

# Primary Care Teaching Team

## Newsletter - November 2021

### Editorial: Trevor in the Wilderness

We're aware that operational pressures are running especially high at present. My administrative team wanted me to acknowledge the kindness and commitment they are witnessing daily in their email and telephone communications with GP teachers and practice managers. Thank you! As of next week, GP placements in all five clinical years will have swung into action, accommodating the learning needs of 1250+ medical students at Bristol.

The big news this month is the launch of "GP5" our new, nine-week, placement for final year students. GP5 is a return to the apprenticeship model with which many of us are familiar, with a major emphasis on students running their own clinics under supervision. The main aim here is to build their competence and confidence as soon-to-be F1 doctors. It is also a chance to showcase GP as a potential career choice.

It has been an unusual autumn for me personally - starting with Covid and a week of startlingly high fevers (PB 39.3) that saw me wind up in Southmead hospital under threat of ventilation. The paramedic was the boyfriend of one of my former mentees. Though I got no special treatment, it was very nice to have some personal recognition in an otherwise impersonal system - reminding me of the value of continuity in care. I do now feel 100% recovered which is important given the other unusual aspect of my autumn.

On 10th October I took a train from Bristol to Penrith at the start of a *Student Choice Project* entitled *Leadership in the Wilderness*. Myself, two mountain leaders, and nine Y2 medical students, walked to a hut in a remote Lakeland valley, for five days of *stretch* assignments. Students took turns to lead the group in fiendishly difficult leadership tasks. We worked in gender-specific groups (followed by fascinating cross-gender discussions), had wilderness alone time, helped in a rewilding project, and swam in lakes and rivers. These students, recall, had spent most of 2020-21 learning remotely, and it was truly inspiring how they came on socially and as leaders. A final complex task was to create a video of the experience - see [here](#).



We are putting out a call in this newsletter for ideas for *Student Choice Projects* for Summer 2022 - remember you don't need to be an expert - if you have the passion, teaching is often the best way to learn. Again, thanks everyone for the hard work and inspiration you offer the students across all the years of this massive enterprise. They really appreciate it as do we.

**Trevor Thompson**

**Professor, and Head of Teaching in Primary Care**



**The nine brave souls from year 2, who chose Trevor's Leadership in the Wilderness Student Choice project. Somewhere in the Lake District, October 2021. There is always one who always wears shorts.**

### **Opportunity to teach Year 3 Student Choice projects in June/July 2022**

Thank you to those of you who offered, or ran, a Student Choice project last year. The breadth of choice is vast for the students and it's always good to have a variety of Primary Care options in the catalogue for them to consider, and hopefully choose.

We are once again at the point in the year where we ask for potential project supervisors to submit their proposals, so here's a quick summary of what it all entails.

The Year 3 projects run for 6 weeks. This time it's from 13 June to 22 July 2022, and the overarching theme is "*Evidence-based medicine in the broad sense*". Marking of reports takes place in September.

In Y3 SC, students will be exposed to a more advanced analytical experience than in Y2 SC. This will enable them to better know and understand the clinical and basic elements of medicine. As a consequence, students will be exposed to, and will benefit from, new transferable skills from a range including:

- using scientific method and principles to design their chosen study
- searching for evidence in the literature and critically appraising it using advanced literature searches
- generating evidence relevant to their chosen study

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- understanding of relevant methodologies, including technical and ethical principles used in the study
- assessing the quality of the evidence with appropriate tools and integrating, reflecting and critically appraising different sources of evidence
- data analysis and presentation of data
- reflecting on the application of evidence in clinical settings

Students are also expected to be more independent, so contributing to their leadership skills.

Placements/projects are available within a number of Schools within the University and across all the Clinical Academies within Bristol Medical School. For example, students could opt for placements in a hospital academy, a local GP practice or a university department. Some placements/projects also offer the chance to work with organisations outside the University and NHS, for example with charities, residential homes and schools. Projects can be offered for single students, pairs or larger groups. [Examples of previous Primary Care projects are shown here.](#)

*In these uncertain times there will be a requirement to submit an alternative proposal for an online project should physical placements not be possible due to COVID-19 restrictions.*

The role of supervisors is key and central. Supervisors will ensure that students develop the knowledge and skills required to make the most of their placements. For this reason, the commitment and close involvement of Year 3 SC supervisors is both necessary and very valuable in order to ensure the best experience for the students. Funding is available to run these projects.

What are the potential benefits of supervising a Student Choice project?

- **Teaching:** Choice placements/projects are a great opportunity to teach undergraduate medical students and to contribute to their overall development as effective doctors.
- **Students:** The fact that students choose their placement/ projects means that they are usually very engaged and interested in the subject matter of their placements.
- **Outcomes:** It is likely that students produce results of interest to the supervisor. Scientific outcomes include pilot data to inform further projects or grant applications, publications in journals, posters to conferences, etc. Clinical outcomes include audits, case studies, etc.
- **Funding:** there is provision of funding for each student undertaking a placement

If you have any questions around the suitability of a project you'd like to run within Primary Care, or would like to be sent the relevant documentation in order to submit a proposal please contact our Student Choice Academic Lead for Primary Care by emailing [Rachel.Johnson@bristol.ac.uk](mailto:Rachel.Johnson@bristol.ac.uk)

Thank you.

## Out of our heads: art in medicine online

Home to >500 creative works, exploring the turbulent interface of medicine and the arts. These works, mainly by medical students, but also by patients and doctors, take a fresh look at the vast medical enterprise.

The site, [here](#), established in 2009, has recently been entirely revamped.

We hope to share a piece of art with you in each issue of the Newsletter. For this month, “[Shadowed Carer](#)” below, by Catherine McNamara when she was in her first year, comes out of a GP consultation in 2020. Quite rightly, Catherine has received 5 very carefully considered comments on her collage piece, and write-up. Anyone is free to leave a comment.



“My creative piece is based on an encounter in a GP practice. A woman came in to talk to the doctor about her husband for whom she was a full-time carer. As the consultation progressed the GP started asking her about her health and wellbeing. The woman started to cry and confessed she wasn’t coping well . . .

I chose this clinical encounter because it struck me that often carers who live with the person they care for put their own health second. On reflection, perhaps the patient came in with the pretence of talking about her husband and his treatment – as when asked about herself she seemed so relieved to be able to talk to confide in the doctor. It showed me the vital importance of active listening and trust in the doctor-patient relationship . . . “

You can see Catherine’s [full text here](#).

## VOLUNTEERS NEEDED TO HELP WITH MEDICAL ADMSSIONS ONLINE INTERVIEWS

As you will be aware, each year Bristol Medical School runs a series of interviews for undergraduate medical school places.

We very much encourage staff in the School to contribute to interviewing prospective medical students and value their contribution, and this includes our GP teachers.

This year we will be running the interviews online again, and they will comprise of two assessors interviewing one candidate for a 35 minute interview, on the following dates:

**January** - Mon 10th, Tues 11th, Wed 12th, Thurs 13th

**January** - Mon 24th, Tues 25th, Wed 26th, Thurs 27th

**February** - Mon 7th, Tues 8th, Wed 9th, Thurs 10th

**February** - Mon 21st & Tues 22nd (Weds 23rd mop up day)

**Session 1** 08:45am -11:00am **Session 2** 11:15am - 1:30pm **Session 3** 1:45pm - 4:00pm

If you are available on some of the above dates, and are interested in helping with these interviews, please contact Jo Bennett, Admissions Co-ordinator, via email to ask for more information. [jo.bennett@bristol.ac.uk](mailto:jo.bennett@bristol.ac.uk) Please note, this is not paid work.

### *A recently graduated doctor features in a new book honouring Captain Tom Moore and the heroes of the COVID-19 pandemic.*

When coronavirus hit, Chanelle Smith was one of hundreds of University of Bristol students who stepped up to the frontline of the NHS while still studying. Some of you may recognise Chanelle from her GP placements. She graduated earlier this year.

You can read more about Chanelle and the book, "One hundred reasons to hope", that she has been featured in on our [University News page here.](#)



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