

# Primary Care Teaching Team

## Newsletter - April 2022

### Editorial: The Power of Satire—Reviewing the Clinical Revue

Students of Bristol Medical School maintain the tradition of an annual Clinical Revue - a theatrical distillation of the love and the disdain that the educated inevitably feel for their educators. And so, the likes of myself, Andrew Blythe and Karen Forbes (programme director) toddled along last week, partly to be entertained, partly to be sacrificed and partly because CR is an excellent barometer of students' current preoccupations.



In response to infeasibly large numbers of students being given places, they proposed the concept of the *double-decker medical student*. This comprises two students, one on the shoulders of the other, wearing an extended white coat but taking up only one place on ward-rounds etc.

They shared an admonishing email from one of the Academy Deans after refuse sacks had been pillaged by seagulls, leaving a terrible mess. They took a bird's eye view of the issue - each cast member raucously sporting a small, inflatable, seagull. They decried a total and unprofessional disregard by the academy for the nutritional rights and requirements of the avian community.

OSCE actors were awarded Oscars for attainments such as "Actor Most Likely to Make A Student Cry" followed by rambling and sharply curtailed acceptance speeches. In another OSCE sketch, the actions for what to do when various sounds are sounded was greatly extended. So a whistle might mean "stand up and hug your examiner", a bell "move two chairs to the right". The resulting OSCE station quickly descended into chaos.

There was also self-reflective material. For instance, medics have a hard time dating non-medics and in one sketch the medic in the speed date couldn't help but turn her questions into a medical clerking "tell me do you have a history of *infections*?". When the exasperated co-date has finally had enough, the medic calls after "could you just fill in this patient satisfaction survey!"

There was quite a bit on the alienated status of medics on out-placement - including an aborted group visit to a rural pub, possibly Yeovil way. They also did the standard *David Attenborough speaking hushedly to camera* routine, as a small troop of students try and locate the local DGH. One of them sadly falls by the wayside, but, Attenborough opines, "don't worry the CTFs will soon finish it off" (note the "it").



I was reminded of the genius of satire for telling stronger truths than would normally be told, but in a way that had us academics laughing louder than anyone in the theatre. There is a great deal to satirise in Primary Care - let me know - we could probably get a few sketches into the next Clinical Revue. Meantime if any of your students were involved, tell them that this fact will not go unrecorded during their next OSCE assessment...

**Trevor Thompson**

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

## Clinical Lecturer Dr Lucy Jenkins explores "Out of Our Heads"

Next time you snatch five minutes for a break between consultations, how about steering your mind away from lab results and looking at <https://outofourheads.net/>



James Hayward, 2020.

A surreal interpretation of the objectification of the patient once medical humanity is eclipsed.

For those of you who have looked before, do look again! The site has had a complete revamp and now exhibits over 500 works. Those of you who have taught during the pandemic may be particularly interested in the current exhibition: **Our First Year Heard** where students express and reflect on their experience of living their first year of university and medical education in lockdowns and online learning. An example is below.

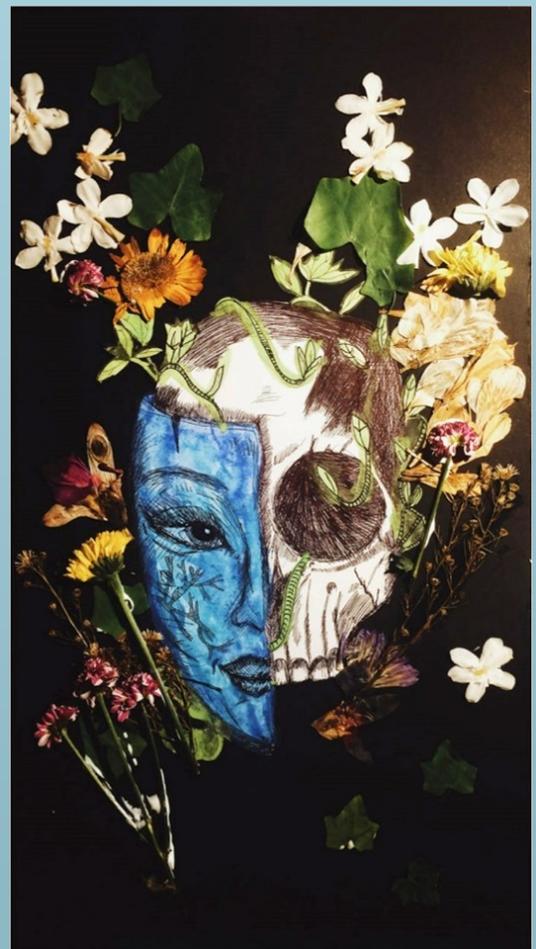


Teddy Steps Up by Charlotte Brushfield. Home-based improvisation in medical education immortalised.

For those of you who are not already aware of this, it is an online gallery exploring the interface between medicine and the arts. The work ranges from painting, to music, poetry, drama, digital storytelling, sculpture, dance, rap and more. The work is mainly by our very own Bristol medical students but there is also some by patients and doctors as well. Some examples are below.

A good place to start is the Curator's tour

<https://outofourheads.net/curators-tour/>



Kiyara Fernando, 2016.

From steroids to self-healing, a patient's journey. The protective power of nature.

[Here](#) you can read a poem written by a patient. The Cap, Mal O'Donnell. A light-hearted spin on the unwelcome return to chemotherapy.

Also, see [here](#) for work by a group of year 1 students, for a film with poetry focusing on the complexities of remote consultations .

The artwork is amazing, inspiring, and thought provoking in equal measure. A trip to an art gallery amidst the frenetic pace of general practice right now. What more could you want? Maybe an opportunity to use this resource and the creative arts in general as part of your teaching and clinical work? Read on!

So how does this fit with the curriculum? Arts and humanities is one of the helical themes of teaching in MB21. In one study, small, self-selected groups of students report significant benefits from teaching Medicine via the arts

- understanding different perspectives increased empathy for patients
- a broadened perspective of the human condition
- reduced presumptions about patients
- a deeper understanding of the complexities of humanity
- would be more likely to consider the psychosocial aspects of the case
- insight into a lived experience of an illness/ treatment

You may wish to search for artwork about a specific condition. This can help facilitate discussion outside of the textbook details about diseases, encouraging a holistic approach, digging deeper into the student's reflection, and developing empathy.

You can also use the site to help students with their own creative work. In year 1 the students are given the opportunity to engage personally and individually with medical themes through creative work. Some students are apprehensive when faced with creative work, so outofourheads is a great resource to inspire them and show the wide range of options open to them. I know that many of you who have taught these students in the past have enjoyed seeing the creative work that your students have done based their experience and reflection on meeting your patients. Some of you have this artwork on the walls in your consulting rooms, and all the prize winning pieces, and many others are on outofourheads.

There are more tips about how to use outofourheads for your teaching [here](#). Happy viewing!



**ON TUESDAY THE 5TH OF APRIL 2022**

# festival of teaching

**THE CLIFTON PAVILION, BRISTOL ZOO GARDENS**

<b>TEACHING DILEMMAS</b>	<b>LIVE MUSIC</b>
<b>EDUCATION SPEED DATING</b>	<b>TEACHING FOR NEXT YEAR</b>
<b>RESEARCH UPDATE</b>	<b>PRACTITIONER WELLBEING</b>
<b>DR PHIL HAMMOND</b>	<b>VISIONS FOR THE FUTURE</b>

University of BRISTOL  
Centre for Academic Primary Care

**PLUS MORE SESSIONS TO BE ANNOUNCED!**  
email [phc-teaching@bristol.ac.uk](mailto:phc-teaching@bristol.ac.uk) to book your tickets

Spaces available!

Due unforeseen circumstances, we now have a couple of last-minute spaces available for the Festival of Teaching at the Zoo on Tuesday 5th April.

Please email us as soon as possible if you would like to attend and aren't already on our list of attendees.

[phc-teaching@bristol.ac.uk](mailto:phc-teaching@bristol.ac.uk)

Coming soon...

2022-23 GP Teacher Recruitment



Next week we will be launching our recruitment for the 2022-23 academic year starting in September.

Keep an eye out for your copy of our teaching brochure that we will be sending via email to all our GP teachers!

### University of Bristol Medical School Bystander training opportunity

Dr Joseph Hartland is running a free online teacher training session on the principles of unconscious bias and bystander skills and why they are important to our medical school, on the 3rd May 10.30-12.30. The session is aimed at Effective Consulting tutors and GP teachers who would like an introduction to bystander skills or to refresh your skills.

Dr Joseph Hartland is the Deputy Education Director for Student Equality, Diversity and Inclusion and 3D (Disability, Disadvantage and Diversity) Helical Theme Lead. His previous sessions have had excellent feedback. This 2-hour webinar is the first part of a 2-step training programme, with an in-person practical skills session that will be run in the summer of 2022 with dates to be confirmed. It is always difficult to find a slot that fits around your varied clinical roles and teaching commitments but don't worry if you can't make this time as we will run further sessions.

You are invited to a Zoom webinar.

**When:** May 3, 2022 10:30 AM London

**Topic:** University of Bristol Medical School Bystander Training - Primary Care and Effective Consulting Tutors

You do need to register for the event which you can do here:

[https://bristol-ac-uk.zoom.us/webinar/register/WN\\_Wr3CrpXPTvebkkADpS\\_4aA](https://bristol-ac-uk.zoom.us/webinar/register/WN_Wr3CrpXPTvebkkADpS_4aA)

## Foundations in Medical Education Programme — opportunity for GP teachers

This online programme is available for colleagues who are involved in teaching University of Bristol Health Science undergraduate students and who might not have a University appointment with access to other programmes on offer to support teacher development for University employees. It consists of asynchronous and synchronous work.

The scope of participants' involvement in teaching might range from formal taught sessions to less formal workplace based teaching, preferably a combination of both and should be significant enough to allow an application of course material to practice.

Completion of both Blocks is not essential but does provide 10 credits towards the TLHP Essentials 30 credit pathway.

You can find more information [here](#).

## Ramadan

The month of Ramadan starts on Saturday 2nd April 2022, and some of you will either be fasting or will have colleagues who will be doing so. Bristol Muslim Medics have kindly suggested the following workplace adaptations for medical students on GP placements, which we would support:

**Being given a place to pray on site in GP practices.** This does not need to be a special room of any kind, it can just be a spare consultation room/staffroom/conference room that can be used. Students have told us that they can feel uncomfortable asking to be excused to pray during the day. Students have suggested that GP tutors could mention to all their students that, if anyone wishes to use a room for prayer, said room would be available. Students may require this room throughout the year but especially in Ramadan. Regarding the times of prayer, "Dhuhr" (2nd prayer of the day) will be roughly around 13:15. Some students may wish to pray the third prayer, "Asr", but as the days get longer this third prayer may not be during the time they are at GP. However, prayer times revolve around the sun's points from dawn to dusk and the times are different based on location.

**Eid** is due at the beginning of May and is a 3-day celebration. Therefore, on Wednesday 4th May, many students may be off due to Eid celebrations at home with family. The date is only confirmed a few days before as it is determined by the sighting of the moon, so may change at short notice. If this affects their GP placement, students can request planned leave for this religious celebration by emailing [phc-teaching@bristol.ac.uk](mailto:phc-teaching@bristol.ac.uk)

We hope you enjoy our Newsletter, and that you would like to continue to receive it. However, if you would like to unsubscribe, please just drop us a quick note at any point to [phc-teaching@bristol.ac.uk](mailto:phc-teaching@bristol.ac.uk) to let us know, and we'll take you off the mailing list.

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