

3/2014

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



Teaching Newsletter

Canynge Hall, 39 Whatley Rd, BS8 2PS Tel 0117 33 14546 Fax 0117 928 7325
phc-teaching@bristol.ac.uk

Bristol European Green Capital 2015

Did you know that Bristol, against a strong field, was announced last summer as European Green Capital for 2015? Ideas for EGC are now being developed and there is a "Health and Well-being Action Group" currently working on a range of healthcare-related projects for the year. These include ideas for reducing pharmaceutical waste, promoting advance directives, a "Lean and Green Week" and a Green Practice Award scheme. Please get in touch if you have enthusiasm for this sort of stuff. We are also thinking how we can engage the multifarious talents of our medical and nursing students. Trevor.Thompson@bristol.ac.uk



Please welcome John Salter - New GP lead for the Gloucester & Cheltenham Academy

Medicine is an extraordinarily complex subject. Today's Medical Students face a daunting task in trying to learn, understand and then apply their knowledge in an ever expanding world.

I have seen over the years my consultant friends knowing more and more about less and less with inevitable "super specialisation". I am saddened by the loss of the General Physician and Surgeon. General Practitioners are now the last bastion of broad medical knowledge but even we subspecialise in our own practices as proactive chronic disease management becomes part of our day to day work.

It is my belief that Medicine needs doctors who know a bit less about a lot more. There are plans to expand generalist training in all specialties and it was with this in mind that I threw my hat into the ring and applied to be the GP lead for the Gloucestershire academy.

I am a local. I went to school in Cheltenham and Churchdown. I did my VTS in Cheltenham and Gloucester and I have been a GP principal in Stroud for 25 years. For 23 years I have been a GP Trainer and have taught Bristol Medical Students for 10 years. I have been actively involved in Medical politics and commissioning in all its various forms over the years. I have a keen interest in all things psychiatric and psychological.

I love my job. It is hard work but I can think of no other that could give me such a sense of satisfaction. I relish carrying risk, I feel privileged to be allowed to share in the most difficult parts of my patients lives. It is these aspects of Medicine I also want to share with the students. I am looking forward to the next three years (John Salter)



Dates for your diary

Swindon Teaching Workshop 15.4.14

Contact roshan.printer@gwh.nhs.uk for programme and booking

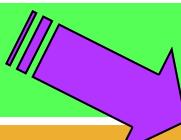
ST Teaching Workshop 3.6.14

Summer Education Day 24.6.14

Contact phc-teaching@bristol.ac.uk

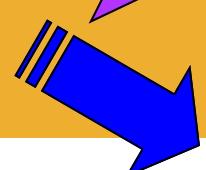
Year 3 teaching tips—'It's all in the planning'

Please turn to page 2 for some practical teaching tips from Jenny Pash



Social media—Words of wisdom for students

Andy Eaton, GP lead for Somerset, reminding students how to keep it safe on page 3



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Year 3 Teaching Tips from Dr. Jenny Pash

Teaching biography for Dr Jenny Pash, Salaried GP, Pendene Surgery, Ross-on-Wye

I trained at Birmingham University and qualified as a GP in 2006. My trainer always encouraged me to help out with the undergraduates even whilst I was a Registrar and this started a love for teaching. I stayed on at the practice as a Salaried GP and spent three years teaching First Year Medical Students from Birmingham. I also started teaching communication skills at the University and met weekly with the Registrars, using role-play to prepare for the MRCGP. I completed a Post Graduate Award in Medical Education from the University of Warwick in 2008, and this really helped me to understand the theories that underpin education. Since maternity leave and relocating to work in Herefordshire it has been a pleasure to be involved with Bristol University, teaching Third Year Medical Students.

'It's all in the preparation'

One approach to teaching Medical Students in Primary Care

Prepare myself

One to two months before the students arrive, I spend an evening **reading through the Primary Care Handbook**, to familiarise myself with the curriculum and expected outcomes, and begin to consider what it is the students need to have learnt by the end of their placement. I re-read this again nearer to the time to pin-point exactly what I need to cover and print out any useful documents (such as Qrisk, MSK Examination skills etc). I also look at the websites that the Students use online at Bristol.

Prepare the students

I **contact** the lead student by email, explaining a little bit about the Practice and myself, and what I hope they will achieve from the placement. I gently **set some ground rules** (punctuality, dressing smartly, confidentiality etc) and give them the opportunity to let me know what they would like to see/experience during the placement before it starts. I explain how I can be contacted before the day, and on the day itself, should anything go wrong with travel etc.

Prepare the patients

A few weeks before the students are due to come I start to consider who would be a good patient for them to meet. I begin to formalise a list and **book patients** with specific times and dates, trying to group them together appropriately (e.g. several cardiovascular patients together, or one upper limb and one lower limb patient etc). Closer to the time I ring the patients to confirm that they are still able to attend. I find recruiting the patients to be the hardest part of the job! I have learnt through experience to have one or two patient 'back-ups', who are happy to be on 'standby' on the day in case a patient doesn't attend.

Prepare the Surgery

I liaise with the **administrative staff** to ensure that I can use the meeting **room** upstairs as our main teaching area, and have a large consulting room downstairs for patient consultations/examinations. The day before or on the morning I ensure that all required **equipment** is in the room, including BNFs, auroscopes, BM machine, BP machines, PEFR meters, and the flip-chart etc. I put in a couple of packs of nice **biscuits** as well – these always go down very well!!!



More from Jenny in April

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From Andy Eaton—GP lead for the Somerset Academy

Social media—Words of wisdom for students

PART I

Do you really know what it means when you make someone your “friend” on Facebook? What is “tagging” all about? And will future employers really be able to see that “neknomination” from 5 years ago? These were all questions which James Quekett from [Doctors.net.uk](#) helped to answer at a trainers’ group meeting we held in South Petherton recently.

The link to the GMC guidance on doctors’ use of social media was sent out with the last newsletter. As you can see, they take the matter extremely seriously. After all, a breach of confidentiality is as serious if it occurs following a careless conversation in the pub or from a post on Facebook — if not potentially more serious. So is there any practical guidance which can help us use social media safely and responsibly?

Remember the deadly combination of anger, alcohol and the keyboard! The power of all three can produce something that is regretted at a later stage. Furthermore, consider the amplification of anything that is posted on the internet. As a general rule, don’t post anything on a website that you wouldn’t want plastered across your favourite local (or worse still national) newspaper. It is usually best to avoid directing any personal comments to an individual that can be identified if they could be deemed insulting or inappropriate.

Now, who are your friends? You can exercise a certain amount of control over who YOUR friends are, but what about your friends’ friends? The GMC encourages us to think about where our professional boundaries lie, and for each of us it will be different — it would be a dull world if we were all the same anyway. Many students / doctors will have colleagues and patients as “friends” on Facebook, so what sort of etiquette should we follow? **See part II next month to find out.**

With grateful thanks to Dr James Quekett, head of educational services at [Doctors.net.uk](#)



PART 2 in our **April** edition