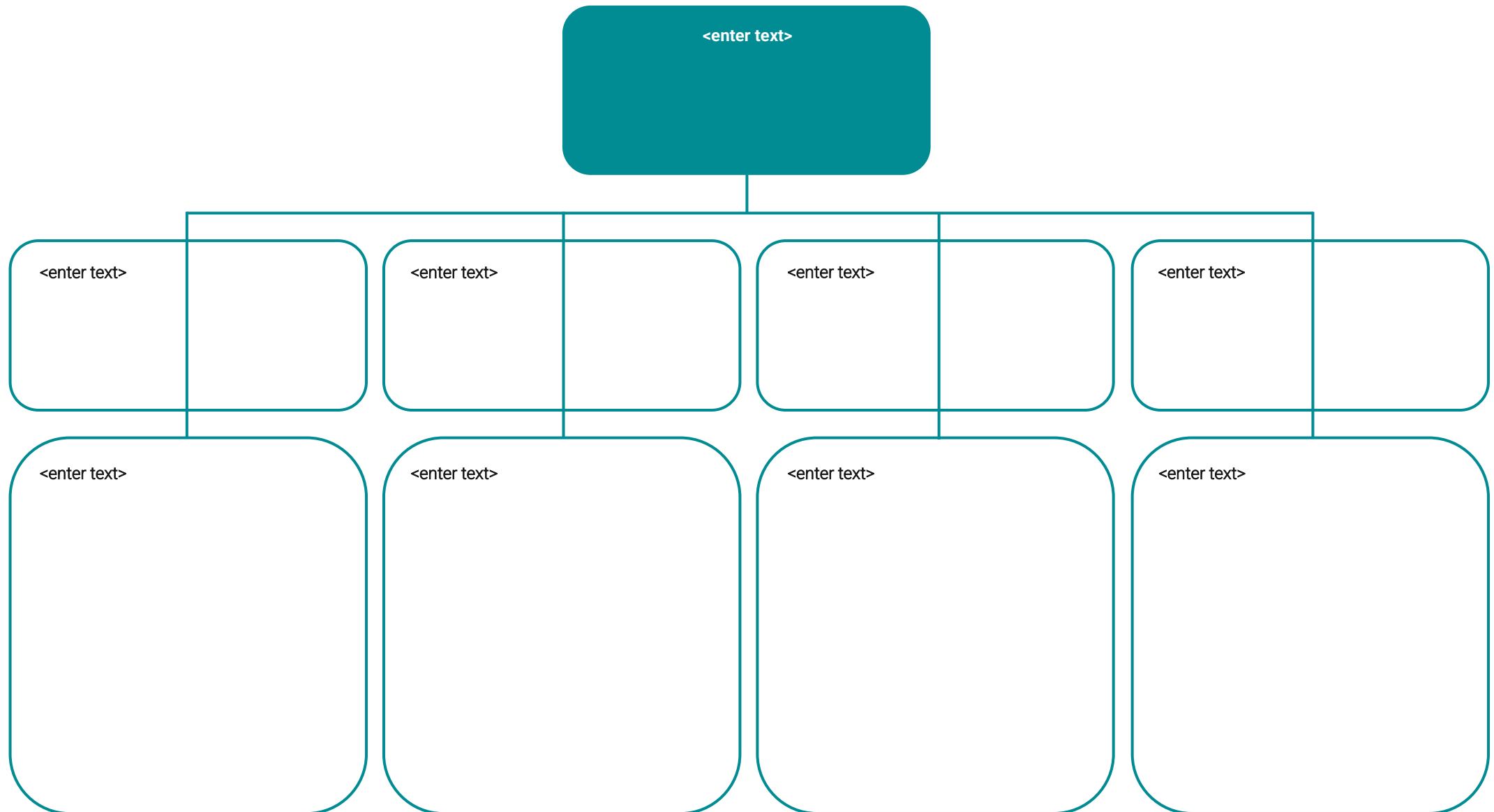


## The 'script' study technique template

This template is designed to be used following the technique described in the **GPSA guide: Study skills guide – studying smarter, not harder**



**Common conditions seen in general practice:**


**Must not miss and other (less common) conditions:**


Condition	
Demographics	
Murtagh's Triad/ Mnemonic	
History Key Features	<i>Try putting it in your own words, through the use of key features</i>
Examination Key Features	<i>Try to use multiple modalities:</i>  <i>Text</i>  <i>Audiovisual</i>  <i>Dual coding</i>
Investigation Key Features	<i>Remember rational test ordering and always link the specific investigation/s to the condition.</i>

<b>Management Key Features:</b>  <i>Consider the RACGP or ACRRM domains of practice</i>	<b>Management framework:</b>  1. Patient education:  2. Non-pharmacological:  3. Pharmacological:  4. Referral:  5. Safety net and follow-up:  6. Public safety:
<b>Concrete example</b>	<i>Consider examples of patients you have seen with this condition and try to write these up in a similar format to exam questions (i.e., the stem)</i>
<b>Write your own exam questions for spaced repetition +/- add them to Anki</b>	
<b>Reinforcing activities to check understanding and look for gaps - 'How will I know I have understood this topic?'</b>  <i>Try to incorporate the following techniques:</i> <ul style="list-style-type: none"> <li>• Rehearsal</li> <li>• Reflection</li> <li>• Retrieval practice</li> <li>• Elaboration</li> <li>• Dual coding</li> <li>• Calibration</li> <li>• Audio recordings</li> </ul>	<ul style="list-style-type: none"> <li>• Look for a practice <b>Multiple Choice Question (MCQ)/Key Feature Problem (KFP)</b> which assesses the topic and add them to your spaced retrieval plan</li> <li>• Look for a <b>CHECK</b> case on the condition</li> <li>• Listen to a podcast on the way home from work and then review the show notes/infographic the following day</li> <li>• Discuss a real case or case study where a patient presented with the condition with a colleague or your supervisor. During the discussion, consider hypothetical situations in relation to the following different contextual factors:           <ul style="list-style-type: none"> <li>- Aboriginal and/or Torres Strait Islander health context</li> <li>- Presence of red flags</li> <li>- Rural or remote context</li> <li>- Differences across the age range</li> </ul> </li> <li>• Role play a simulated patient with a colleague or supervisor</li> <li>• Discuss or teach the topic in your study group</li> <li>• Describe and perform an examination, procedure or treatment option</li> <li>• Develop a concept/mind map for the topic</li> <li>• Check the <a href="#">GPSA website</a> to see if there is a teaching plan available you could work through with your supervisor on the condition</li> <li>• Check <b>Support GPT</b>: available in GPrime – for lesson plans with practice questions in a clinical reasoning format</li> </ul>
<b>References</b>	Consider a range of resources – Australian references within the last 3-5 years are preferred

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### **Spaced retrieval tool:**

*What is the differential diagnosis for this condition? Try to list five (5) or more differential diagnoses.*

*What are the key features on history for this condition? Be specific*

*What are the key examination findings for this condition? Be specific*

*What are the key investigations for this condition? Be specific*

*What advice is important for this presentation?*

*What non-pharmacological management actions are appropriate for this condition?*

*What pharmacological management options are appropriate for this condition (include dose and frequency)?*

### **Horizontal reading exercise**

#### **Presentation**

	Condition 1	Condition 2	Condition 3	Condition 4
Epidemiology				
History				
Examination				
Investigations				
Management				

**Script sorting exercise**

	Symptom A	Symptom B	Symptom C	Symptom D
Condition 1				
Condition 2				
Condition 3				
Condition 4				
Condition 5				