

# Year 4 Must Read

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## Y4MR Nov 2018

Welcome to the fourth  
Y4MR installment

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Autumn has truly arrived at the University, which means winter can't be far behind...

The OSCEs will soon be with us so in this Y4MR there is some advice and help with Patient Assessments and Prescribing - two areas that are really important for the exams and two areas that are ideally suited to Clinical Placement based practice...

BW

Matt

## Patient Assessments

Performing patient assessments is one of the most important skills you will learn as a medical student. The skill of assessment involves taking a history, examining the patient, formulating differential diagnoses and making initial management plans. See pages 2&3 for our top tips on getting the most from this in placement

## Prescribing

Safe and rational prescribing is an important part of being a junior doctor- it's important to get ready for this part of your job; have a look at the pointers we've pulled together on page 4



# Getting the most out of Patient Assessments

The best place to perform patient assessments is in the clinical environment; whether that be wards, clinics or general practice surgeries. It's a fairly well accepted notion that by practice and repetition people become better at a given skill. In order to acquire the skill of patient assessment ahead of becoming a doctor you perform at least three patient assessments each week in Year 4. However, practice and repetition by themselves are not enough to ensure improved performance in a skill.

## Reflecting on your own performance

In addition to this practice it's critical that you reflect on your own performance –to analyse what went well and where there is room for improvement. The Patient Assessment eform is a tool for you to use to reflect on your own deliberate practice in the skill of patient assessment. When you reflect on your skills of patient assessment there are a number of elements to consider: '*What*', '*How*' and '*Why*'. The Patient Assessment eform is designed to help you with this process – Remember, when completing these forms you aren't expected to document the whole history and/ or examination findings. Rather, highlight your key learning and reflect on what can be improved next time.

### What:

The factual elements of the assessment – did you ask questions that are critical to this presentation? Did you check for relevant risk factors? Did you check aspects such as medication history, family history and social history – I'm sure you can think of several other examples...

### How:

This can be thought of as the manner in which you performed the assessment – did you show good communication skills and build rapport? Did you examine systems fluently and competently..?

### Why:

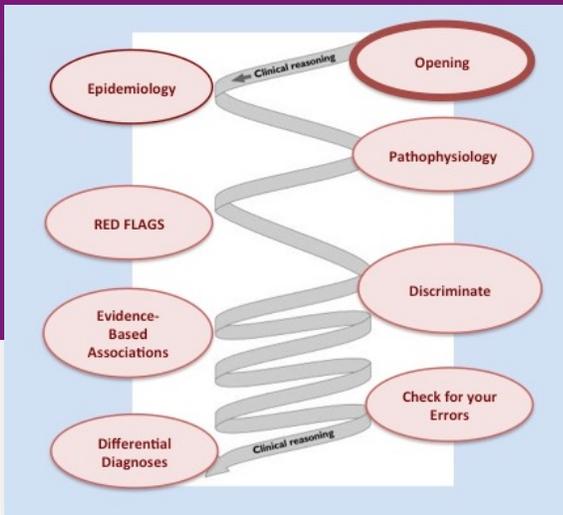
This is more challenging... In this area we want you to think about *why* you asked the questions you asked, *why* you came to the conclusions you did, *why* you might have made an error. This is about reflecting on your own thinking – or 'metacognition'. It begins to tap into not just how well you assess patients, but how well you are developing your clinical reasoning abilities. This is a really important area to become a safe and confident doctor.

These first two elements (What; How) are perhaps the easiest to reflect upon and come up with action plans for next time. If there are parts of the assessment you find yourself recurrently forgetting to do it may require a concerted effort to ensure you incorporate them in the future – although this is very achievable with practice

Have a look at the next page for advice on how to improve in this area and get the most out of feedback

# The 'Why'...

Because this is more difficult we have provided you with a framework- The Patient Assessment Guide diagram at the front of all your Patient Assessment and Presentation eforms. When you fill out your Patient Assessment eform you are cued to choose elements from this guide to help structure your own reflection.



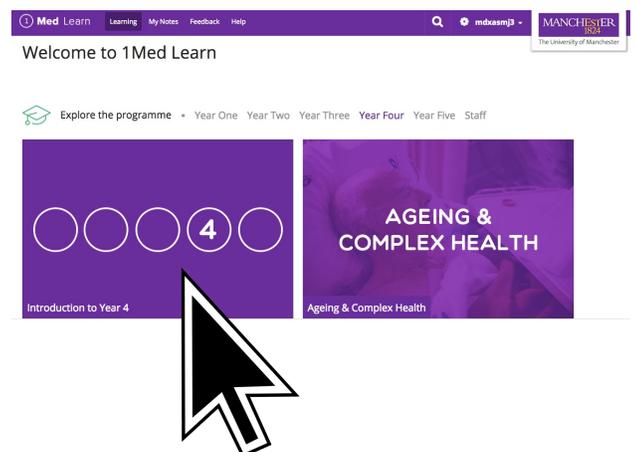
## Getting external feedback

In addition to reflecting on your own performance, get external feedback on your assessment skills from clinical tutors and supervisors so that you can improve even further. This is where the Presentation of Patient Assessment eforms come in.

The standard version of the Presentation of Patient Assessment eform is designed to give you relatively quick feedback on areas to work on next time, usually in the *what* and *how* domains.

The enhanced version of the Presentation of Patient Assessment eform provides a structured framework to allow supervisors to assess how well your **clinical reasoning** skills are developing. This formative feedback is something you can look at over the course of Year 4, and beyond, in order to gauge your progress in this challenging area.

We've made a short 'explainer' video and put it on the Y4 1MedLearn intro page for you...



<https://www.onemedlearn.manchester.ac.uk/blog/modules/introduction-to-year-4/>

## QEPEP Update

Your QEPEP in year 4 runs from the 13<sup>th</sup> May – 7<sup>th</sup> June 2019. Selection and ranking of modules opens in March 2019 from a large pool of availability. It is possible for you to self-arrange a QEPEP project in advance of this although please note that you will not be permitted to self-arrange with supervisors that have supervised a QEPEP student within the past five years. The reason for this is to allow all students to have a fair chance at being allocated popular QEPEP modules, eliminating potential bias through self-arrangement.

If you do wish to self-arrange the form is now available for completion via e-forms. The deadline for full completion of the form is the 25<sup>th</sup> January 2019. For more information about self-arrangement please visit the QEPEP OneMed pages

# Focus on Prescribing

Safe and rational prescribing is an important part of being a junior doctor- it's vital to get ready for this part of your job otherwise it can be stressful and time consuming. An important way to get good at something is to practice (see pages 2-3...!) There are some scheduled prescribing and medicine safety teaching sessions to highlight important areas in a specialty e.g. prescribing for pain in musculoskeletal health, but most of your time is spent in the clinical environment, and this is where most learning opportunities present themselves. It's up to you to take full advantage of these and practice your prescribing.

There's loads of information and resources on 1medlearn - prescribing training area

<https://www.onemedlearn.manchester.ac.uk/blog/modules/prescribing-training/>

We'd encourage you to take blank drug charts/ prescriptions with you on the ward and work alongside the junior doctors to get some hands on experience. Many drugs such as painkillers, antibiotics, anti-emetics and laxatives are prescribed in all specialties and will be the bread and butter of prescribing as an FY1, along with fluids and oxygen.

NOT FOR CLINICAL USE		
MANCHESTER The University of Manchester 1824		DRUG KARDEX No: ..... of .....
MANCHESTER MEDICAL SCHOOL PRESCRIPTION CHART		
HOSPITAL No	CONSULTANT	WARD
SURNAME	PRESCRIPTION CHART WRITTEN / REWRITTEN	
FORENAMES	ALLERGIES	
AGE / DoB	WEIGHT	

As well as practicing prescribing yourself take all opportunities in placements to complete prescription reviews; review drug charts and discuss prescribing with clinical colleagues of all professions. You could even review a practice prescription that one of your fellow students has completed.

Take opportunities as they arise; for example if you have done a patient assessment on an inpatient reviewing the observations chart and

medication chart will help give you a more complete picture of what is happening. Getting familiar with the BNF (preferably electronic format) will also help you enormously as an FY1 and in assessments.

The prescribing and medicines safety tasks that are required in each year are designed to highlight key competencies. Completing these skills allows you to check your understanding and get feedback from an expert.

## Y4 Prescribing and Medicines Safety Skills

Prescribing

Planning management in prescribing

Prescription review

Drug interactions

Adverse drug reactions

Data interpretation for medication prescribing

All of the above tasks are also assessed in the national Prescribing Safety Assessment. You will sit this online examination in your final year. There will be an opportunity to take a practice paper, using the online assessment system, in the second semester of your fourth year. The paper will be made available during the last week in March and you will receive more information nearer the time.

Pippa Watson

Jodie Tyrell

Kurt Wilson



## Salford Sector Update

Dear Students,

Welcome to Block 4!

Thanks for your queries about Patient Assessments and Prescribing, similar questions had also arisen at other sectors. Thank you for highlighting these; it has allowed us to formulate a pan-sector response, as explored in the main section of the bulletin above.

You had asked for clarification on some specific points regarding the patient assessment eform, in particular the extent of patient information which needed to be recorded. We hope that the explanation and advice presented above, and in the new I MedLearn video, will allow you to efficiently use the form in your clinical learning environments.

Prescribing sessions are timetabled throughout the year but the key to success is regular practice in placements. The advice and resources identified to you in the bulletin should prove to be valuable in terms of practice and exam preparation.

We continue to keep an eye on progress in UPSAs and Prescribing Skills as these are important elements of Year 4. Most of you are on track, so well done. Please keep these in mind as you progress throughout the year.

To close, just a friendly reminder about PPD Portfolio: It seems a long time away, but the period for Review 1 starts on 14<sup>th</sup> January 2019. The deadline for entries is 7 days prior to this. There will be the temptation to let your portfolio entries fall by the wayside during OSCE build up and over Christmas break. I appreciate the difficulty but please do try to keep up with contemporaneous entries.

Please do let us know of any issues or concerns in Block 4 - you know where we are! Keep up the good work.

BW,

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