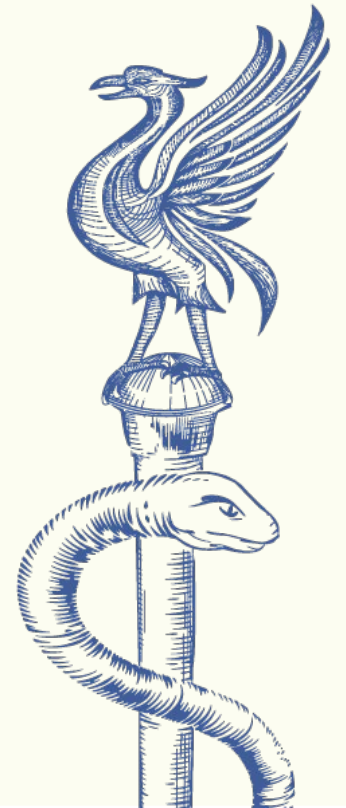


Sharing Concerns.

The student in difficulty.

Dr KJ Harrison
GP Theme Lead



Learning outcomes.

- To identify what a “student in difficulty” is.
- To be aware of the **wellbeing, academic** and **professionalism** difficulties that students experience.
- To be aware of strategies for GP tutors to support students.
- To know how to share concerns with the School of Medicine (SoM).
- To be aware of the support systems in place at the SoM.



Medical School guidance.



**Professional behaviour
and fitness to practise:**
guidance for medical schools and their students



General
Medical
Council



**Supporting medical
students with mental
health conditions**



General
Medical
Council



What are the main wellbeing issues experienced by students?



What are the top issues

- Mental Health
- Physical health
- Overwhelmed with workload and lack of motivation
- Sexual assault
- Family issues
- Bereavement
- Loneliness
- Study skills

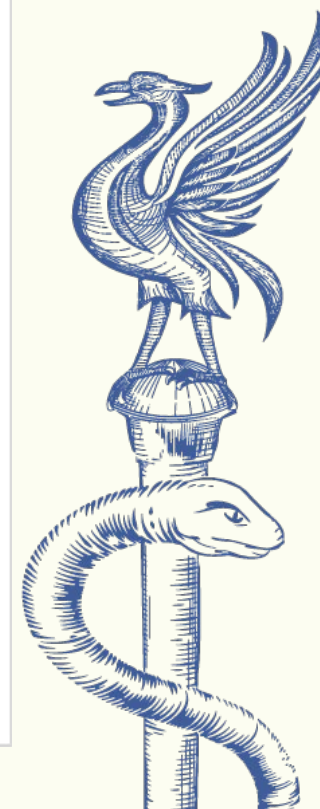
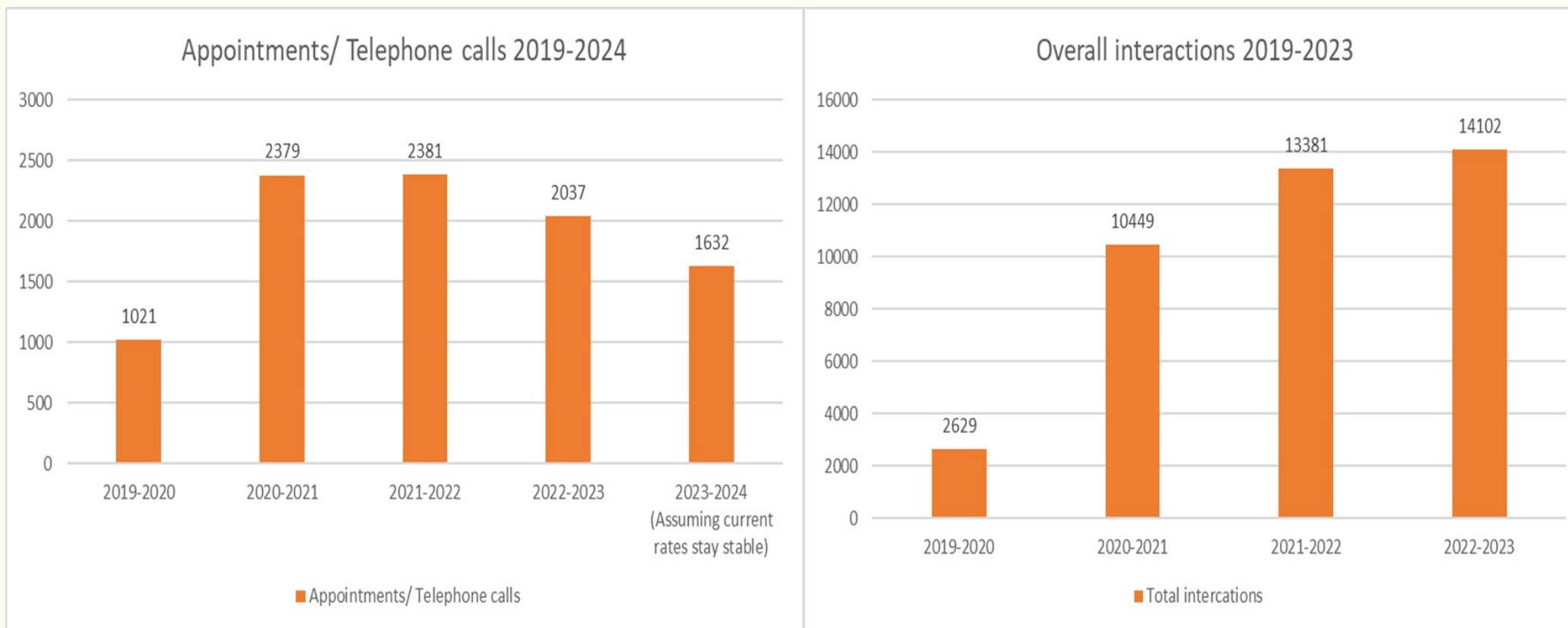


Student services.

- SoM student wellbeing service: self-referral or by [tutor](#).
- Appointment with wellbeing advisor.
- Wellbeing team meets regularly with Year teams.
- “Transfer of Information (ToI)” plan allows sharing of information with placements.
- Central University wellbeing and counselling services.
- Disability support plans.
- GP, TalkLiverpool, others.



Use of SoM Wellbeing service.



Professionalism concerns.

Lack of
engagement

Social media
Misuse

Challenging
behaviour

Breach of
confidentiality

Failure to
obtain consent

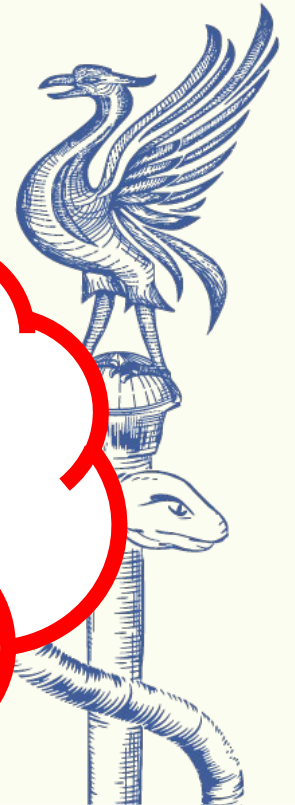
Neglect of
administrative
tasks

Misuse of
Alcohol/drugs

Failure to act

Outcome related to
level of the concern
e.g. tariff points
awarded, meeting
with year director,
referral to HCC or
FTP.

Dishonesty
e.g. cheating,
plagiarism



What to do if you have concerns?

- Address concerns early (don't leave until the end of the placement).
- Speak to the student directly yourself.
- Be factual/specific and provide examples.
- Consider seeking opinions and examples from colleagues.
- Ask the students to share their thoughts/concerns, and how they feel the issue(s) could be remedied.
- Where appropriate provide feedback on how to improve performance, timeframes and how this will be monitored.
- All absences should be reported. Same day if no contact from student



If you continue to have concerns.....

- For wellbeing or safety concerns complete a [Sharing Concerns](#) form
- For professionalism concerns complete a [Measuring Professionalism Form](#)
- These forms can also be accessed via:
 - [LEO](#)
 - E-portfolio
 - [GP Tutor handbook](#)
- Tell the student what you are doing.

Other situations that merit a Sharing Concern form

- If a student is involved in an incident while on placement that meets the threshold for an SEA by the practice, please consider completing a Sharing Concern form to inform the school.
- Specifically, for any 'SEA level' incident where there is the possibility of distress for the student post event.
- e.g. violent patient, severe acute clinical presentation (cardiac arrest/life threatening asthma)

If you 'fail' a student for the placement


- Use the eportfolio to log Academic concerns and documents actions you have taken to address this during the placement.
- If you are giving a student a 'fail' grade for their placement, you **must complete** either a [Sharing Concerns](#) form or a [Measuring Professionalism Form](#)
- This allows the school to identify students who have failed placements earlier than the, twice-yearly, progression review meetings and put remediation in place.
- Tell the student what you are doing.

- These forms can also be accessed via:
 - [LEO](#)
 - E-portfolio
 - [GP Tutor handbook](#)

	Unsatisfactory	Borderline	Satisfactory	Good	Excellent
This student doctor has met the requirement of the placement	<p>Has not demonstrated a professional and responsible manner, and there are notable concerns</p> <p>OR has not completed a minimum level of placement requirements*</p>	<p>Has minimally demonstrated a professional and responsible manner with some minor concerns</p> <p>OR has completed the minimum level of placement requirements* but with very limited or no evidence of critical self-reflection on learning and development</p>	<p>Has evidence of a minimum level of placement activities*</p> <p>AND has a broad portfolio of additional activity entries from which the minimum level of activities have been selected</p> <p>AND has completed reflection on 2 pieces of untimetable activity over the placement</p> <p>AND shown professionalism to all staff and patients</p>	<p>Has demonstrated a professional and responsible manner, with a commitment to quality of care</p> <p>AND has completed the minimum level of placement requirements* with insightful critical self-reflection on learning and development</p>	<p>Has demonstrated a professional and responsible manner, with a commitment to quality of care</p> <p>AND has completed the recommended level of placement requirements* with insightful critical self-reflection on learning and development</p>

Student academic issues.

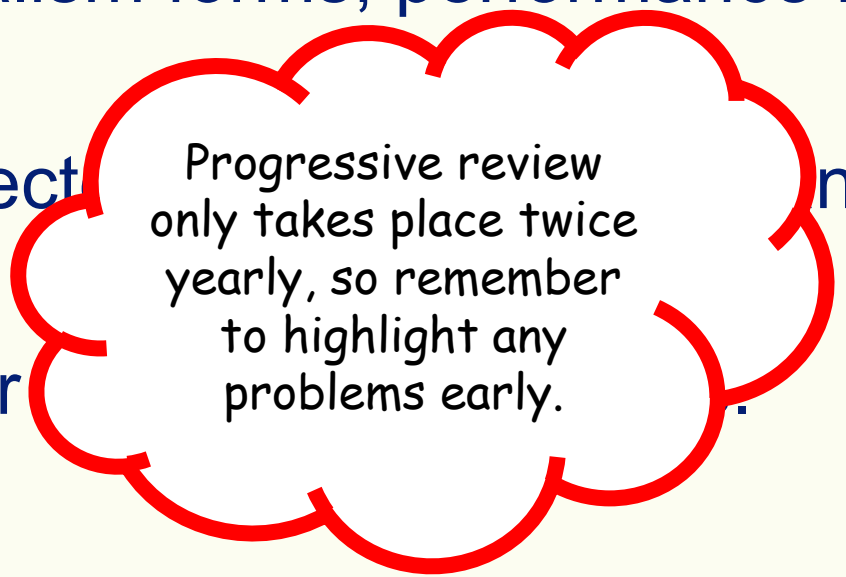
- Often difficult to assess confidently with the first couple of students.
- Students expected to improve as they move through the academic year.
- Academic performance is assessed by:
 - Educational Supervisor (you): review of the E-portfolio and placement evaluation
 - Academic Advisor: 3 formal meetings per year.
 - Progression Review
 - Assessments for Learning (AFL)
 - Assessments for Progression (AFP): Clinical, AKT and E-portfolio, Attendance



Academic performance strongly linked to attendance and engagement.

Progression review.

- Twice yearly panel meeting e.g. Nov/Mar.
- Each individual students' progress considered: attendance, e-portfolio engagement, AA comments, professionalism forms, performance in AFLs, deadlines
- Outcomes include meeting with year director and panel meeting.
- Academic support for students with poor performance.



Progressive review only takes place twice yearly, so remember to highlight any problems early.

E-portfolio

Unsatisfactory	Borderline	Satisfactory	Good	Excellent
<p>Has not demonstrated a professional and responsible manner, and there are notable concerns</p> <p>OR has not completed a minimum level of placement requirements*</p>	<p>Has minimally demonstrated a professional and responsible manner with some minor concerns</p> <p>OR has completed the minimum level of placement requirements* but with very limited or no evidence of critical self-reflection on learning and development</p>	<p>Has demonstrated a professional and responsible manner, with a commitment to quality of care</p> <p>AND has completed the minimum level of placement requirements* with insightful critical self-reflection on learning and development</p>	<p>Has demonstrated a professional and responsible manner, with a commitment to quality of care</p> <p>AND has completed the recommended level of placement requirements* with insightful critical self-reflection on learning and development</p>	<p><i>An excellent student will be able to demonstrate <u>all of the following</u>:</i></p> <p>Has consistently demonstrated a professional and responsible manner, with an exemplary commitment to quality of care</p> <p>AND has exceeded the recommended level of placement requirements* with consistently insightful critical self-reflection on learning and development, integrating feedback to address strengths and weaknesses in clinical skills, knowledge, and professional behaviours.</p>

More clarity in marking descriptors.

Be aware of link between engagement with CBDs/Mini-CEXs/ and **professionalism** and the grade that is appropriate

Thank You!

Any questions???