

YEAR 1 CLINICAL CONTACT IN PRIMARY CARE SESSION 3

7th NOVEMBER (group A) and 21st November (group B) 2024

Spotlight on core value of Compassion. Professionals and health: caring for carers

Session plan		Morning timings	Afternoon
Introduction	30 min	09.00-09.30	14.00-14.30
Patient contact	1 hour 20	09:30-10.50	14.30-15.50
10-minute break			
Debrief and discussion	50 min	11:00 – 11.50	16:00 – 16.50
Close	10 min	11:50 – 12.00	16:50 – 17.00

In this third session, students will meet more patients – both in consultations and interviews. The focus is on compassion, with discussion regarding carers and wellbeing, selfcare and resilience for healthcare professionals. Part of the theme “professionals and health” is to identify the importance of doctors and medical students knowing how to look after their own health and wellbeing to be able to care for others. Meeting a carer should give students insight into the needs of carers.

Please use this plan in conjunction with the GP teacher guide which can be found [here](#). Timings can be flexible, and it doesn't matter if you don't cover everything in the session plan, relevant alternative discussions or activities are fine. Any problems on the day, please email PHC-teaching@bristol.ac.uk or call 0117 428 2987 or 0117 455 2739.

Central University teaching context. Student learning in the preceding weeks:

- An EC tutorial on personal well-being and work-life balance. Wheel of wellbeing
- Anatomy of the respiratory tract, nervous system, and physiology of nerve conduction
- Effective consulting lab 3 – tutorial with focus on consultation skills, creativity and an intro to the consultation, also covering reflection and paraphrasing, proxemics, patient perspective, sensory acuity, intro to COGConnect.
- Interprofessional learning event

They will have all have sat their **first progress test**, and subsequently given feedback. This is an MCQ exam sat regularly by all students, set at the level of year 4, for benchmarking and exam practice.

Aim: to meet a further patient/carers and reflect on wellbeing, self-care, and resilience

Objectives. By the end of the session they will have:

- Introduced themselves and participated in an interview with a patient and/or carer
- Practised verbal and non-verbal skills to help patients explain their personal story
- Communicated in a professional, respectful manner and to maintain patient confidentiality
- Considered compassion within the consultation, towards ourselves and patients/carers
- Considered the role of carers and the challenges they face
- Discussed the importance of self-care and resilience in providing care for others
- Reflected on how to improve and maintain health, wellbeing, and resilience

GP advance preparation

- Read this guide: arrange an appropriate patient to meet with the students (the surgery or at home), ideally one who is or has a carer
- Arrange a short surgery (3/4 patients) for students to observe

Welcome, catch-up and introduction (30 min)	09.00-09.30 or 14.00-14.30
<ul style="list-style-type: none"> • Welcome and catch up – Everyone shares one thing they have done/learned recently. Maybe take a few minutes to tell the students about a recent clinical session or interesting patient • Pastoral – check in, anything for you to be aware of? Offer support and one-to-one discussion if needed • Review the last session and discuss the learning objectives, session plan and timings for this session <p>Introduce the themes before the patient contact. Focus is on:</p> <ul style="list-style-type: none"> • Compassion • Caring for carers, including wellbeing selfcare and resilience for healthcare professionals <p>You may wish to:</p> <ul style="list-style-type: none"> • Brainstorm the different types of carers <p>Think about the challenges of needing care and being a carer. <i>What are the threats to carers' mental and physical health? Consider the GP role in supporting carers? What other services can a GP access on behalf of or signpost carers to?</i></p>	
Patient contact (1 hr. 20)	09:30-10.50 or 14.30-15.50
<ul style="list-style-type: none"> • Half the students interview a patient – ideally a home visit but if needed the patient can attend the surgery. • The remaining students observe you consulting with 3 or 4 patients • Alternatively you may wish to arrange two patients to meet with two groups of students, or half can interview a patient and half can meet with the carer <p>You may wish to brief the students on the patients in advance, they can consider what questions they might ask and share the questioning (as the GP teacher need not be present this time).</p> <p>Whether they are interviewing a patient or observing consultations, the students should all introduce themselves to the patient by name and role.</p> <p>Ask the students to observe communication skills, for feedback and discussion in the debrief.</p> <ul style="list-style-type: none"> • <i>Verbal/non-verbal communication skills which help the patient tell their story/demonstrated listening</i> • <i>How did you encourage the patient to talk? Were there any silences?</i> • <i>Were there any difficult points in the interview and how did you deal with these?</i> <p>Please encourage those observing consultations to participate.</p> <p>While the students are talking to patients and observing consultations, ask them to consider the needs of patients and their carers.</p> <ul style="list-style-type: none"> • <i>What qualities do they think makes a good doctor?</i> • <i>What do they need from their doctors?</i> • <i>Has a doctor helped them understand or cope with their illness or caring role better?</i> • <i>How do they practice self-care? If you met a carer, how do they look after their own health?</i> • <i>Do they have any advice for the students during their training?</i> <p>They may wish to revisit previous themes:</p> <ul style="list-style-type: none"> • <i>What the students think the patient's perspective on their health and wellbeing is?</i> • <i>How many different members of the healthcare team has the patient had interactions with?</i> • <i>How does the GP relationship with a patient affect their experience of being ill?</i> • <i>How important is it to them that a doctor knows them and their medical history?</i> • <i>How important is it for them to be involved about decisions about their care?</i> 	

10-minute comfort/toilet/stretch/tea break as needed	
Debrief and discussion (50 min)	11:00 – 11.50 or 16:00 – 16.50
<p>Ask one student to summarise the patient’s story. Discuss and reflect on the patient’s narrative and consider the patient or carer’s perspective on health and wellbeing.</p> <p>Reflect on the observation questions above and the listening skills and question types that that worked well</p> <p>Think about self-care and resilience for patients and healthcare professionals:</p> <ul style="list-style-type: none"> • <i>How do doctors maintain their own health and wellbeing? What do you do?</i> • <i>What can they do as a medical student to maintain their health, wellbeing, and resilience?</i> • <i>In what ways does the GP’s job promote their well-being and in what ways does it threaten it?</i> • <i>Some consultations might be stressful for a doctor. Can you think of examples? Why might these be stressful? What can the doctor do to manage those stresses – before/during/after consultations</i> • <i>You may wish to share and discuss the BNSSG wellbeing toolkit with your students</i> <i>https://bnssg.icb.nhs.uk/wp-content/uploads/2019/08/Wellbeing_toolkit_ICB-v7.pdf</i> <p>Spotlight on compassion: discussion around carers and caring for carers</p> <ul style="list-style-type: none"> • <i>How can GPs identify carers? You might like to think about the role of the whole practice including patient information on the website or waiting room.</i> • <i>What would happen if a full-time carer had to go into hospital?</i> • <i>Any take home messages from today that will help you look after your own health and well-being as a medical student?</i> <p>Discuss examples of collaboration (session 2) with patients within the patient interview or consultation. For example, in the observed consultations:</p> <ul style="list-style-type: none"> • Have the doctor and patient collaborated? • Do you think the doctor and patient had the same agenda? • Do you think the patient and doctor had a shared understanding of what was going on? • What was the doctor’s relationship like with that patient? • How can we support our colleagues in self-care and work with carers? <p>If time, consider this: Imagine you are a GP partner or practice manager working in a GP surgery in April 2020. The UK is in ‘lockdown’ due to the coronavirus pandemic, but the GP surgery is still functioning. How can you encourage and support the wellbeing of your practice team? What about staff who are working from home? Or those who have compromised immune systems?</p>	
Close (10 min)	11:50 – 12.00 or 16:50 – 17.00
<ul style="list-style-type: none"> • Take home messages – share something learned/something that surprised them/ a learning goal etc. • Remind students about their reflective log and ePortfolio • Discuss what worked well/less well – anything to stop/start/continue for future sessions? • Outline plan and set-up for the next session 	

GP tasks after the session

- Make own **reflective notes** on the session if you wish (try to keep a record of which students have had the opportunity to consult so others can next time). Prepare for the next session if needed.
- Complete online **attendance data**

Any questions or feedback, contact phc-teaching@bristol.ac.uk or lucy.jenkins@bristol.ac.uk

Supporting notes for GP teachers - session 3

You may wish to:

Share and discuss the BNSSG wellbeing resources - <https://remedy.bnssg.icb.nhs.uk/adults/self-care/self-care/>

Take a look here at the **resources and support services for Bristol students**. Further specific supports are available within the medical faculty

<https://www.bristol.ac.uk/students/support/wellbeing/>

A useful tool to discuss all aspects of wellbeing. <http://www.bristol.ac.uk/medical-school/media/wheel/index.html> Students may have discussed this or completed their own wellbeing wheel for personal use only.

If your patient cancels and you cannot find a replacement, you could roleplay a patient with students asking the questions.

- You might base this on a patient you know or a recent encounter
- Or you could roleplay the adult carer of their parent with moderate dementia. The carer is presenting with tiredness and problems concentrating, which has been going on for a while, but he/she has not had time to focus on his/her own health.
- Or a parent of a child with significant physical needs who needs help with personal care. The parent has backache and is struggling to fulfil the caring role.

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 about the themes more real. The discussion and debrief can be as above.

Further scenario to discuss if necessary or time allows

Revise and think about the patient-centred approach from last week in the context of a carer and the patient.

A consultation is booked by the son of a 70-year-old man who has had a stroke and has residual left sided weakness and speech difficulties. His wife is his main carer, helped by their son who is local but also busy as a headteacher. The patient has worsening pain from arthritis in his right 'good' knee and is a bit unsteady as a result. His wife is tired and worried he will fall. The son is concerned about the increasing burden on his mother.

All three of them attend the consultation. Discuss as a group how one can be patient-centred within this consultation – bearing mind that the patient, wife and son may have differing perspectives. You may wish to refer to I.C.E.I.E as below. This is the acronym the students are taught to help uncover the patient's perspective and agenda. How might the GP explore and manage these differing perceptions?

IDEAS – what does the patient think is going on?

CONCERNS – what is the patient's main concern about their problem?

EXPECTATIONS – what was the patient hoping that you would do today?

IMPACT – what impact is this having on the patient?

EMOTIONS – how does the patient feel about this?