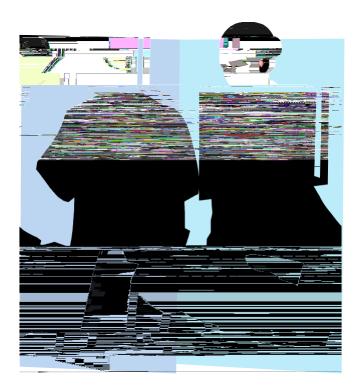# Tutors' Guide for Community-Based Teaching

Care of the Older Person (COOP)
2024 – 2025

1.   Placement administration

1.1 Departmental contact details

COOP GP placement administrator

 Mrs Hema Patel

pcphmeded@ucl.ac.uk

Department of Primary Care and Population Health
University College London
Upper 3rd Floor, Royal Free Campus
Rowland Hill Street, London NW3 2PF

COOP Course Lead

Dr Aniruthan Renukanthan

a.renukanthan@ucl.ac.uk

Department of Primary Care and Population Health
University College London
Upper 3rd Floor, Royal Free Campus
Rowland Hill Street, London NW3 2PF

Please note it is best to contact the academic lead through the administrators email.

1.2 Teaching dates for the year

Care of the Older Person (COOP)

Term 1
10/09/2024 – 28/11/24

Term 2
10/12/24- 13/03/25

Term 3
25/03/25- 19/06/25

Please contact pcphmeded@ucl.ac.uk for teachc.uk

2.

All students spend time learning about medicine for older people in a local general practice in person separate to their hospital-based firm in COOP in Module 5C. There are nine firms per year.

Students have 2 GP-COOP placement days (usually on a **Tuesday** and a **Thursday**) and each single-placement day is independently based at a specific practice with a specific GP-COOP tutor. As the learning experience may be varied as to what students encounter between

2.7 Course content

The scope of these sessions is potentially enormous. It would be a good idea to clarify with the students what topics they have covered and if they are aware of the community angle to these.

We have purposely not been prescriptive with the content of these four sessions so that the sessions can be tailored to the individual student group. However, we are planning on building up a portfolio of suggested lesson plans that can be used if needed. **If you would like to share any of your lesson plans with other community teachers then please email them to** pcphmeded@ucl.ac.uk.

Below is a list of specific topics that the students will need to know about because they are common and important. They may well also come up in their formal assessments (see 2.8).

2.8 Your role in student assessment

Your role in student assessment is very important. Working with the students in a small group allows you to develop an accurate opinion on their skills, knowledge and attitude. All of us learn differently, so it is useful to remember the "activist" may be more actively involved than the "reflector" and your skills in observation and testing will clarify the actual learning that occurs. The students themselves

2.9 Student assessments and final grades

At the end of the module students will receive feedback from their hospital consultant who will complete an overall end of module report form. This will take into account feedback received from teachings and staff, Structured Learning Events and end of placement forms from General Practice and other attachments.

Their progression to Year 6 depends on obtaining satisfactory marks in the end of year assessments (written paper, end of year OSCE-

2.11 Evaluation of the community-based placement

We ask the students to evaluate their community-based placements. We will then forward this

3. Planning teaching sessions

3.1 Organisation

We are very grateful to you for agreeing to teach COOP, and you have been selected because we believe that the students will get high quality teaching during their time with you.

4. Resources

4.1 Recommended resources for students

Suggested reading

Students' recommended texts are:

Clinical Medicine	Kumar and Clark
Clinical Examination	Epstein, Perkin, de Bono & Cookson
Textbook of Medicine	Souhami and Moxham
The Essentials of Health Care in Old Age	Bennett G Ebrahim.
Essentials Facts in Geriatric Medicine	Bracewell, Gray and Rai
Methods	Hutchinson

Other books with a primary care emphasis which you and/or your students may find useful:

Shared care for Older People	Rai, Rosenthal, Morris & Iliffe
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