

7/2013

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



## Teaching Newsletter

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### Shortage of Year 2 GP Teachers for 2013/14

The changes to the clinical weeks in Year 2 require both groups of students (A and B) to be taught in the same week. This has meant that some practices are only able to take one group when previously they were taking two. We are particularly short of Year 2 teachers in Weston/ North Somerset and North Bristol. It would be great if some of you could help out. If you need more information or would like to offer to take a group, please email us.



### Medical school newsletter at

<http://www.bristol.ac.uk/medical-school/staffstudents/student/newsletter/>

### 2012-13 Primary Care Prizes for first year students

35 students were nominated for a prize by their GP tutor. This work was reviewed and 8 pieces shortlisted, anonymised and circulated to a range of academics (8) for ranking (aims/objectives and assessment descriptors provided). Prize funds were kindly provided by Prof. Debbie Sharp and the Medical Women's Federation\*

**1<sup>st</sup> prize**

**Teo Lopez Bernal**

**Further GP Prizes**

**Holly Bevan, Jessica Garner, Victoria Osibamowo**

**Highly commended work**

**Brid Dinneen, Josephine Mooney, Oluwatosin Olukoga, Stephen Singh**

To read more and to see the prize winning work, please go to page 2.

### Teaching Workshops

To book email [phc-teaching@bristol.ac.uk](mailto:phc-teaching@bristol.ac.uk)

For	Date	Time	Venue
Consultation skills tutors and actors	3 <sup>rd</sup> Sept.	11.00-13.00	Canynge Hall
New GP Teachers	12 <sup>th</sup> Sept.	1.30-5pm	Canynge Hall
Year 1 GP Teachers	17 <sup>th</sup> Sept.	All day	Engineers' Hse
Practice nurses	18 <sup>th</sup> Sept.	1.30-5pm	Canynge Hall
Year 5 GP Teachers	7 <sup>th</sup> Nov.	All day	Engineers' Hse



### Reflections from Catherine Maciver (Year 2) on presenting her SSC project

'How patients view their participation in undergraduate education'

I really valued the chance to take part in the GP workshop this June. The GPs made me feel very welcome, and it was really interesting to talk to a few of them and hear about their career paths and different projects that they are involved in. The workshop made me really value the consultation skills sessions we've had, and how much work goes into planning and executing them. It's good to know that the GPs have teaching to improve our learning experience in the sessions! Presenting my SSC findings was great practice for me, as I had not yet had the opportunity in my medical career. I found the debate that followed really thought-provoking - the GPs had very different views on the subject, and it was interesting to hear their opinions as they teach students on a daily basis.

Thank you very much for the opportunity!

★ Some of you will have seen the prize winning work at our Summer Workshop. ★  
 You can also find some of the images in the workshop report at  
<http://www.bristol.ac.uk/primaryhealthcare/teachingtutors/workshops/workshopreports>  
 The creative work and reflections are of an exceptional standard and we thought that all of you would enjoy seeing some of it. Please go to the next page for the winning entry. We will showcase the other winners in future newsletters. The work will also be added to the **outofourheads** website created by Trevor Thompson and Catherine Lamont, a gallery of creative work by Bristol students at <http://www.outofourheads.net/>

First Prize for reflective assignment for GP attachment, Nov 2012

### Teo Lopez Bernal

#### What's Inside?

My reflective piece was inspired by one of my GP home visits. All we had been told was that we would be meeting a 70 year old Caribbean lady who had had a tough year with illness.

Ms M came to greet us in her dressing gown. She looked younger than her years and was very cheerful and welcoming. She was the most amazingly open person. She shared everything with us and opened the door to what had been, and continues to be, the most incredibly challenging and remarkable life.

Ms M was born with ambiguous genitalia, and as a result spent a large amount of her childhood and young adult years not knowing who she was. She went into detail with us as to how she was "kept in the dark": told she could not go to school, forbidden from playing with her siblings and left totally confused about her identity. All she was told was that she was "cursed" - I could not imagine what it must have been like for her - a lost childhood of confusion full of so many unanswered questions.

Around the age of 18 she moved to the UK as a He- as that was what her father had convinced himself she was. She found work and a place to live, but, still with no answers, she told us how she felt increasingly lost and desperate. Until one day she stumbled across a journal that changed her life.

The journal contained an article about Hermaphrodites, and for the first time in her life she was able to identify with who she was. Finally she was able to grow into her skin and lead what turned out to be a very complicated but fulfilled life. As she repeatedly put it to us herself: "I can't complain, I've had a wonderful life".

In an attempt to reflect on this lady's remarkable and unexpected story I decided to create three Russian dolls, each one representing a distinct stage in Ms M's life and each fitting together inside the other to create what she has become today.



Initially, I considered working from the outside-in; moving through the different stages of Ms M's life, until she finds her true identity. But I felt that the inner, smallest, doll couldn't represent the extrovert, larger than life character Ms M really was - it had to be the reverse. So I decided that the biggest, most impressive doll must represent Ms M's new found, true identity, and for the other dolls to symbolise what is hidden inside and how she became who she is today.

Another thing I liked about the Russian dolls is their apparent simplicity on first glance. Someone who didn't know what a Russian doll was would not expect to find so many more inside. Again this reflects how, on first impression, Ms M appeared to be a 'normal' and friendly lady, but behind that first impression there was a complex story of vulnerability and courage. This imagery also ties in well with the doctor-patient consultation - it is obviously important as a doctor to realise that there is often more to someone's illness/problems/story than it may at first appear.

I tried to keep the individual designs on the dolls simple, but at the same time with enough detail to give the audience a chance to think about what the story behind each of the dolls could be.



For me, the smallest doll represents the confusion and isolation that plagued Ms M throughout her childhood. She told us how she literally didn't know what she was. The presence of both a boy and a girl and the clashing colours help illustrate the early confusion in her life, and the sad facial expressions and black flowers represent how Ms M must have felt having been repeatedly told she was a curse.

The second doll represents a stage in Ms M's life which was obvious to me had had a huge impact on her. When she began working in the UK she had still been persuaded that she was a man. She emotively told us how she wore a corset under her work shirt to push back her bust. It was a very moving account that really brought home to me the incredibly unique struggle Ms M was left to cope with. The doll, with his finger to his lips, reflects how there was so much that was being kept secret. Ms M was hiding behind someone she wasn't, still totally confused and lost about who she was. The tears reflect how close she was to taking her life during this period of vulnerability.

The biggest and most beautiful doll represents Ms M's true self. What she became when she was finally able to feel comfortable in her own skin. It was clear how important this moment was to Ms M. It totally changed her life. She brought down pictures to show us of when she first wore a dress and first got the chance to wear make-up, and this final doll reflects this moment and the new person that Ms became and continues to be today.

(Ms M was happy with me using her story, for which I am grateful!)

**\*The Medical Women's federation (MWF)** is one of the largest and most influential bodies of women doctors in the UK, which aims to remove barriers facing women pursuing a career in medicine and works to improve women's health issues. They do this in many ways including grants and bursaries for students and we are very grateful for this support of our GP prize and it is worth publicising their work to students when we can. <http://www.medicalwomensfederation.org.uk/>