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CLINICAL WORKSHOPS

There will be four clinical workshops held in week 3 of the rotation, each of which is aligned to a key research theme in the Department of General Practice.

Pre-reading for each session is compulsory. Some sessions have additional resources that we highly recommend that you read, but it is not compulsory to do so prior to the workshop. You will find it a lot easier to work through the clinical cases and answer the multiple choice quiz in each session if you are familiar with the pre-reading and resources provided. In some components of the workshops you will work together in teams. It will be fairer to your colleagues if you are prepared for the session. To participate in the quizzes and source additional resources during the workshops you will be required to bring a laptop, tablet or smartphone with internet connectivity.

Some of the workshops require you to bring additional equipment. We recommend that you wear appropriate clothing to the sessions as you will be practicing physical examinations with your colleagues.

The Communication and Indigenous Healthcare CREST workshop will be held on the final day of the rotation. There is no compulsory pre-reading for this session although students will be required to complete pre and post questionnaire.

Primary care cancer tutorial

Learning objectives

By the end of this session, students should be able to:

- Identify current government funded cancer screening programs and understand how these apply to individual patients
- Discuss current evidence based guidelines for prostate cancer screening with patients
- Sensitively communicate a cancer diagnosis to a patient
- Be aware of available referral pathways for patients with newly diagnosed cancer and consider how these may be impacted by rurality, socioeconomic status and gender
- Develop safety netting strategies to ensure patients with serious symptoms or diagnoses receive appropriate follow up
- Explore the psychosocial impact of a cancer diagnosis on the patient and their family and identify the role of the general practitioner in assisting to address any issues identified.

Pre-reading or other pre-workshop activity

RACGP Red Book, Ch. 9: Early detection of cancers. Available from:

<https://www.racgp.org.au/your-practice/guidelines/redbook/9-early-detection-of-cancers/>

Principles of Clinical Practice Clinical Examinations Guide: The basic gastrointestinal examination

National Breast Cancer Centre and National Cancer Control Initiative: Clinical practice guidelines for the psychosocial care of adults with cancer. Available from: <https://canceraustralia.gov.au/publications-and-resources/cancer-australia-publications/clinical-practice-guidelines-psychosocial-care-adults-cancer-summary-guide-health-professionals>

Optimal cancer care pathways. Cancer Council Australia. Available from:

<http://www.cancer.org.au/content/ocp/health/optimal-care-pathway-for-women-with-ovarian-cancer-june-2016.pdf>

Kumar V, Abbas AK, Aster JC. Robbins and Cotran pathologic basis of disease. 9th ed. Philadelphia, PA: Elsevier Saunders 2015. Ch. Carcinoma of the prostate. Available from MD Connect.

Other learning resources

PSA testing for prostate cancer in asymptomatic men. Australia: National Health and Medical Research Council; 2014.

Available from:

<https://nhmrc.gov.au/sites/default/files/documents/reports/clinical%20guidelines/men4d-psa-testing-asymptomatic.pdf>

PSA testing and early management of test-detected prostate cancer - clinical practice guidelines. Prostate Cancer Foundation of Australia and Cancer Council Australia; 2016. Available from:

http://wiki.cancer.org.au/australia/Guidelines:PSA_Testing

Bird. S (2011) How to complete a death certificate: A guide for GPs. AFP 40(6): 446-449 Available from:

<https://www.racgp.org.au/afp/2011/june/how-to-complete-a-death-certificate/>

Diabetes and cardiometabolic conditions tutorial

Learning objectives

By the end of this session, students should be able to:

- Identify and know how to access primary care-focussed, evidence based guidelines for assessment and management of type 2 diabetes and cardiovascular risk
- Develop individualised management plans for people who have been diagnosed with type 2 diabetes or who are at risk of developing this condition
- Explain and demonstrate the use of injectable devices for diabetes management to a patient
- Compare and contrast classes of glucose lowering agents and select appropriate agents for individual patients with type 2 diabetes
- Competently carry out a diabetes complications screening examination

Pre-reading or other pre-workshop activity

Tailored information for general practices to manage type 2 diabetes. RACGP. Diabetes Australia.

Available from: <https://www.racgp.org.au/clinical-resources/clinical-guidelines/key-racgp-guidelines/view-all-racgp-guidelines/management-of-type-2-diabetes>

Ch. 3: Screening, risk assessment, case finding and diagnosis

Ch. 4: Preventing type 2 diabetes

Ch. 8: Managing glycaemia

Ch. 9: Managing cardiovascular risk

Australian absolute cardiovascular disease risk calculator. National Vascular Disease Prevention Alliance; 2012. Available from: <http://www.cvdcheck.org.au/>

MD Year 2, Ambulatory care rotation: Diabetes tutorial and physical examination

Sharman JE, Howes F, Head GA, McGrath BP, Stowasser M, Schlaich MP, et al. How to measure home blood pressure: recommendations for healthcare professionals and patients. *Aust Fam Physician*. 2016;41(1):31-4. Available from: <https://www.racgp.org.au/afp/2016/januaryfebruary/how-to-measure-home-blood-pressure-recommendations-for-healthcare-professionals-and-patients/>

Other learning resources

National Heart Foundation of Australia. Guideline for the diagnosis and management of hypertension in adults – 2016. Melbourne: National Heart Foundation of Australia. Available from:

https://www.heartfoundation.org.au/images/uploads/publications/PRO-167_Hypertension-guideline-2016_WEB.pdf
Summary of guidelines available on page 1.

Equipment to bring to the tutorial

- Tendon hammer
- Monofilament

Mental health tutorial (incorporating back pain)

Learning objectives

By the end of this session, students should be able to:

- Perform a focused history and examination on a patient presenting with acute lower back pain, identifying red and yellow flags
- Understand the role of imaging for non-specific low back pain
- Understand and apply the diagnostic criteria for depression
- Perform a suicide risk assessment and be familiar with referral pathways for the suicidal patient
- Be familiar with the main treatment modalities for depression, namely lifestyle modification, psychotherapy and antidepressant medication
- Counsel a patient starting SSRI medication for depression.

Pre-reading or other pre-workshop activity

Antidepressant medicines explained. NPS MedicineWise. Back Pain Choices. Available from: <https://www.nps.org.au/medical-info/consumer-info/antidepressant-medicines-explained>

Therapeutic Guidelines: Low back pain. Available through MDConnect

Balaratnasingam S. Mental health risk assessment. Aust Fam Physician. 2011;40(8):366-9. Available from: <https://www.racgp.org.au/download/documents/AFP/2011/June/201106balaratnasingham.pdf>

Elliott C. Pursued by happiness and beaten senseless: Prozac and the American dream. Hastings Center Report. 2000;30(2):7-12. Available from: <http://onlinelibrary.wiley.com.ezp.lib.unimelb.edu.au/doi/10.2307/3528306/pdf>

Imaging for low back pain. Choosing wisely. American Academy of Family Physicians. Available from: <http://www.aafp.org/patient-care/clinical-recommendations/all/cw-back-pain.html>

Young people and sexual health tutorial

Learning objectives

By the end of this session, students should be able to:

- Know when to offer opportunistic sexual health screening to patients and how to manage the consequences of positive sexual health tests, including treatment, notification and partner tracing.
- Demonstrate a youth friendly approach to explore and address mental health issues and health risks in adolescents.
- Provide appropriate contraceptive options to patients and have an understanding of the legal framework protecting minors in clinical practice.

Pre-reading or other pre-workshop activity

Sexual Health:

Australian STI management guidelines for use in primary care. Australian Sexual Health Alliance. Available from: <http://www.sti.guidelines.org.au/>

and/or

Treatment guidelines. Melbourne Sexual Health Centre. Alfred Health Network <https://mshc.org.au/HealthProfessional/MSHCTreatmentGuidelines/tabid/116/>

Screening and treatment guidelines for common sexually transmitted infections

- Contact tracing
- Notification of STI's
- Emergency contraception (under fact sheets)
- Sexual health for men who have sex with men (under fact sheets)

Temple-Smith M, Sanci L. LARCs as first-line contraception: what can general practitioners advise young women? *Aust Fam Physician* 2017;46(10):710-15. Available from: <https://www.racgp.org.au/afp/2017/october/larcs-as-first-line-contraception/>

Adolescent health:

McGorry P, Goldstone S. Is this normal? Assessing mental health in young people. *Aust Fam Physician*. 2011;40(3)94-7. Available from: <https://www.racgp.org.au/download/documents/AFP/2011/March/201103mcgorry.pdf>

Other learning resources

Sexual Health:

Age of consent laws: Available from: <https://aifs.gov.au/cfca/publications/age-consent-laws>

Moore P, Streeton C. Oral hormonal contraception in special circumstances. *Aust Fam Physician*. 2017;46(10):728-32. Available from: <https://www.racgp.org.au/afp/2017/october/oral-hormonal-contraception-in-special-circumstances/>

Adolescent health:

Adolescent health GP resource kit. 2nd ed. NSW Government. Available from: <https://www.health.nsw.gov.au/kidsfamilies/youth/Pages/GP-resource-kit.aspx>

This is a useful resource in general practice. It is recommended that you read Section 2, chapters 1 to 6 and Section 3. There is also a useful chapter on mental health and substance use.

Communication and Indigenous Healthcare (CREST workshop)

In Australia, the Aboriginal and Torres Strait Islander (respectfully referred to as Indigenous in this document) culture, cultural beliefs and connection to land, country, community and family strongly shape or even dictate relationships and daily life practices. Diseases such as heart disease, diabetes and cancer account for almost 80% of the Indigenous life expectancy gap, with the lack of culturally appropriate healthcare services being quoted as a main reason for the disparity. Cultural respect is fundamental in healthcare and services delivery to enhance an Indigenous patient's desire and ability to seek healthcare and to ensure that culturally appropriate care is a part of effective and efficient care. It is important for healthcare practitioners to provide quality care and to treat all their patients, Indigenous and non-Indigenous, with respect. Improving the quality of care provided to Indigenous Australians could considerably reduce the disparity between their health and that of other Australians. This is recognised by the Federal and State Governments' closing the Indigenous health gap initiatives which includes incentives for primary care to extend its ability to provide appropriate services to Indigenous Australians.

Learning objectives

By the end of this session, students should be able to:

- Recognise the diversity and uniqueness of the Indigenous cultures and how that can affect a patient's identity, desire and ability to seek help
- Understand the importance of cultural safety and security for Indigenous patients
- Appreciate the differences in cultures, health beliefs and values and learn not to judge, blame or impose mainstream values or beliefs on Indigenous patients
- Be aware of the national and state Closing The Gap health initiatives for Indigenous Australians.

Pre-reading or other pre-workshop activity

Online CREST module: Interprofessional Communication. Available through MDConnect

Other learning resources

The health and welfare of Australia's Aboriginal and Torres Strait Islander peoples: 2015. Canberra: Australian Bureau of Statistics and Australian Institute of Health and Welfare. Available from:

<https://www.aihw.gov.au/reports/indigenous-health-welfare/indigenous-health-welfare-2015/contents/table-of-contents>

An introduction to cultural competency. Royal Australian College of Physicians; 2004. Available from:

<https://www.racp.edu.au/docs/default-source/advocacy-library/an-introduction-to-cultural-competency.pdf>

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