

Delivering a diverse range of student selected components in a community setting: the benefits of a common teaching philosophy



Sarah Escott - David Pearson - Owen Dempsey - Helen Pandya

Bradford City tPCT

Bradford City Teaching Primary Care Trust provides health care to an inner-city population of 150,000 people in an area of high unemployment rates, poor housing and deprivation. The population is young (46% under 25 years old) and of mixed ethnicity (55% of South Asian origin). These factors lead to increased healthcare needs for this population and death rates are twice those of more affluent areas¹.



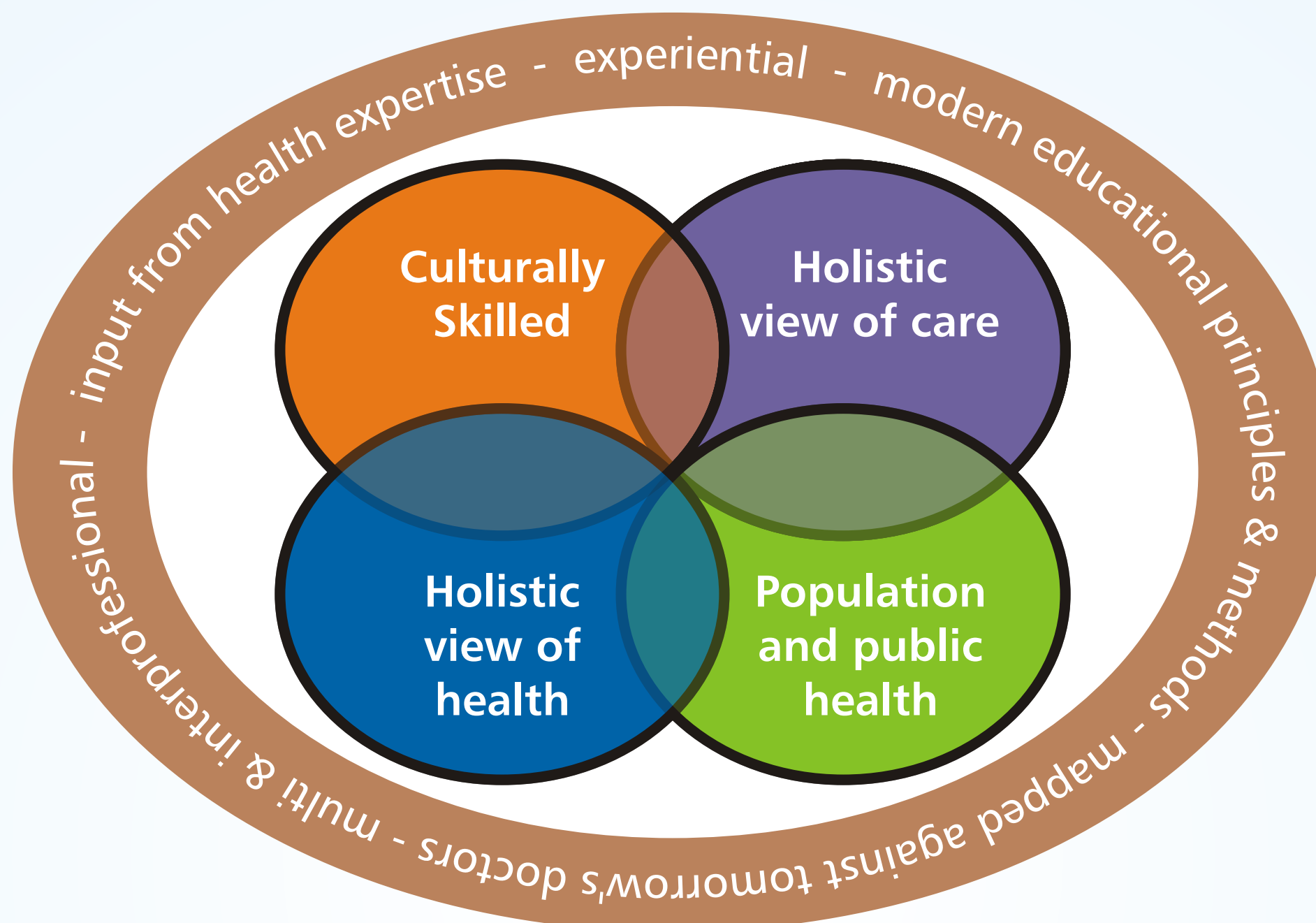
Student Selected Components

Medical education should be delivered as a triumvirate between the NHS, the GMC and medical schools². Bradford City tPCT has been working with Leeds Medical School to provide high quality teaching and opportunities for learning throughout primary care. Initially focussed on clinical placements for 3rd, 4th and 5th year students, we now offer a range of student selected components (SSCs) to the students. Such expansion could result in fragmentation and lack of a coherent approach to the undergraduate teaching provided. To counter this we developed a 'teaching philosophy' to use as a basis for the SSCs we provide.

Teaching Philosophy

We believe that our teaching should reflect the ethos of the teaching PCT and be sensitive to the population we serve. Specifically, it should promote:

- A *holistic view of health*: promoting health and not just addressing illness, incorporating for example a humanities perspective
- A *holistic view of care*: patient centered and involving different professional and non-professional groups
- A *population and public health perspective*: ensuring students develop awareness and experience in the public health issues relevant to our populations
- The development of *culturally skilled* health care: promoting awareness, competence and expertise in cultural issues



Teaching Principles

Teaching on all the SSCs is delivered using the following principles:

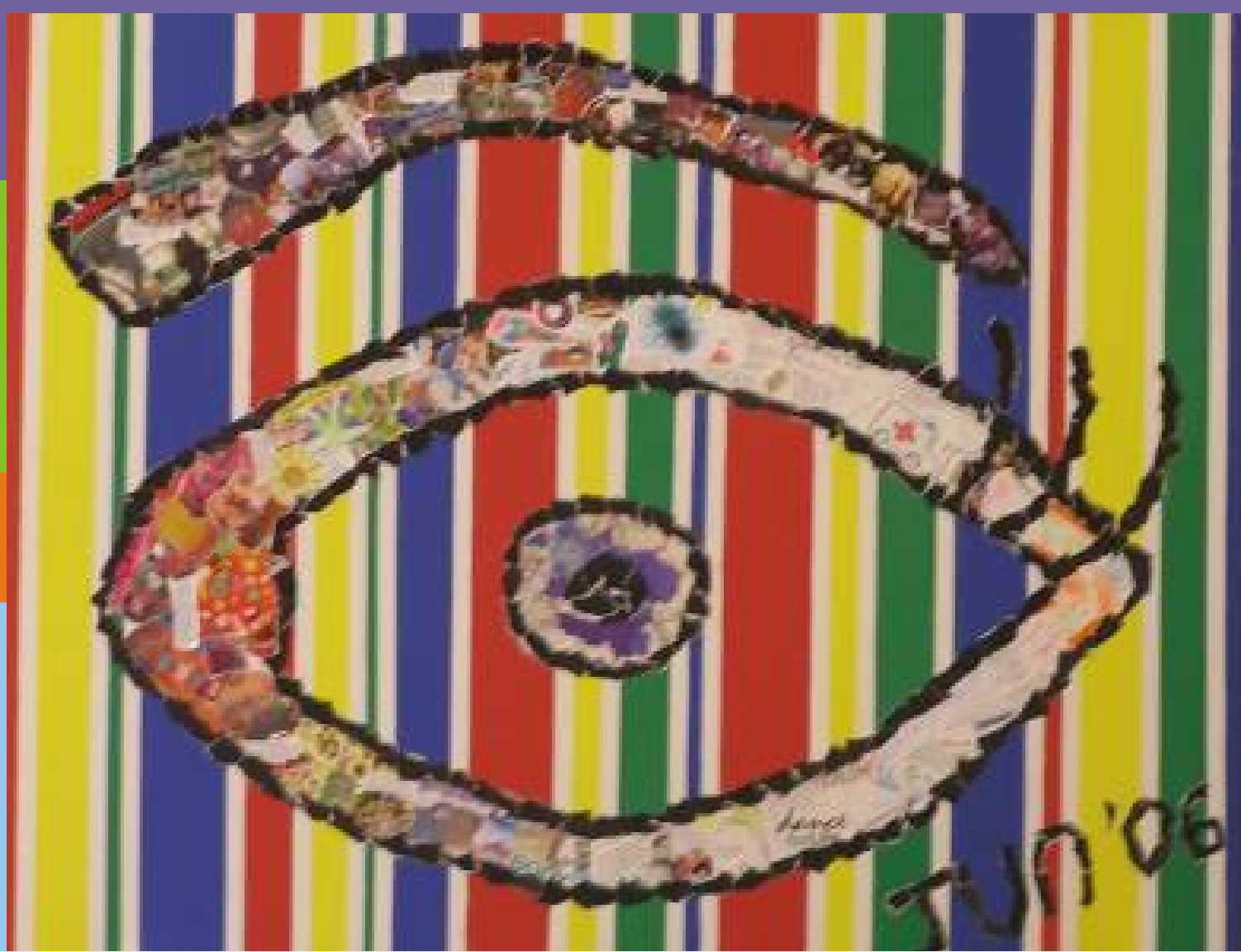
- Based on modern educational principles and methods: promoting the development of skills for lifelong learning, inquiry, problem solving and professionalism
- Be mapped onto the themes of Tomorrow's Doctors to ensure relevance for the training of doctors in the UK
- Incorporate multi- and inter-professional learning to promote learning from and with other professional groups
- Be experiential: based where possible on direct contact with patients or simulated patients, or learning from patient experiences
- Incorporate public health expertise and that of other specialities as appropriate

The practical application of this philosophy is illustrated by the following examples of 3rd year SSCs. These run over a 5 week period and examples of where the teaching fits the different themes of the philosophy are highlighted by the use of different coloured blocks.

Healthy Arts

This SSC enabled a student to pursue a personal interest in the arts to look at the links between health and 'the arts'. It included visiting community based projects that use the arts to impact health and well-being. The SSC was assessed through the production of a piece of artwork, and associated commentary, which highlighted the student's experiences of arts for health in Bradford. The student:

- Explored the impact of the arts on the mental and physical health of the general population, specific client groups and health workers themselves
- Studied the use of art therapy as a tool by mental health workers and as a health promoting activity in general
- Experienced how the arts are used in tackling public health issues relevant to the population e.g. a 'Dance for Life' project set up to tackle obesity and the promotion of healthy eating messages by means of textile workshops
- Considered the importance of finding art activities relevant and appropriate to different cultures



Growing for Health

This SSC aimed to provide students with an understanding of the use of community based projects in promoting health. In particular, it focussed on the use of gardening, environmental projects and 'green gyms' to improve physical and mental well-being. The students:

- Gained insight into how activities as diverse as gardening can have a positive effect on promoting health whether defined in biomedical, psychological or social terms
- Were able to identify the role of community projects in contributing to health and social care - acting as therapy for some, health promotion for other
- Developed an appreciation of the value of community based projects being more accessible for some than conventional 'health service based' projects and services
- Interacted closely with members of the local community and developed understanding of the personal reality of public health issues affecting this multicultural, inner-city population
- Developed awareness of different cultural influences and the effects of culture on health needs, provision of health services and accessibility to those services



Digital Videography - telling a medical story

This SSC was run in collaboration with Dr Mark Goodall, Bradford University. The use of film and video to 'tell a medical story' was explored looking at aspects such as the emerging culture, philosophy and social history of low budget film making with hand held cameras. Students presented on topics such as representations of mental ill health in Disney films, semiotics in Bollywood films, the underlying purpose of popular documentaries on rare syndromes, and 'Voyeurism in Hitchcock film'. After instruction on use of cameras and editing software the students progressed to writing and producing a 5 minute film exploring the autistic persons views of the world. The film won the medical school SSC presentation at the medical school. The students:

- Gained insights into the relationship between the representation/stereotyping/distortion of health issues as portrayed in film culture industry and health beliefs by consideration of the
- developed transferable skills useful for delivering patient centred care: team work, active listening, negotiation and clear presentation of ideas by focusing on the patients' perspective, as portrayed in film media and in their own film
- Took a humanistic perspective and explored the potential influences of popular cultures and artistic endeavour at a population level both as a means of expression of, and influence on people's perceptions of health and illness
- Developed increased self awareness and awareness of others through discursive seminars on the meaning of identity and source of prejudice in a multicultural society



Tuberculosis

This SSC focused on a single disease but widened the view to encompass several dimensions within the biomedical model as well as looking at TB from multiple other perspectives. The students:

- Focused on individual cases to gain awareness of the impact of TB on the patient, family and community from a biopsychosocial perspective
- Attended respiratory and TB clinics and ward rounds, and worked with TB outreach team doing contact tracing and considering issues for treatment completion
- Attended tutorials reflecting the multi-dimensional aspect of this disease. These included tutorials by workers in the field of communicable disease control, public health and epidemiology, pharmacy, microbiology and pathology. They gained an awareness of the many specialities involved in TB at individual and population levels
- Considered the ethical aspects of communicable disease control, including contact tracing and compulsory treatment if necessary.
- Considered the resurgence of TB at international, national and local levels
- Reflected on the epidemiology in the context of our inner-city multi-cultural population



Other SSCs....

Other SSCs, offered to 2nd and 3rd year students, following this philosophy include:

- Asylum seekers and refugees
- Cultural competency (See ASME 2006 Pre-Conference Workshop: Consulting across language barriers)
- Medicine and the arts (See ASME 2006 Paper: 'Action Research' into a humanities module for medical students - a student led documentary film style presentation)

References

1. Stinson L, Dickson P, Pearson D. Support, security, stimulation: the secret of recruitment and retention in primary care trusts, *Education for primary care* (2004) 15 (3) pp.291-297
2. General Medical Council (GMC) *Tomorrow's Doctors: Recommendations on undergraduate medical education*, 2003

Further Information

For more information on any of the SSCs please contact
Dr Sarah Escott: sarah.escott@bradford.nhs.uk