



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. You can also earn Category 2 points based on these questions at AFP practice challenge. Visit www.gplearning.com.au

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Learning objectives

CPD



After completion of this activity participants will be able to:

- discuss critically issues in using interpreters in consultations
- describe their approach to a health problem
- use an online resource for palliative care for assistance in patient care
- examine their approach to self care after difficult consultations
- construct a method to improve interpreter use in their practice.

ethnicity' by Clark and Phillips in this issue of *AFP*. It provides some resources for use in general practice, including CareSearch. Have a look at their website at www.caresearch.com.au/. Look for information on end of life care for two or more of the most prevalent cultural groups in your community. What are the similarities and differences that you note?

Domain 4 Professional and ethical role

ICPC code: P99

The article by Gardiner and Walker on managing psychological trauma in refugees provides a framework to assist the GP working with refugee patients in the general practice setting. One element of this framework is compassionate listening. The authors raise the possibility of vicarious trauma to the listener. Even if there is not that severity of trauma, these types of consults are likely to be difficult for the health care provider.

- Suggested learning activity: discuss how you manage after a difficult consultation. What strategies have you found helpful? What have you found unhelpful? What other options may there be?

Domain 5 Organisational and legal dimensions

ICPC codes: A99–46, A98–46, A97–46

Many of the focus articles in this issue of *AFP* raise the importance of using interpreters in general practice.

- Suggested learning activity: consider your practice. How do you identify patients who need an interpreter? Do your practice staff know how to organise an interpreter? How could this process be improved?

Category 1 – SGL questions

Domain 1

Communication skills and the patient-doctor relationship

ICPC codes: A99–46, A98–46, A97–46

Communication is a foundation of the consultation and the patient-doctor relationship. Many things can challenge this communication, including the differences in languages, differences in nonverbal communication meanings, or the presence of an extra person in the consultation room. The focus article by Phillips in this issue of *Australian Family Physician* provides a guide for using interpreters in general practice.

- Suggested learning activity: discuss your experiences in consulting with interpreters. What worked? What would you not repeat? What are the differences you have noted between using professional interpreters and family interpreters? How does using telephone interpreting services, as opposed to in-person interpreters, compare?

Domain 2

Applied professional knowledge and skills

ICPC codes: P76, T91

Knowledge is a concept that includes specific facts, and more amorphous concepts, that can then be integrated into our decision making and actions.

- Suggested learning activities:

The focus article 'Mental health: cultural competence' by Furler and Kokanovic in this issue of *AFP* raises the issue that there are different concepts and understandings of mental illness, including depression. Discuss what your concept of depression is. How similar or different is it to that of your colleagues? How does it compare to your patients' concepts and beliefs? Discuss your experiences in consultations where the patient's concepts and your concepts are not the same.

The article by Benson, Maldari and Turnball on vitamin B12 deficiency in refugee patients, notes that refugee patients are at high risk of vitamin B12 deficiency; however there are a range of risks for low vitamin B12. Discuss how you decide who you test for vitamin B12 deficiency. How do you decide who is deficient? If someone is vitamin B12 deficient, how do you investigate and manage that? Discuss any differences in approaches.

Domain 3

Population health and the context of general practice

ICPC code: A96

The populations we practise in vary in many ways, including geographically, socioeconomically and culturally.

- Suggested learning activity: look at the article 'End of life care: the importance of culture and