

Primary Care Teaching Team

Newsletter - May 2022

Editorial: Local Heroes

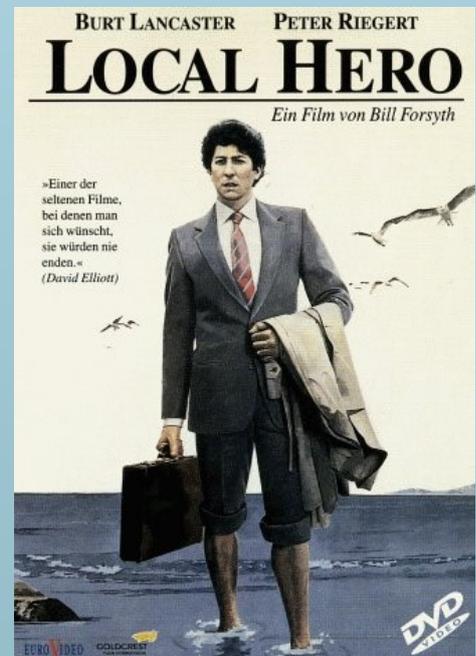
If, like most GP Teacher colleagues, you deal mainly with *Mel Butler* and her team, you may not know which of Bristol Medical School's eight Clinical Academies your practice belongs to.

It's not a completely straightforward matter, because your *alma mater* is really down to where your *students* are placed, and in the borderlands of, say, Keynsham, year groups could be heading in different directions. But if you know your Academy, do you know your *Academy GP Lead* (AGPL)?

When the Academies were set up, money was diverted to pay for a clinical appointment in each academy to generally sort out the local GPs. Over the years most Academies stopped funding these posts and now the species is to be found only in Bath, Yeovil and Taunton. If you work in one of these locales and have no idea who your AGPL is, then drop me a line!

But these local heroes are an essential part of how we run our teaching enterprise. They work behind the scenes on teacher recruitment, QA, assessment and local problem-solving. Latterly they have also become part of the central team attending our weekly SMT meetings.

With changes in the funding landscape, we are in a process of reconfiguring this role, for which any of our current GP teachers could apply. This configuration is likely to include a blend of recruitment, tending the GP flock, actual teaching, assessment and a small but significant central teaching role to boot. A nice broad-based start for a career in medical education - or something for an experienced colleague stepping back from the frontline.



The post will come with training opportunities and supervision. Keep an eye out for developments - I know several of you are thinking of making teaching a more substantive part of your portfolio. Contact me direct if you fancy a general chat on the topic!

Trevor Thompson

Professor, and Head of Teaching in Primary Care

festival of teaching

THE CLIFTON PAVILION, BRISTOL ZOO GARDENS

65 GP teachers joined us at Bristol Zoo Gardens for our Festival of Teaching on Tuesday 5th April. It was our first face-to-face event since the pandemic started and was a fantastic day.

The day started with an overview of teaching for the coming 22-23 academic year which you can find in our [teaching brochure](#). This was followed by some frenzied speed-dating sharing top teaching tips. We then moved on to discussing some thorny teaching dilemmas using interactive theatre. During lunch, everyone took the opportunity to network and look around the zoo followed by some light relief with a talk from Dr Phil Hammond. The afternoon was wrapped up with some survival tips for busy GPs followed by a discussion of what the priority areas for CAPC teaching should be over the next five years.



Interspersed through the day, we had a couple of talks from the research side of CAPC with Dr Matt Ridd discussing his eczema research followed by Dr Jessica Watson sharing her research around communicating test results to patients in general practice. Keep an eye on the teaching brochure and our [workshops page](#) for future events!



The student voice

We plan an occasional space in the newsletter to hear from some of our wonderful medical students. To start us off we're delighted to hear from Molly Hawes, 3rd year medical student.

Experiences of clinical placements as a transgender student.

The good: In my experience, staff are very respectful and treat me like they would any other student. I haven't had anyone ask inappropriate questions. Some staff that are unsure about my pronouns do ask, albeit a bit clumsily.

The bad: Some people either don't read or can't see my pronouns on my badge and try to guess. When they get it wrong it leaves me feeling uncomfortable, correcting someone isn't always easy as some people could react badly. Hospitals can be notorious for having poor changing facilities, this impacts trans people differently, as our bodies are different, lack of privacy when changing can be a problem.

I wish people would: Ask me for my pronouns if you aren't sure and can't see my badge. The best way to avoid this is to introduce yourself with your pronouns.

1 thing I would share is: There's a lot of misinformation around trans people and what it's like to be trans, many people don't know a trans person and their views on trans people may be biased by false assumptions.

Resources: For further information Molly recommends:

"Disclosure" a documentary available on Netflix. Trans artists and creators talk about past and present depictions of trans people in media, and how its contributed to transphobia.

<https://genderdysphoria.fyi/en> - website/blog giving detailed explanations of different types of dysphoria (although not for diagnosis).

<https://www.london.gov.uk/about-us/london-assembly/london-assembly-publications/improving-access-healthcare-trans-and-gender-diverse-londoners> This is recent report into trans healthcare (in London) outlines the difficulties of navigating the healthcare service as a trans person

Additionally you may like to view this online tutorial that forms part of student teaching on working confidently with LGBTQ+ patients, colleagues and communities which was put together by Freedom youth, kindly shared by Dr Joseph Hartland, Deputy Education Director for Student Equality, Diversity and Inclusion.

<https://sway.office.com/R2a2qZL8XjMaD71t?ref=Link> There is additional reading and resources at the end of the tutorial.



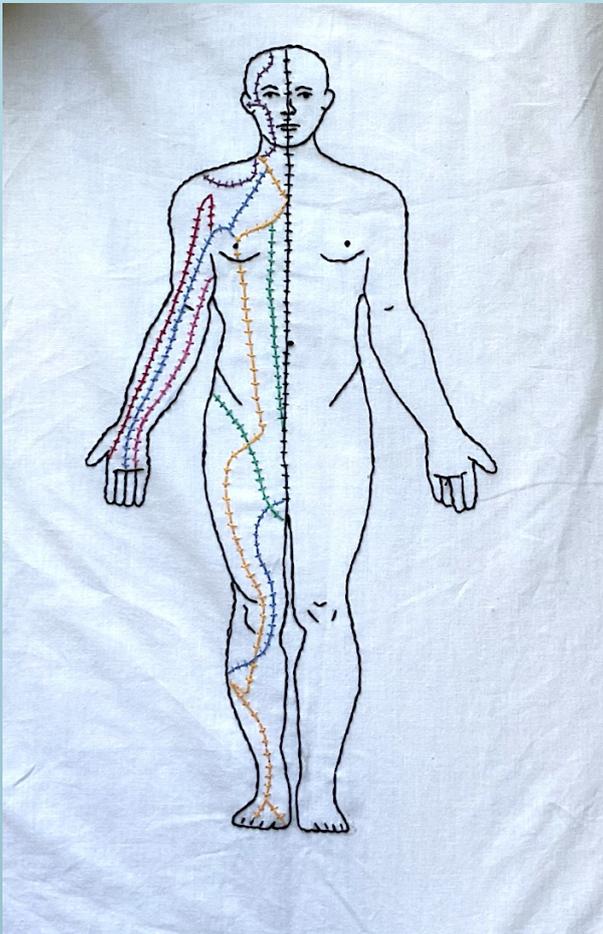
CODA – Film review by Lizzie Grove

It's not really a surprise to recommend the winner of the 'best picture film' at the Oscars, but CODA has an added benefit of providing an enjoyable insight into the deaf community, and perhaps worthy of some CPD. CODA, which stands for 'a Child Of a Deaf Adult', is about exactly that, a hearing daughter born into a deaf family. It follows a classic coming of age formula. The lead character

Ruby must balance her own high school agenda against the demands of being her family's interpreter. I thought the acting was excellent. I laughed throughout and had a tear in my eye at the end. A truly heart-warming film – on this occasion the academy got it right. It's currently available on Apple TV, or at a cinema near you.

More from [Out of our Heads](#), art in medicine online.

As a keen stitcher myself, I have chosen two textile pieces for this month, both inspired by GP placements, and both by 1st year students; the first from Bridie Rogers, who was Highly Commended for the Year One Effective Consulting Creative Prize, 2021, and the second piece from Henry Hewins, which he also created for Effecting Consulting. (Kirsten Gill)



Acupuncture and chronic pain relief

“My embroidery depicts the points on the body where needles are inserted during acupuncture. This was inspired by a patient I met during our online primary care placement, who was suffering from chronic leg pain which stemmed from an operation five years prior. Although the patient was taking various prescribed medicines for this pain, she was also interested in exploring alternative medical treatments and decided to try acupuncture. She told us that it greatly improved her chronic pain, although she does still have some difficulty.

This interested me as previously I had never given much thought or credence to alternative therapies, but the success for both this patient and for many others made me reconsider my cynical stance and recognise the genuine benefit it can give to many suffering with chronic pain – a debilitating ‘invisible illness’ that has huge consequences on daily life and mental health. . .”

You can see the rest of [Bridie’ text here](#), and the comments she has received about her work.

Patterns of Anxiety

“I observed a virtual consultation between a GP and a patient who lived with obsessive compulsive disorder (OCD). They opened up to the doctor about the way it interfered with their life, telling us about their self-imposed routines, constant checking and intrusive thoughts, which were all daily occurrences that caused them great distress.

The patient also spoke about how the recent pandemic and lockdown were triggering their depression and they were feeling their condition was the worst it had ever been – inducing a heightened sense of worry and a feeling of doom which they found hard to stop thinking about.

This made me appreciate my own experience of the pandemic and how I was privileged not to be so deeply affected by it . . .”

Do read the rest of what Henry had to say [here](#).



Professional Mentor recruitment

A note from our Professional Mentorship Scheme team.

Covid has meant that due to personal circumstances, we have had to reallocate some students to new mentors. We have now exhausted our reserve mentor list. If you are already a mentor, and are able to take on 1 or 2 additional students please do let us know. These students are largely from year 3 onwards, so it wouldn't be for the whole 5 years. For those of you with year 5 students, please let us know if you are able to take a new set of students starting this October.

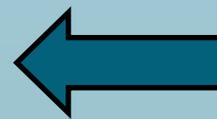
Due to increases in student numbers, we have a greater number of students starting medicine in October than are leaving in June! Anyone interested in becoming a professional mentor should please contact us in the first instance by email: med-myprogress@bristol.ac.uk

If you haven't already, **please could all current mentors complete the below form [HERE](#)** to provide us with your up to date details and to confirm if you are able to take any extra students/ and or any resources that you may require to help improve the support that we give to you as Professional mentors.

Finally, thank you for your support.



Recruitment



We are now recruiting for teaching in the 2022-23 academic year starting in September.

Thank you to everyone who has signed up so far.

If you haven't already, do take a look at our [teaching brochure](#). The deadline for responses is the 31st of May.

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 to let us know, and we'll take you off the mailing list.

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Email us on phc-teaching@bristol.ac.uk

Or why not give us a call? 0117 4282987



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