

Primary Care Teaching Team

Newsletter - July 2022

Editorial: Looking back and looking forward

University time beats to the rhythm of three distinct years: the calendar year, the financial year and the academic year. The end of the academic year throbs with the activity of assessment and graduation. For some of us there is a slight lull before it all begins again in September.

Thanks to GP colleagues who are pitching in for Y3 and Y4 OSCE examinations, Primary Care now features in a large number of the OSCE stations which reflects our enhanced presence in the curriculum. It also means we need to pull our weight as examiners – we are particularly keen to recruit colleagues outside Bristol – keep an eye out.

Graduation ceremonies are great fun. First of all it is a morning where one can legitimately dress up and do absolutely no work. Then there is the pleasure of seeing all our students in their finery looking incredibly handsome and full of the joys. And then there is the side pleasure of the preceding Promise Ceremony which includes a range of awards given by our students to members of the GP community (see below).

Professor Sarah Purdy, GP and now in the heady ranks as a PVC of the University, told me an anecdote last week of a student she had met at the Open Day six years ago who had felt he wasn't from the right social background to attend the likes of Bristol Medical School. Sarah put him right on that point and had just shared massive hugs with this lad at his graduation. Magic! Check out Dr Lucy Jenkin's article on WP (Widening Participation) towards the end of the newsletter.

Looking forward I'd like to put in a plug for you to become a *Professional Mentor* of a medical student. In short, this involves a f2f or online meeting with your allocated student, three times per year. Statistically most students sail through the course, but some get derailed, and it is interesting and rewarding to help students back on track. It is also the best way to vicariously understand the curriculum and the mood of each year group.

Love it as I do, I am appreciating a brief pause from lecturing and student teaching in the practice. Even if you are not actually on holiday, I wish for you a July and August when you can

reflect and recharge. Rather than simply dish out the same material in 2022-2023, it is my personal ambition to deepen my knowledge and get some new perspectives ready for the next wave of eager students.

Warm regards

Trevor

Trevor Thompson

Professor, and Head of Teaching in Primary Care



Graduands recognising the hard work of their GP tutors over the years.

On 13th June the current cohort of Year 5 Bristol Medical Students, photographed below, celebrated their Promise Ceremony, our version of the Hippocratic oath, marking the end of their medical degrees and the start of their careers. During the ceremony, they also thanked staff for all the support offered throughout their degrees. Amongst others, the Galenicals Society organised prizes for 'GP of the Year' for this cohort's Years 3, 4, and 5. Please join us in congratulating the winners:

GP teacher of the Year (Yr3): Dr Adrian Tyler

GP teacher of the Year (Yr4): Dr Matthew Hartley and Dr Simon Atkins (not present)

GP teacher of the Year (Yr5): Dr Stuart Wynne

Thank you to all our GP colleagues for your tremendous teaching support!

Please keep an eye out for further teacher prizes awarded by our Primary Care team!

Image below, L to R: Mrs Mel Butler, Dr Stuart Wynne, Dr Adrian Tyler, Prof Trevor Thompson.



Prof Thompson receives his Teacher of the Year Award from Galenicals.



Professional Mentor Scheme for Undergraduate Medicine at the University of Bristol

Would you like to help guide and nurture the next generation of doctors?

For over a decade, we have had an active network of mentors to nurture the professional and career development of undergraduate medical students within Bristol University. This scheme is intended to achieve the following:

- Give recognition to the professional status of students from year 1 as trainee doctors and part of the health care professions. In their final year, students undertake a year-long assistantship in preparation for becoming a Foundation Doctor
- Help students establish their professional identity, creating a roadmap for medical training throughout the 5 years of the undergraduate curriculum, and linking with the Foundation Programme and further post-graduate training.
- Encourage an ongoing student generated, record of academic achievements and provide feedback and
- Guide their professional and career decision making.
- This record is designed to inform the reference to support professional progress, F1 applications etc

Many GPs are already mentors in this scheme. We ask that each Professional Mentor looks after 5 students. It is expected that they will see you three times a year throughout their degrees. Although this is an unpaid role, we offer Associate Status at the University.

If you would be interested to be part of this scheme, please read the [role description](#), and apply here: <https://forms.office.com/r/0a8qqEuYj0>

Do email Gail Kiddle and Miki Duta at med-myprogress@bristol.ac.uk if you have any queries before applying.

Jane Williams
Professional Mentor Lead
MBChB
Bristol University Medical School

And now, as they say, for something completely different.

This puzzle was sent in by one of our avid readers, Dr John Lee, Senior Lecturer in English, here at The University. He asks: "Can they make out the doctor and the animal from the image, and say why the two are related?"

We will let you know the answers in our September issue, so do stay subscribed!





GP3 Guest Speaker – Dr David Unwin

For our final session of GP3 we were delighted to have Dr David Unwin (@lowcarbGP) talk, virtually, to our students and GPs.

Dr Unwin is the RCGP's expert clinical advisor on Diabetes. He remains a practising GP at the Norwood Surgery, Southport, where he has worked since 1986. Amazingly, he did his undergraduate GP attachment as a medical student placed in the very same surgery during his time at Liverpool University!

In 2016 he won the NHS Innovator of the Year Award for his work on lifestyle changes and has been named as one of the most influential GPs in the country by Pulse magazine.

We include below a link to his talk which was extremely well received by our year 3 students and GPs. The talk, which is around 50 minutes long, is in two halves. The first covers a reminder of the pathophysiology of type two diabetes and then a discussion of how low-carb diet can be an alternative to medication for some patients. The second part discusses the psychology of behaviour change.

It's a must watch for any practising clinicians and Dr Unwin is more than happy for it to be shared with the wider practice team. It is informative and inspirational and we are delighted to be able to provide the link [here](#).

Ciaran Conway & Simon Thornton, GP3 Leads

Another piece from *Out of our Heads, art in medicine online* - this time it's a piece of music composed, arranged and performed by the student herself. A reminder, not that we really need it, of just how talented some of our students are, outside of their medical studies.

Beyond the patient - Little Girl's Lullaby by Maya Hoffer, Year 1 Effective Consulting, Creative Assignment Prize-winner, 2019/20.



Diversity within the medical profession – focus on widening participation – and how you can help. Dr Lucy Jenkins

Some of you may currently be involved with young people sitting A levels or applying to university. and some of you may mentor medical students, officially or informally. Many of you will have been asked for career advice or to support work experience in the past. You will likely all have discussed with the students their differing routes into Medicine and be aware that this is more difficult for some than others.

Historically in the UK, training to be a doctor was seen as a career for the elite and 175 years ago, all doctors were men. In 1865, Elizabeth Garrett Anderson, pictured, became the first woman in Britain to qualify as a doctor and surgeon after exposing a loophole in the Worshipful Society of Apothecaries' admissions process. She was not permitted to work in the London hospitals, so she founded the New Hospital for Women in London in 1872 and continued campaigning to liberalise admissions processes throughout her career.



Things have improved over the years, especially with regard to gender parity and ethnic diversity among doctors, but there are still some notable under-represented groups. These include people from lower socio-economic backgrounds, people who are the first generation to consider higher education and those attending schools with low progression into higher education.

Indeed, the Social Mobility Commission has said medicine is one of the least accessible professions in Great Britain [1]. In 2014, the Medical Schools Council's *Selecting for Excellence* report stated that 80% of all medical students come from just 20% of schools in the United Kingdom, with most of these schools being private or independent institutions.[2]. Multiple recommendations resulted from this report, developing pre-existing efforts at widening participation. Further data from 2020 shows that the medical student population has diversified across characteristics associated with social and educational disadvantage, but there is still work to be done. Dr Paul Garrud, Chair of the Medical Schools Council Selection Alliance states:

“We’ve seen that diverse medicine is good medicine, and that a meritocratic profession, based on the right abilities, skills and personal attributes – not background – is best able to care for the population.”

Looking to the future, the BMA are supporting a broader definition of widening participation that includes all groups who may be underrepresented in the medical workforce. As well as the groups above, these include, disabled students, looked after children, mature students and some ethnic minority students (in certain geographical areas).

This is important because greater diversity within the medical profession can benefit us all:

- It's important we encourage those with the potential to study medicine to regard it as a
- continued

- viable option, irrespective of their socio-economic circumstances.
- A diverse medical workforce that reflects the population it serves benefits patients and staff.
- Having multiple and diverse doctor viewpoints and experiences can help the NHS to be reflective and understanding of the needs of its diverse patient body.
- Patients seeing themselves reflected in the workforce can also help to achieve better patient engagement with health services across different groups.
- Widening participation also allows the medical profession to have access to the widest talent pool available.

Throughout the country, widening participations programmes include free events designed to support local students, from diverse backgrounds, who have the ability and personal attributes to be successful in their application for a place in medical school. Some universities like King's College London offer a six-year extended medical degree programme, that dedicates places for disadvantaged backgrounds. Here in Bristol, students in Health Sciences deliver interactive sessions to key stage 4/5 pupils, and potential future students can participate in taster days and summer schools to assist with medical school applications and gaining work

There is also an 18-month Pathways to Health Sciences access course, and students who complete this receive a guaranteed interview. You can read more about this here. <https://www.bristol.ac.uk/health-sciences/outreach/>. If you would like to get involved, then do contact Jackson Paterson, Faculty Engagement Officer for Health Sciences outreach-healthsci@bristol.ac.uk. They are keen for GPs to participate in the workshops and interview sessions and can link you with students who may be looking for work experience.

My personal experience of this started 10 years ago when a 16-year-old at a state school in a relatively deprived area of Bristol spent the day with me in practice. Thus developed a friendship where I had the pleasure of mentoring her and supporting with medical school interviews. She received offers but unfortunately failed to get the necessary grades in her A levels. She went on to study Pharmacology in Cardiff, followed by fast-track medicine there over 4 years and is due to start an academic F1 post in August. We still meet now. I have no doubt that she will be an excellent, empathic, dedicated junior doctor.

If you want to read more personal stories, <https://questionnaires.bma.org.uk/news/peoplelikeus/> is enlightening and inspiring at the same time. It contains heart-warming stories including a woman from a deprived area in Preston who was excluded from school, then became pregnant and later homeless. When she had mentioned her career aspirations earlier in life, they had been met with discouragement and she was instead advised to train as a hairdresser. She is now an F1 doctor.

Or you could check out the following BMA article. '[The Right Mix](#)' is a BMA feature which discusses this in detail including suggestions for change.

References: 1 Social Mobility Commission (2016) State of the nation 2016: social mobility in Great Britain

2 <https://www.medschools.ac.uk/media/1203/selecting-for-excellence-final-report.pdf>



The mirrored labyrinth by Danish artist Jeppe Hein, is located in the University's Royal Fort Gardens, just a stone's throw from 5 Tyndall Avenue, where the Medical School's central admin team are based. It's **really** difficult to take a picture of it without a bit of your reflection showing.

Minutes after I took this, I saw two young urban foxes playing on a pile of cut branches nearby, bold as you like. For someone who treasured her Basil Brush glove puppet as a child, and still loves to see foxes out and about, this chance encounter, on my lunchtime stroll, absolutely made my day.

You can [visit Royal Fort Gardens](#) at any time for free, or join a guided tour.

Kirsten Gill

IMPORTANT NOTICE

Our next Newsletter will be coming out in September, and we hope to send it via Mailchimp. For those who may not know, Mailchimp is an American company, and this means that your data (just your email address in this case) will therefore be stored on a US site. Our Secretary's Office assures us that all is well with this from a data protection point of view. In fact what our Information Governance Manager & Data Protection Officer actually said to me was "Mailchimp's terms of service are adequate in this respect and they apply appropriate safeguards to their data transfers to ensure that they comply with UK legislative requirements." However, if you would prefer not to receive our Newsletter in future via Mailchimp, please drop us a line and we will remove you from our mailing list.

We hope you enjoy our Newsletter, and that you would like to continue to receive it. However, if you would like to unsubscribe, please just drop us a quick note at any point to phc-teaching@bristol.ac.uk to let us know, and we'll take you off the mailing list.

Bristol Medical School, 1st Floor, 5 Tyndall Avenue, Bristol, BS8 1UD

Email us on phc-teaching@bristol.ac.uk

0117 4282987



@capcbristol