

## KUMEC Guidelines for teaching with patients

Teaching undergraduate medical students with the help of your patients is a unique opportunity which the students deeply appreciate. Well informed and consented patients usually enjoy this contribution to student learning. Teaching with patients does require preparation and oversight to ensure patient safety and consistent learning experiences for the students.

### **Recruiting and consenting patients**

All patients recruited for teaching must give verbal consent to be seen by students and the easy right to refuse before they enter the consultation room.

### **Pairs of students seeing patients at home**

Not more than one pair of students should visit a patient at home. For Stage 2 students, each pair should be allocated 3 patients, to form part of their 'patient bank', whom the students will have at least 3 encounters (home visits, telephone consultations) with during the GP longitudinal placement.

### **Students examining patients with their tutor**

Four students is the maximum observing a doctor-patient interaction in the surgery; fewer are always preferable.

### **Assignment of students to individual tutors**

It is a goal in KUMEC that pairs of students in Stage 3 and larger groups of student pairs in Stage 2 can be assigned to individual named teachers in the practice rather than duties being shared among tutors. The named tutor will take responsibility for recruiting and consenting patients for teaching.

### **What type of patient works best in a clinical rotation?**

- Patients able to give a clear story, including through use of an interpreter
- Patients with physical findings on examination
- Patients who can give disease typical histories
- Patients with a complex story
- Patients of varying age groups and diverse backgrounds
- Patients followed up in Primary Care rather than Secondary Care

Recommendations for patient recruitment were developed by Dr Martin Mueller for Stage 3 (formerly known as Phase 3) and may be appropriate for all practices and years to consider as they build a list of patients for teaching. Updated by Dr Laila Abdullah, Teacher Development co-Lead.