



*AFP* in Practice questions are designed to get you started in a small group learning (SGL) activity in your practice or with colleagues. Requirements to earn 40 Category 1 CPD points for a SGL activity are: minimum of four and a maximum of 10 people, minimum of 8 hours of discussion in a year, and at least two GPs. Groups may include anyone else who has an interest (ie. practice nurses, community health workers, allied health professionals). A kit with all the instructions and forms you need is available at [www.racgp.org.au/afpinpractice](http://www.racgp.org.au/afpinpractice). You can also earn Category 2 points based on these questions at *AFP* practice challenge. Visit [www.racgp.org.au/practicechallenge](http://www.racgp.org.au/practicechallenge)

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## Learning objectives

After completion of this activity participants will be able to:

- discuss critical issues in communication in difficult acute care situations
- use an aid to assess the severity of an acute care presentation accurately
- prepare a talk to educate people on a relevant acute presentation
- construct a handover sheet for practice use
- devise a method to improve practice management systems for paediatric emergencies.

## Category 1 – SGL questions

### Domain 1 – Communication skills and the patient-doctor relationship

ICPC codes: A99, K01–46

Clear communication is an important element of assessment and management of acute care. This may be one-to-one or team communication.

\* Suggested learning activities:

In pairs, assess a patient over the telephone requesting an urgent appointment. Triage the appropriate plan (be it urgent, nonurgent, ambulance). Change roles and repeat with the patient using a different scenario. Then in the larger group, discuss the issues in telephone communication and strategies that worked or failed. Consider issues when there are different levels of training in the person providing the triage (eg. GP versus receptionist).

A patient who is acutely unwell has arrived unexpectedly in the practice. You suspect he is having a heart attack, and looks ready to collapse. You realise he will require more assistance than you can provide. In the group, nominate 1–2 observers; the other members take roles of other people who may be present (eg. GP, practice nurse, receptionist, patient, another doctor, relative). The patient can control the scenario. The role play starts with the patient presenting to the front desk; then runs as directed by the participants, with the patient providing history consistent with their level of health, collapsing, improving, and providing appropriate examination findings. After 3–4 minutes stop. The observers then discuss what they observed about the communication. Then the whole group can discuss how they felt and how they would change their actions in the future.

### Domain 2 – Applied professional knowledge and skills

ICPC codes: A80, A81, A93, W90, W92

In order to be able to talk the same language in acute care, a sound knowledge base is required.

\* Suggested learning activities:

The Apgar score and Glasgow Coma Scale (GCS) are commonly used in acute care. As a group, reconstruct the scales. Then check if you are

correct. Consider how best to access the scales – in the practice or the community – if needed in an emergency.

Unilateral red eyes can be the presentation of vision threatening conditions. The medical student in the practice has been asking for a tutorial. You decide you need to brush up on your knowledge first. You decide to start by constructing a table to summarise the key differentiating features, which you can then use clinically and for teaching. As a group develop the table.

### Domain 3 – Population health and the context of general practice

ICPC codes: F01, F02, F76, F79, F93

You have been invited to give a talk to a group in your local area.

\* Suggested learning activities: prepare a talk for the local factory workers to discuss eye injuries and eye irrigation. The outline could then be developed into a patient handout for your practice and the factory. Prepare a talk for the local senior citizens club to discuss acute angle closure glaucoma. The outline could then be developed into a patient handout for your practice.

### Domain 4 – Professional and ethical role

ICPC codes: A80–66, –67

One of the issues in providing emergency care is being able to provide a professional handover, eg. to ambulance officers or the hospital.

\* Suggested learning activity: develop a handover sheet for use in your practice. It may be paper or computer based. Start by working out what you want to include in the handover. Remember that some information may be available in other formats in the practice, such as a patient summary sheet that may be printed or copied by the receptionist while you provide the clinical care. Then develop a summary sheet for practice use.

### Domain 5 – Organisational and legal dimensions

ICPC code: A80

This issue of *AFP* has made you consider the organisation of your practice to deal with neonatal and paediatric emergencies.

\* Suggested learning activity: audit the practice and doctor's bag for paediatric emergency care. This could involve developing a list of drug doses for paediatric care that is readily accessible. Where should it be located?