# Keeping it fresh

Teaching students and registrars in general practice

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To each one of y the practic f medicine will be very much to one a work to another, a one another another

Sir William Osler 1849-1919

## Physicianburnout.co.uk

Recognise. Prevent. Recover

84%

## Job satisfaction, psychological morbidity and job stress among New Zealand general practitioners

Dowell, Hamilton, McLead New Zealand Med J 2000

46%

A survey of resilience, burnout, and tolerance of uncertainty in Australian general practice registrars.

Georga Cooke, Jenny Doust and Michael Steele BMC 2013

14%

Losing enthusiasm

No longer meaningful

Treating people as objects

# Rewards, costs and challenges: the general practitioner's experience of teaching medical students

Nancy Sturman, Patricia Rego and Marie-Louise Dick Med Ed 2011

Time management

deferred activities

**❖** slower procedures

fewer breaks

20-30% Adverse student factors

Extra challenges

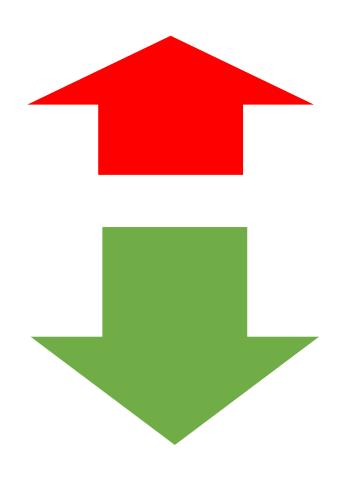
Mental fatigue

Risk to patients

15% Exposing general practice

# What do general practitioners do differently when consulting with a medical student?

Lucie Walters, David Prideaux, Paul Worley, Jennene Greenhill, Heidi Rolfe Med Ed 2009



39s history

70s teaching

37s examination

41s management

91s clerical

### Vertical integration – Hills Medical Service

Weekly lunch

Student/registrar led

Clinical cases or curriculum needs

Workshop approach

Planned follow up



1.Anonymously score your own burnout using validated single item measure2.Discussion, one question per table



Response number	Statement
1	I enjoy my work. I have no symptoms of burnout.
2	Occasionally I am under stress, and I don't always have as much energy as I once did, but I don't feel burned out.
3	I am definitely burning out and have one or more symptoms of burnout, such as physical and emotional exhaustion.
4	The symptoms of burnout that I'm experiencing won't go away. I think about frustration at work a lot.
5	I feel completely burned out and often wonder if I can go on. I am at the point where I may need some changes or may need to seek some sort of help.

1. Why teach? What practical measures can make it better?

# Rewards, costs and challenges: the general practitioner's experience of teaching medical students

Nancy Sturman, Patricia Rego and Marie-Louise Dick Med Fd 2011

20-30% Company of enthusiastic students

Intrinsic satisfaction

Intellectual stimulation

11-19% Good for patients

Moral obligation to teach

Showcasing general practice

<10% PIP payments

Academic status

**CPD** points

2. What practical measures can help with the downsides of being a GP teacher?

3. What opportunities, ideas and changes could improve the teaching experience for GPs?

4. Burnout in GP teachers: how to recognise, prevent and recover?