!*

FRIDAY 18 MAY

8.30 am	GPME Update – Graham Emblen
9.15 am	SESSION 4 - PECHA KUCHA CHALLENGE 8-9 presentations Classic Pecha Kucha 20 slides each 20 seconds - with time for questions
10.45 am	Morning tea
11.00 am	<p>SESSION 5 – CONCURRENT WORKSHOPS</p> <p>Person-Centred Medical Education – Moving Beyond Learning Objectives and Curriculum Dot Points H Koppe Target audience – All medical educators</p> <p>GP Training Model Review Project – Thoughts and Findings M Smith, S Wearne Target audience – Registrar Medical Educators, new and experienced medical educators</p> <p>Help! MEds in Difficult Situations K Ghatora, C Casey Target audience – Registrar Medical Educators, new and experienced medical educators</p> <p>What You Don't Know Can't Hurt You – The Placebo and Nocebo Effects; how to harness the former and minimise the latter J Hanson, D Hanson Target audience – All medical educators</p>
12.30 noon	Lunch
1.15 pm	Pecha Kucha Prize Announcement
1.30 pm	<p>SESSION 6 – CONCURRENT WORKSHOPS</p> <p>Evolution of a Medical Educator R Lock, D James Target audience – Registrar Medical Educators, new and experienced medical educators</p> <p>Active Facilitation C Eltringham, A Hayes Target audience – Registrar Medical Educators, new and experienced medical educators</p> <p>Organising Chaos: Workshop Planning M Magiros, J Bruce, C Casey Target audience – Registrar Medical Educators, new and experienced medical educators</p> <p>The High-Performing Registrar – Do They Need Our Help? A Miller Target audience – All medical educators</p>
3.00 pm	Evaluation and feedback - Afternoon tea during the session
3.30 pm	Close

OVERVIEW OF WORKSHOPS

THURSDAY MORNING SESSION 1

Am I doing a good job as an ME?" Practical tips and strategies for evaluation and growth.

G Yates

We talk a lot about giving and receiving feedback in medical education. How can we use self-reflection and feedback from others to effectively evaluate and improve our performance as MEs? Are we asking the right questions? Are we taking away the right messages? Are we too self critical? Do we put undue influence on negative comments on feedback forms written by one or two disgruntled registrars? How do we get feedback on the non-teaching aspects of our jobs?

In this highly interactive session we will discuss these and other questions, in a non-threatening and supportive environment.

Target audience – All medical educators

Feedback – Latest Theory and Practice

G Emblen, G Zaharias

Feedback is a core skill of all involved in medical education. Theories and approaches to feedback have changed over many years from feedback sandwich to Pendleton's rules to Levels of feedback.

This workshop will give a brief synopsis of some of the latest evidence in relation to feedback and its implications for using feedback as an effective tool. It will then explore practical ways of implementing effective feedback process using rehearsal and reflection.

Target audience – All medical educators

Translating Research into Practice – Workshopping Important Examples for GP Training

P Magin, J Brown

We will have a short introduction to the principles and practice of research translation in the GP vocational training setting.

We will then workshop, in small groups, two important topic areas for GP vocational training for which there have been substantive research findings produced recently. The topic areas are:

- Clinical uncertainty and registrars' responses to that uncertainty. Recent Australian research has established levels of registrars' responses to uncertainty (in four domains: anxiety about diagnosis or management; concern about a bad outcome; reluctance to disclose uncertainty to patients; reluctance to disclose uncertainty to other clinicians). This research has also documented changes in responses to uncertainty with moving through training and the association of responses to uncertainty with educational and clinical practice (seeking supervisor and other assistance; prescribing antibiotics; consultation duration; ordering pathology tests etc)
- Supporting learning within the supervisory relationship in Australian GP vocational training. Recent research has explored the epidemiology and the qualitative operation of the registrar-supervisor dyad, establishing it as the dominant determinant of registrar practice. This research provides insight into what and how learning occurs in this context and how learning can be enhanced.

The rich and nuanced research findings in these two areas should inform education and training.

Target audience – All medical educators

THURSDAY AFTERNOON SESSION 3

Something Creative!

C Eltringham, S Bucholtz, E Poliness

We thought this might be a fun afternoon session

We'd like to incorporate some childish fun / interesting props / fun practical skills into workshops to vary the mood and techniques. Let's share ideas and dream big. Get creative!

Target audience – All medical educators

How to Break the Ice

B Annabattula, C Casey, M Magiros

The best educational sessions are those which are filled with passion and open collaboration. Establishing an inviting, non-judgemental atmosphere during your lecture or workshop is key to foster constructive dialogue amongst the participants and truly accelerate their learning. However, this is easier said than done.

This dynamic workshop will equip you with a range of strategies to make your educational sessions more interactive and show you creative ways to get your group talking!

Target audience – All medical educators

Time for What? Teaching Time Management in the Consultation

J Hanson, D Hanson

Can your registrar make running late the exception rather than the rule?

Efficiency is a critical element of effective clinical and economic management. But rushing to complete a consult can be unsafe, ineffective and ultimately wasteful.

This interactive Workshop designed for GP Supervisors and Medical Educators at all levels will examine the impact of "running late" on the doctor, the patient and the practice. We will identify factors that influence our clinical time management and explore some tips to diagnose and manage the problem in your registrar

Target audience – All medical educators

FRIDAY MORNING SESSION 5

Person-Centred Medical Education – Moving Beyond Learning Objectives and Curriculum Dot Points

H Koppe

In recent years, great progress has been made in medical education to encourage learners to be more patient focused in their clinical interactions. Patient-centred medical care initially, and now person-centred care, have helped to improve patient experiences of the health system, and led to better patient outcomes.

Unfortunately, during this time, teaching methods have not moved forward at the same pace. Medical education is often teacher focussed and syllabus driven. Emphasis is put on how to pass assessment tasks and exams. The learner as a person can be as invisible as the patient once was before the changes towards more person-centred medical care.

It is time for a paradigm shift in medical education - for person-centred care principles to be applied in education as they have been in clinical care.

This experiential, interactive workshop will challenge participants to think about how they deliver educational material for students, registrars and continued professional development. Person-centred care principles will be applied to both the planning of an educational event, and to strategies and techniques for delivery of education. Participants will have an opportunity to practice and refine these techniques.

Participants can expect to leave the workshop equipped, inspired and ready for the challenge of leading an education paradigm change within their home institution. Or maybe they might just have a bit of fun with like-minded colleagues, thinking about new ways of teaching.

Target audience – All medical educators

GP Training Model Review Project – Thoughts and Findings

M Smith, S Wearne

The GP Training Model Review Project is a joint EV and MCCC study examining Australian and international models of GP training and education and the ways in which the models are delivered. The research team will be presenting some of the common themes they have identified across the Australian and international data and will discuss what the findings might mean in the current training climate.

Target audience – Registrar Medical Educators, new and experienced medical educators

Help! MEs in Difficult Situations

K Ghatora, C Casey

Junior Medical Educators (MEs) often find themselves dealing with difficult situations as part of their role as a medical educator (ME). This can be a daunting process particularly due to inexperience and lack of skills in this area. MEs will be asked to reflect on their current practice in dealing with a variety of posed difficult scenarios. A framework will then be suggested and participants asked to apply this in the posed scenarios. The workshop hopes to equip junior MEs with skills and a framework to assist in dealing with future challenging scenarios.

Target audience – Registrar Medical Educators, new and experienced medical educators

What You Don't Know Can't Hurt You – The Placebo and Nocebo Effects; how to harness the former and minimise the latter

J Hanson, D Hanson

The placebo effect is well known; clinicians also need to be aware of its opposite, the "nocebo" effect. Both have been shown to have a physiological basis. Kahneman observed that, "Experts who acknowledge the full extent of their ignorance may be replaced by more confident competitors who are better able to gain the trust of their clients." This may partially explain the rise of the "alternative" health movement. Has the ongoing

commitment of the medical profession to evidence based medicine, shared decision making and informed consent inadvertently had a detrimental effect and limited our ability to help our patients? How can we harness the former and minimise the latter, while practising the ethical principle of informed consent? This interactive workshop will explore these ideas and give practical strategies to use in your own practice and teaching.

Target audience – All medical educators

FRIDAY AFTERNOON SESSION 5

Evolution of a Medical Educator

R Lock, D James

As medical educators we all evolve over time from presenting content heavy powerpoint slides to trying new ideas and learning to trust our educational principals – this workshop hopes to explore the positive and negative aspects of each stage in the evolution of a Medical educator.

Target audience – Registrar Medical Educators, new and experienced medical educators

Active Facilitation

C Eltringham, A Hayes

Let's look at being an actively involved facilitator of education. Using activities such as fish bowls / demonstrations / role plays we will explore how you as the facilitator can enhance the learning opportunities by being active in the process. Look at how not to peak too soon or let things drag. Explore ways to highlight learning opportunities during active education sessions.

Target audience – Registrar Medical Educators, new and experienced medical educators

Organising Chaos: Workshop Planning

M Magiros, J Bruce, C Casey

Medical education, just like general practice, is often taught by the “apprenticeship” model. Being responsible for coordinating an educational workshop can be a daunting task for junior (and senior) medical educators. Having a structured approach and a buddy to walk the path with, can alleviate some anxiety and pressure.

This interactive workshop will guide participants through the stages of coordinating a workshop including planning content and process, delivery, evaluation and succession planning. There will also be opportunity to share resources.

Target audience – Registrar Medical Educators, new and experienced medical educators

The High-Performing Registrar – Do They Need Our Help?

A Miller

There has been much written on the under-performing Registrar, however there is a paucity of information on the highly performing Registrar. They are a group that can be left to their own devices, ignored, under-stimulated, and often not given appropriate feedback. In this session, we will look at what makes a Registrar a high achiever, and how to maximise their potential within the training programme.

Target audience – All medical educators