# **GP Placements - Getting started** **- Reflecting & Resettling**

**‘We’ve got to talk about Covid’& Black lives matter**

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| * **The pandemic is a shared human experience – lived differently by each individual** * **Compassion: A deeper understanding comes from sharing and listening** * **Developing self-care is key to caring for others** * **Relationships matter – build rapport –teachers -2- students & peer-2-peer** |

Dear Tutor

Beginnings are important – we are asking you to start the students’ first GP placements of 2020/2021 with a discussion of the COVID-19 pandemic. Please schedule a **Reflecting & Resettling Session** as early as possible. **Given Y4 placements are short, please use your discretion to adapt the following suggestions.**

Context

Students have had very different experiences of lockdown and the pandemic: some have been working, others just trying to study; some have been separated from family; others have been caring for dependent elders or younger siblings; and some will have lost someone close.

All students are anxious to resume their studies – worried they are falling behind. Some feel the pandemic is over and resent restrictions, others remain concerned about their risk of that of a relative. Some have been particularly aware of concerns regarding risk in black and minority ethnic communities – and become involved in the **Black Live Matters movement**. Many have felt rather isolated and impotent. Please explore what all this might mean in terms of your students’ feelings about their current academic performance.

It will be very valuable to share **what this means for you as a GP**. Students may have an idea of the difficulties in secondary care but many will not know the part primary care is playing in this pandemic. This is also an opportunity to highlight the use of remote consultation.

The **Black Lives Matter** movement has drawn attention to diversity and health inequalities. This is of particular relevance to those practising in East London (and pertinent for many of our medical students from East London): think how you might address concerns.

**Self-compassion**

Making sense of what is happening is more important than the curriculum –so forgive yourself (and your students) if you don’t get everything done the right way.

**Top Tips for Reflecting & Resettling session years 1 to 5 MBBS**

1. **Preparation**

* **Your ‘welcome’ email**

Before students start with you (either remotely or in person) you might ask the students to prepare by writing a short piece of reflection to be sent to you in advance. This may help you to identify those students who may need extra support from you during the placement.

* ***Plan a Show-&tell* – share something meaningful**

Invite the students to bring an object, picture or piece of music etc that represents their experience of the pandemic to a session. This could give you a starting point for your discussion.

1. **Settling in: Group or 1 to 1**

Although the students will mostly be keen to share in a group, it may be helpful to offer 1-1 time with students who would like to talk more privately.

Don’t forget to explain how the placement will work. Talk about REMOTE working etiquette (cameras on, mics muted, using hand raise to speak etc) and patient factors such as consent confidentiality.

1. **Reflections**

Additional note on written reflection; it may help to suggest a structure for the written reflection to the students: What happened? So What? What next?

**Some prompt questions**

**Q How has the world changed?**

**Q How had your world changed? What have been the challenges?**

**Q How do I see this pandemic (see task 2 below)**

**Q How have we / I changed? (even the small things)**

**Q What strengths have you got / where have you drawn solace or anchorage or renewal ?**

1. **Share experiences and expectations**

Many aspects to clinical practice and placement are **new for us all**– we are learning together and the situation may continue to change. So this needs flexibility, adaptability, patience and compassion.

1. **Learning Needs Assessment**

This is the usual way to start the placement – but ensure you include a discussion about missing out on placements for 6 months and how to regain confidence and ensure a catch up .