

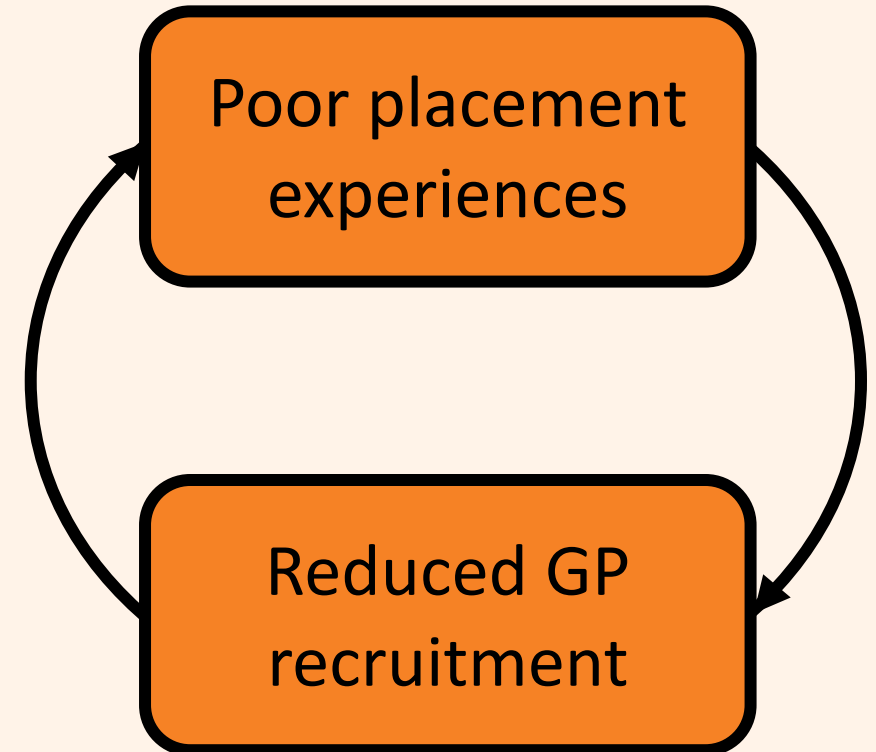
**The ‘Flipped Placement’: can blended learning enhance  
undergraduate general practice placements and alleviate  
capacity issues?**

James Curtis & Catherine Neden

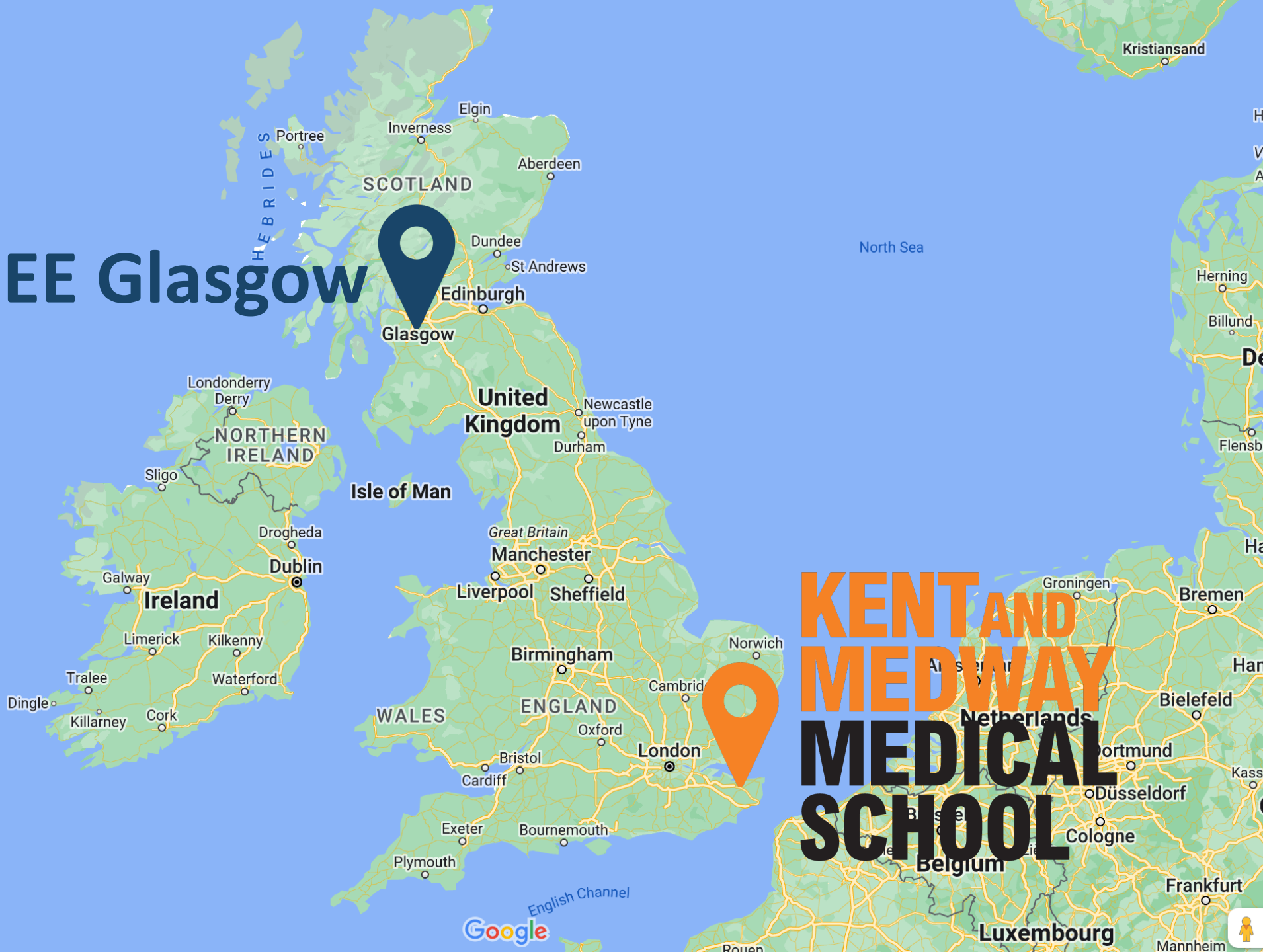
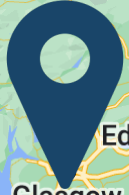
Kent and Medway Medical School (KMMS)

# Background

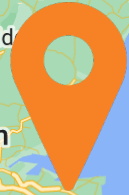
- Primary care placements positively influence student career choices<sup>1,2</sup>
- Practice workloads and lack of physical space are major challenges in delivery of placements<sup>3,4</sup>



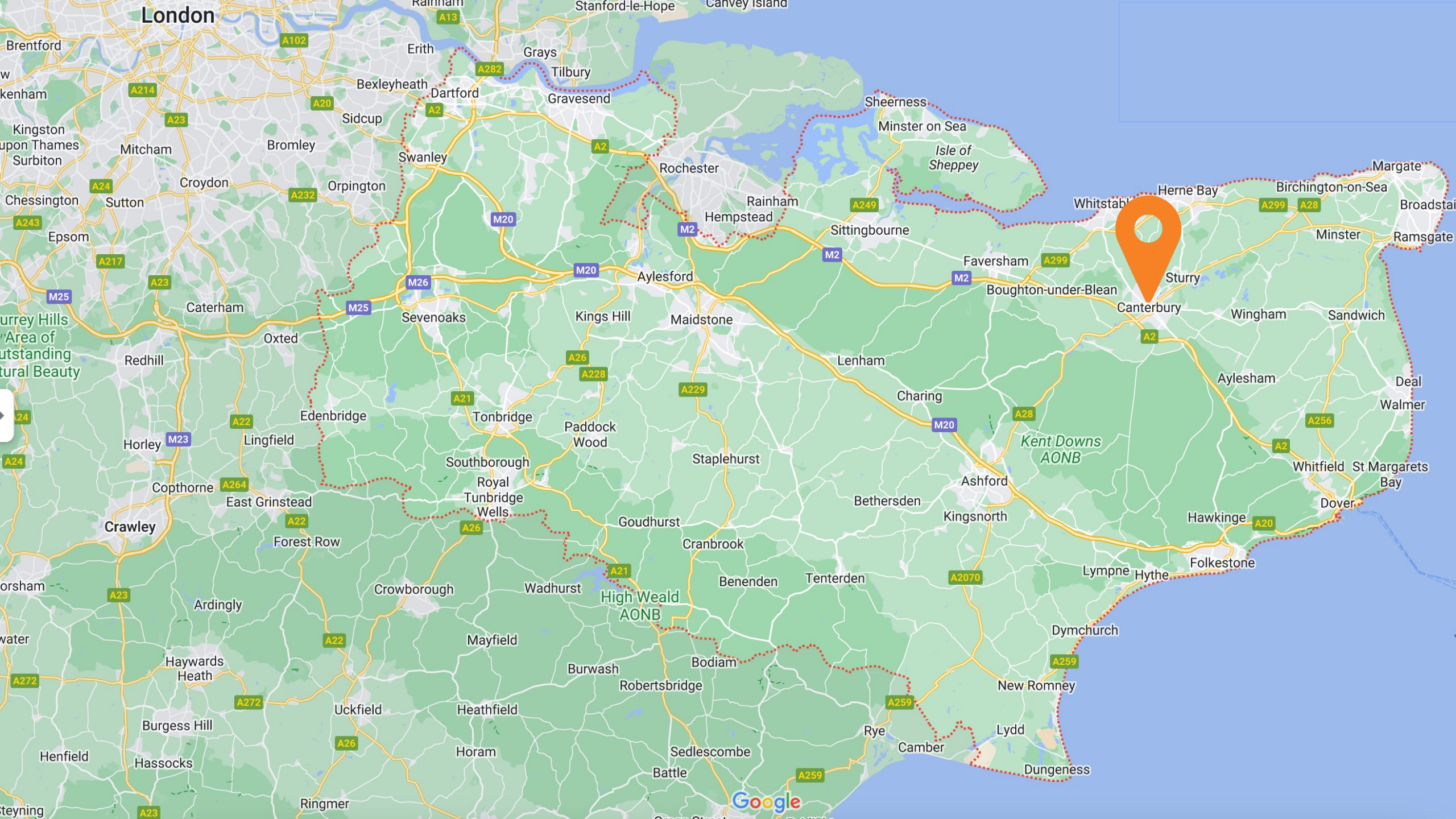
# AMEE Glasgow



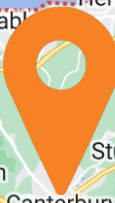
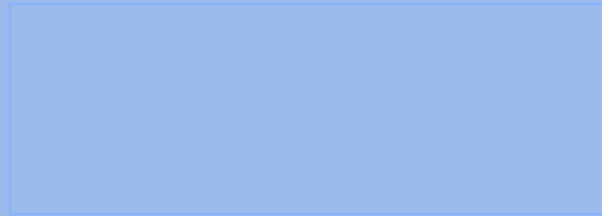
# KENT AND MEDWAY MEDICAL SCHOOL







London



London

Map labels including: Brentford, Erith, Grays, Tilbury, Bexleyheath, Dartford, Gravesend, Sheerness, Minster on Sea, Isle of Sheppey, Margate, Whitstable, Herne Bay, Birchington-on-Sea, Broadstairs, Ramsgate, Rochester, Rainham, Hempstead, Sittingbourne, Faversham, Boughton-under-Blean, Sturry, Canterbury, Wingham, Sandwich, Deal, Walmer, Dover, Whitfield, St Margarets Bay, Ashford, Kingsnorth, Hawkinge, Folkestone, Lympne, Hythe, Dymchurch, New Romney, Lydd, Camber, Dungeness, Rye, Sedlescombe, Battle, Robertsbridge, Bodiam, Tenterden, Benenden, Cranbrook, Goudhurst, Mayfield, Heathfield, Horam, Ringmer, Uckfield, Burgess Hill, Henfield, Hassocks, Burgess Hill, Haywards Heath, Ardingly, Forest Row, East Grinstead, Copthorne, Lingfield, Tonbridge, Paddock Wood, Staplehurst, Southborough, Royal Tunbridge Wells, Gouhurst, Crowborough, Wadhurst, High Weald AONB, Crawley, Horley, Redhill, Oxted, Sevenoaks, Kings Hill, Maidstone, Lenham, Charing, M20, M2, A2, A20, A21, A22, A23, A24, A25, A26, A27, A28, A29, A102, A13, A200, A201, A202, A203, A204, A205, A206, A207, A208, A209, A210, A211, A212, A213, A214, A215, A216, A217, A218, A219, A220, A221, A222, A223, A224, A225, A226, A227, A228, A229, A230, A231, A232, A233, A234, A235, A236, A237, A238, A239, A240, A241, A242, A243, A244, A245, A246, A247, A248, A249, A250, A251, A252, A253, A254, A255, A256, A257, A258, A259, A260, A261, A262, A263, A264, A265, A266, A267, A268, A269, A270, A271, A272, A273, A274, A275, A276, A277, A278, A279, A280, A281, A282, A283, A284, A285, A286, A287, A288, A289, A290, A291, A292, A293, A294, A295, A296, A297, A298, A299, A300, M25, M26, M27, M28, M29, M30, M31, M32, M33, M34, M35, M36, M37, M38, M39, M40, M41, M42, M43, M44, M45, M46, M47, M48, M49, M50, M51, M52, M53, M54, M55, M56, M57, M58, M59, M60, M61, M62, M63, M64, M65, M66, M67, M68, M69, M70, M71, M72, M73, M74, M75, M76, M77, M78, M79, M80, M81, M82, M83, M84, M85, M86, M87, M88, M89, M90, M91, M92, M93, M94, M95, M96, M97, M98, M99, M100.



# The Approach

- KMMS students undertake six 'immersion weeks' per year
- Immersion week structure changed 2022/23 to bring Mondays on-campus
- Introduction of 'asynchronous learning' Monday afternoons using Xerte software





## CPCP1 Immersion Week 3 - Breathlessness

# Asthma

For most of this lesson we will focus on **asthma**.

Asthma is a common condition - approximately 12% of the population have been diagnosed with asthma (although not all will be receiving treatment, probably more like 7.5%).

Asthma is an inflammatory condition associated with airway hyperresponsiveness. This leads to airway obstruction which is paroxysmal and reversible.

You will have learnt about the symptoms of asthma in lectures last week. We will look at:

- Symptoms of asthma
- How asthma is diagnosed
- How to manage asthma

First try to answer this question.

**Which of these features are suggestive of a diagnosis of asthma?**

**(You can pick more than one)**

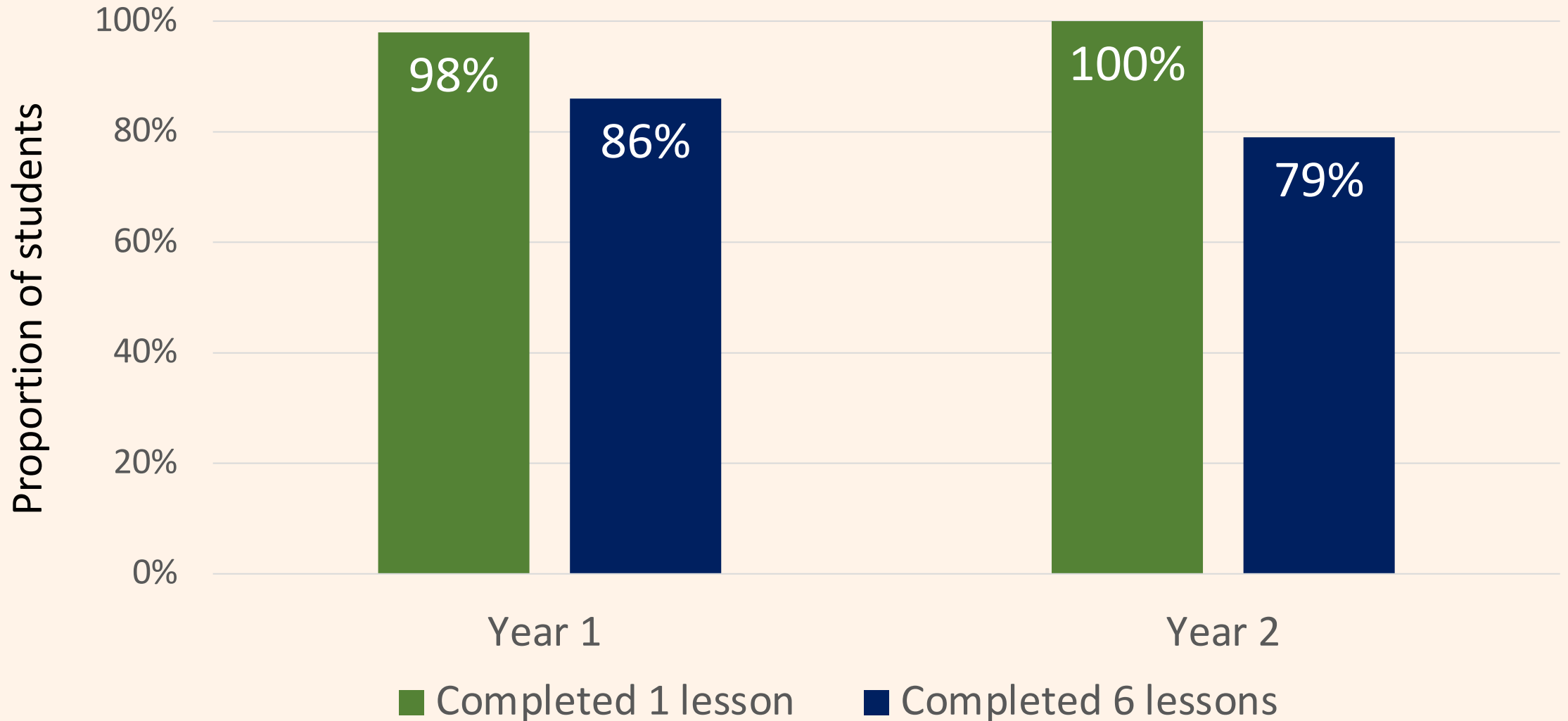
- Wheeze
- Breathlessness
- Fever
- Chest 'tightness'
- Finger clubbing
- Cough
- Peripheral oedema

Check

# Rationale

- Tailored, primary-care specific content
- Utilises multimedia & interactive elements
- Flexibility for students
- Consistency of placement teaching

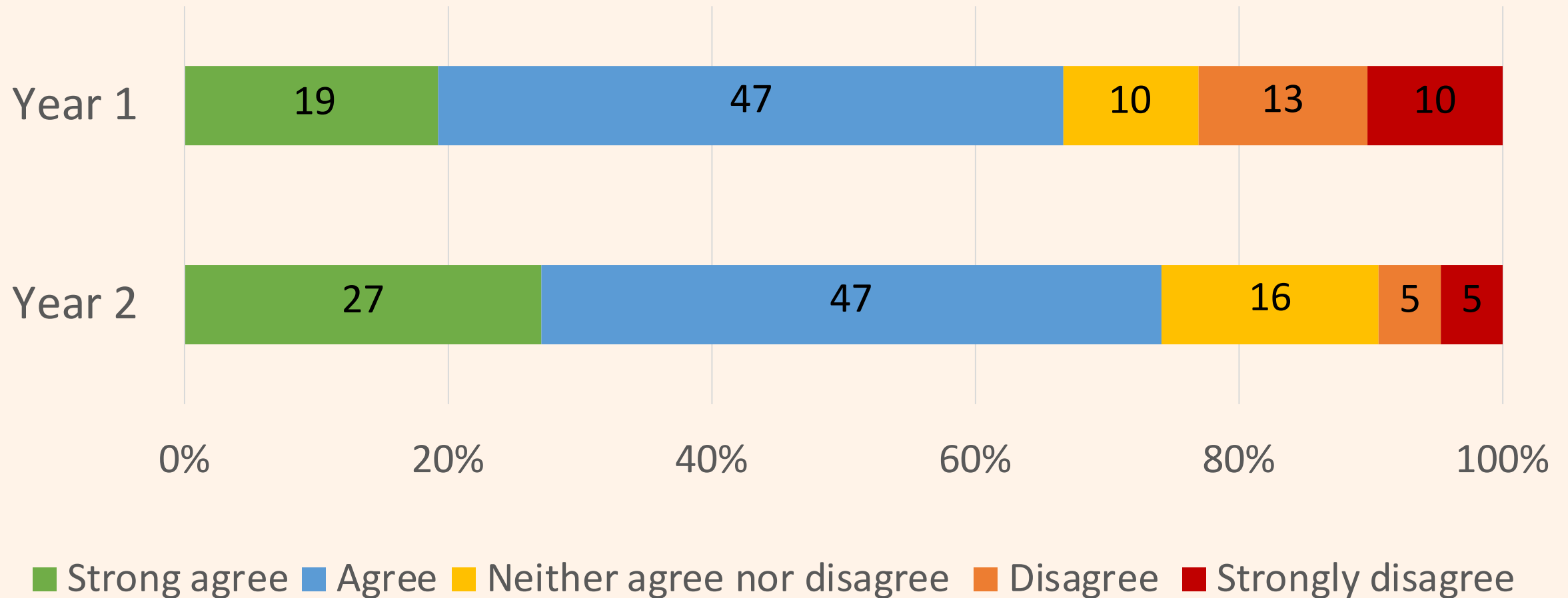
# Engagement



**Proportion of students completing asynchronous lessons**



## Student responses to statement 'The asynchronous material was helpful in supporting my learning'



Year 1 response rate 78/131 (60%)

Year 2 response rate 85/106 (80%)

# Positive Feedback

‘The interactive asynchronous learning is good and with relevant information and teaching to prepare us for the week and the topics of system based modules’ *Year 2 student*

‘The asynchronous learning was very helpful and standardised the teaching for all students despite it being glitchy sometimes’ *Year 2 student*

# Limitations

- IT issues
- Engagement
- Relevance to primary care

‘The asynchronous learning often freezes and crashes’ *Year 1 student*

‘Asynchronous learning sometimes feels like a repeat of what we’ve learnt in other modules’ *Year 1 student*

# Take Home Messages

1. A 'flipped placement' approach can provide a scaffold for learning in primary care placements
2. This can ease the ever-increasing capacity issues in primary care



Thank you  
james.curtis@kmms.ac.uk

# Acknowledgements

Thank you to:

- Susan Driver - Digital Education Manager
- Dr Siobhan Cooke – Senior Lecturer in Medical Education
- KMMS GP Team

# References

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