

11/2020

Primary Health Care
<http://www.bristol.ac.uk/primaryhealthcare>



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Teaching Newsletter

Bristol Medical School, 1st Floor, 5 Tyndall Avenue, Bristol, BS8 1UD
Tel: 0117 42 82987 phc-teaching@bristol.ac.uk

Do you have a project you would like some help with?

MB21 year 3 student choice placements for summer 2021

Would you like help from a third year student next summer?

Read more on p2



Primary care
Academic
Collaborative

Do you have a research question?

And no time to find the answer?

Take a look at **PACT**

Primary care research for all

PACT's first NATIONAL CALL FOR GRASSROOTS RESEARCH PROJECTS is NOW OPEN

PACT is a UK-wide network of primary healthcare professionals working together to collectively design and take part in research and quality improvement projects. EVERYONE can be involved in PACT – no matter how little time or research experience you might have. Working together, each doing a small amount, we can achieve great things.

PACT is running its first National Call for a grassroots research project this Autumn, culminating in a “Dragons’ Den” at the [2021 RCGP Conference](#). The [School for Primary Care Research](#) will cover conference registration fees for the presenters chosen to pitch to the dragons.

We want YOUR research project ideas - and the PACT community will complete the winning project.

To learn more about how to apply, what we are looking for, and what makes a good project, check out the details on the [PACT Website](#).

Watch [this video](#) to learn more about PACT.

Read an excerpt of third year student Rosie Dunbar’s essay on the pandemic **p3**

Want to develop your teaching career? Could this **free TLHP course** be for you? Early booking recommended. More on **p4**

More mentors for medical students needed. Can you help? More on **p4**

Can you offer a **Year 5 student elective** next spring? See **p4**

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We are excited to be launching the
MB21 year 3 student choice placements for summer 2021

This is an opportunity to supervise medical students to undertake a quality improvement or audit project relevant to your surgery's needs

Why supervise a student choice placement?

Useful to your practice, e.g. undertaking quality improvement, developing patient materials (e.g. leaflets) or helping to evaluate your service. **Engage** with **enthusiastic students** who have chosen a project they want to do

Inspire and be inspired by the next generation of doctors

Generous remuneration available

What is involved?

Placements run in a 6-week block at the end of the academic year.

Placements should help students to explore the evidence base for medicine.

Students will collect data, analyse it and reflect on its use in clinical settings.

Students will be expected to work largely independently with some support.

We have successfully run student choice digitally this year, and many projects can be adapted to run on-line if needed.

Funding is available per student placement, to enable supervisors to provide mentoring and support. The level of funding increases with the number of students placed. For more information and how to apply

Contact us as soon as possible

We would love to hear from you

- if you've provided SSC placements before
- If you have an idea for a new Student Choice placement

Do you have an idea for an innovative placement with a more substantial taught or supervisory component? Please contact us with your ideas.

Full applications need to be received by Friday 18th December, so be sure to contact us well in advance of this date.

Key information

Placements run from Monday 14th June to Friday 23rd July 2021

If you are interested and want to discuss your ideas, please contact
rachel.johnson@bristol.ac.uk as soon as possible

Not the first time something like COVID-19 has been seen **by Rosie Dunbar**

Excerpt from Year 3 SSC project supervised by Dr. Kimberly Bruce

The Coronavirus pandemic is not the first phenomenon to lead to disruption of medical education. It is interesting to observe the differences & similarities to other historical disturbances and how they were addressed at the time.

During World War I (WWI), for example, there was a huge amount of pressure from the general public for medical students to cease their studies and join the war effort. Those who dedicated themselves to their studies rather than signing up were met with unpleasantness from people regarding them as unpatriotic and cowardly: an opinion dramatically different from the view of medical students today, who are viewed as fulfilling their duty to their country by completing their degree and providing a healthcare service. By the end of 1914 there were 1,000 fewer medical students in the country than there had been the previous year (7). Many 1914 final year students offered their services to act as temporary surgeons for a probationary period.

By way of similarity, in 2020 final year students from Italy, USA, United Kingdom and Ireland have had their last few months “fast tracked” in the hope that the sheer volume of helpful bodies would reduce some of the potential catastrophe. (8).

Then in 1919-20 Spanish flu killed more than 50 million people worldwide. The previous world war had put considerable drain on resources and funding for healthcare establishments. Not only had the war been expensive, but it also called for the majority of healthcare professionals to be positioned in foreign countries. These factors resulted in a complete lack of man-power to deal with the copious amounts of patients needing immediate medical attention. In addition, a shortage of Personal Protective Equipment (PPE) for the healthcare workers was evident as money was not available for it to be provided. Furthermore, PPE for healthcare workers at that time was inefficient and many fell sick and some died. (9) Lack of PPE has been a common theme throughout the current coronavirus pandemic: a pandemic being experienced 100 years later.

In April 1945, nearly 100 students volunteered to help the British army. They were sent to a recently freed concentration camp, Bergen-Belsen. Met with 60,000 malnourished and on-the-verge-of-death people, these students had to put themselves to action. Many of the people they treated were suffering with Typhus and other contagious and deadly diseases, so many that 4 of the students fell ill themselves and died. After the students had arrived in the camp the death rate did slow, but still they witnessed the death of 13,000 more people (10). It is hard to imagine the impact that seeing so much death has on a small group of people. This is a prime example of medical students & healthcare professionals sacrificing physical and mental health in order to save others: an aspect of delivering healthcare that should not still be present in modern society: regrettably the fight against Coronavirus has shown that it is. Psychologically, experiencing death is something that all medical students must prepare for, something that in the COVID-19 climate will be experienced much more.

7. Crofton E. MEDICAL STUDENTS IN THE FIRST WORLD WAR: THE EDINBURGH EXPERIENCE. *The Royal College of Physicians of Edinburgh*. 1997;27(2):227-241.

8. Klasen J, Vithyapathy A, Zante B, Burm S. "The storm has arrived": the impact of SARS-CoV2 on medical students. *Perspectives on Medical Education*. 2020;9(3):181-5.

9. Ott M, F. Shaw S, N. Danila R, Lynfield R. Lessons Learned from the 1918–1919 Influenza Pandemic in Minneapolis and St. Paul, Minnesota [Internet]. *SAGE Journals*. 2007 [cited 30 July 2020]. Available from: <https://journals.sagepub.com/doi/abs/>

10.1177/003335490712200612 10. Blog I, Campus S. The unsung heroes of Bergen-Belsen - Imperial Medicine Blog [Internet]. *Imperial Medicine Blog*. 2020 [cited 30 July 2020]. Available from: <http://wwwf.imperial.ac.uk/blog/imperial-medicine/2020/03/30/the-unsung-heroes-of-bergenbelsen/>

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Collect TLHP credits

A **free short course** open to GPs who teach Bristol medical students

The TLHP programme (**Teaching and Learning for Health Professionals**) is offering a free short course online from November 2020. It will run four times across the academic year. The content has been amended to meet good practice requirements for a blended learning environment. The learning outcomes remain the same as the taught course previously offered.

It 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. 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 all 4 is not essential but does provide 10 credits towards the PG Certificate offered by TLHP. Participants may elect to undertake only the sessions that are the most relevant for them.

Information about the course structure and timetable of dates is available here <http://www.bristol.ac.uk/tlhp/courses/fmed/>

If you want to do this, **book quickly**, as the course fills up early.

Professional Mentors

We are still recruiting new Professional Mentors for our Year 1 students. We have nearly 280 new students and do not have quite enough new mentors yet.

It is expected that mentors will see their students three times a year. Many GPs are already mentors in this scheme. If you would like to know more, please email Chris Cooper at chris.cooper@bristol.ac.uk

Bonus: academic mentors can have Associate Status at the University which includes a Uni email address and access to the Uni libraries and other facilities

Year 5 elective offers for Spring 21 please

Due to the pandemic, students will not be able to go abroad for their electives in Spring 2021. We are working on creating Primary Care electives for Bristol fifth year students and are hoping that you might be able to help.

The electives run from **26th of April to 4th of June**. Elective placements can be of varying length from 2-6 weeks, could be done in more than one practice, e.g. an inner city and a rural practice, or could be combined with a CAPC project with the research or teaching team. Students could also undertake a project for your practice. Do you have a project or work that would improve patient care but nobody had the time to tackle? Could a student help?

Funding will be available, please email phc-teaching@bristol.ac.uk if you have a project or can offer a placement