

## Additional and alternative ideas for year 1 teaching

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Each session, we would like students to meet patients through interviews, home visits and observing consultations. The session plans detail themes to consider and discuss which are linked in with the students' university learning but there is also some scope for additional participation in practice work or other creative activities. Please see below for some ideas.

**Tour of the local area** – could consider patients who have live in the area helping with this. Some GP teachers do a 10 minute walk in the middle of the session as a break or a trip to a café in the first session.

Involving the students in **other activities which happen at your practice**. For example:

- Session with an interpreter– the interpreter shared tips and ideas and insights as well as interpreting the consultation.
- Time with other allied healthcare professionals
- Time with social prescriber or other lifestyle themed activities which happen at the practice. E.g. Art therapy– in one practice the students have done this alongside patients and facilitated by an art therapist – the patients shared their experiences whilst they all did art together. Thanks to Hannah Condry for suggesting this :the Art therapist also suggested zentangles would be good if one didn't have an expert or plenty of equipment (the point was to do things which emphasise process over product)
- Home visit to some sort of community event / group – e.g. dementia day centre
- Or make it work for your patients e.g. for the activation themed session – bring in patients with e.g. poorly controlled diabetes who would really benefit from the extra time the students had for those conversations

### Equipment and basic practical skills

Students are formally taught basic practical skills and examinations at the university, so this is not a requirement of year 1 clinical contact. However, they love a **Show and tell** style activity with common consulting room equipment, e.g. thermometer, auroscope, sphyg, urine dip, swab, sats probe. Hold one up and ask students to tell you what it is, how to use, what is normal etc. This helps them to see the relevance if linked in with patients that they have seen or discussed. It may also enable them to participate in and feel valued in a consultation if they can check the patient's temperature or pulse. Some practices have a student equipment box – this has a few manual BP machines, tuning forks, ophthalmoscopes etc. so that when they do practical skills there are plenty for everyone to have a go.

### Consultation Skills activity to practice introductions (thanks to Dr Sara Vogan for sharing this)

Allocate each student a number/patient from the list below. Give them a minute to think about how a doctor might prepare for and open a consultation. Think about how differing age, physical or communication needs, or others present may impact on a consultation. You may wish to think about collecting the patient from a waiting room, or how this might work with a remote consultation. Allow a short role play followed by discussion of how we introduce ourselves differently depending on the context and what implications this may have.

1. 86-year-old man (James Smith), with wife and daughter
2. Mum (Jane Smith) with three young children
3. 15-year-old girl (Jayden Smith) with mum
4. Woman (June Smith) with guide dog
5. Man (Jake Smith) uses mobility scooter

6. Woman (Jess Smith), hearing impaired and lip reads
7. 6-year-old boy (Jack Smith) and dad
8. 40-year-old woman (Jackie Smith) needs a telephone interpreter
9. 86-year-old woman (Jeanette Smith), known dementia, with daughter/carer
10. Dr J Smith – consultant from hospital
11. Josh Smith, 8 years old, autism and learning difficulty, with mum
12. J Smith (female, 50 years old) and is your patient and your colleague (nurse)

#### **Other learning activities which can focus on specific health problems**

- Discussing recent cases you've seen relevant to their learning
- Students could observe you telephone consulting or participate if the patient consents. They could use the observation tool in the appendix
- Use <https://speakingclinically.co.uk/>. Watch together a clip of a patient describing a condition and then reflect on this as a group. Log in at <https://speakingclinically.co.uk/accounts/login/>. Use email as [phc-teaching@bristol.ac.uk](mailto:phc-teaching@bristol.ac.uk). Password: primcareGP1GP2
- Discussing significant events that have occurred recently at the surgery

**Role playing a simulated patient as a group** – this should be a straightforward problem that you briefly talk the students through in advance e.g. minor MSK problem, viral URTI, insect bite, D+V, needing self-care advice. One student plays the patient, another is the medical student meeting the patient before their consultation. Please allocate the others specific areas to observe and give feedback on the role-play afterwards.

An alternative would be a patient who presents with a longstanding mole but actually wants to talk about her husband who she thinks might have dementia.

Or a patient who has recently had an MI who you suspect is not taking their newly prescribed secondary prevention meds. The patient's agenda is centred on fear that they will not be able to return to work/exercise/social life and they want to know about this.

For HHW, optional relevant role plays will be provided with the session plan. The students will need some basic info and lots of guidance but should be able to give it a go, it is great practice for them, and it will help make the discussion more real.

Look together at <https://outofourheads.net/> This 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. A good place to start is the Curator's tour <https://outofourheads.net/curators-tour/> 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.