COVID-19: Inequalities and Undergraduate Medical Education

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COVID-19: the immediate impact in 2020

• Lockdown – all teaching moved online, clinical placements cancelled
• Impact across all years – particularly final years
• NHS needs new graduates – Foundation interim Year 1 (FiY1) role. Expedited, supported roles to deploy graduated medical students early into NHS workforce
• Between April and May 2020 – 575 FiYs in Scotland
• FiY1: a reflective account
COVID-19: the immediate impact in 2020

Medical Schools Council
- students allowed to support NHS response as long as not detrimental to studies.

• HealthSHIP
• Volunteering and working in clinical settings e.g. vaccinations centres (admin and clinical roles)
COVID-19: the immediate impact in 2020

• Key worker status for years 3-5 – resumed clinical visits 20-21

• Year 1 & 2: remained online until Sept 2021
  no clinical contact visits
  communication skills online
  clinical examination skills online
COVID-19: creative teaching

- Communication skills – zoom + teaching remote consulting
- ‘live’ zoom patient interviews
- Interactive clinical skills videos – gender/ethnic additions
- Interactive contexts of care videos (GP, ward, hospice, ED)
- Y3 new Virtual Surgeries created to compensate for no clinical visits. Virtual Primary Care – created by MSC using “GPs: Behind Closed Doors”. UoG was pilot site.
Virtual Primary Care (VPC) is an innovative, general practice based educational resource offering fly on the wall access to 150 diverse, real life primary care consultations recorded in Birmingham, Bradford, Bristol and London. Every consultation has been tagged for clinical and educational content and is accompanied by a brief summary, associated learning points, references and suggested student activities.

Developed by the Medical Schools Council and the Society of Academic Primary Care Heads of GP Teaching Group, VPC has been designed to provide vital support to medical students training in a changed primary care environment as a result of the COVID-19 pandemic. The resource uses video consultations provided by the award winning TV production company Knickerbockerglory, producers of the Channel 5 television series GPs: Behind Closed Doors.

VPC is available to all UK medical schools as part of their membership of the Medical Schools Council. For licensing and security reasons, VPC is not in the public domain but available only to member medical schools.
COVID-19: highlighting Health Inequalities

Increased awareness of health inequalities during pandemic
- Infection rates/disparities
- Waiting lists in NHS
- Economic impact

- impact on deprived communities
- ethnic groups
Health Inequalities: Intersectionality

- Refers to the interconnected nature of social categories e.g. race, class, gender, sexuality, disability etc.

- It is thought that an intersectional lens is required to appreciate the different components which contribute to inequality and privilege.
Intersectionality
COVID-19: world events
Health Inequalities and Medical Education

Students more socially aware and active
Staff – student partnerships: collaborating

University of Edinburgh

➢ HIHS (homeless and inclusion health society)
➢ BJGPlife
Health Inequalities and Medical Education

University of Glasgow

➢ UoG Healthcare Students Against Racism
➢ UoG Medical Students LGBTQIA+
➢ Disability (The Luna Project)
➢ GBV (Caitlin Stuart-Delavaine)
➢ Humanising Healthcare Forum
Health Inequalities

- Important for all medical students
- Recommendation from the 50 years of the Inverse Care Law conference – look at teaching on SDH and HI
- Most relevant in primary care
- Scottish Government – 25% of UG curriculum should be on/in general practice
UoG: Promoting General Practice

- Appointed new GP year directors in Y3, Y4 and Y5: visible role models
- GP specialty week teaching in Y3
- Increased GP teaching time in Y3 – virtual surgeries
- For 2022-23 – new 4-week GP block in Y3
- More GP SSCs (student selected components)
COMET

- **Community Orientated Medical Experience Track**
- New scheme to give students an immersive, clinical experience of General Practice
- 30 places each year
- Apply 1st year
- Start in 2nd year
- Continue the ‘usual’ MBChB curriculum but during optional modules (SSCs + electives) students do COMET specific options + the GPLP (GP Longitudinal Placement)
- **NOT just for students who know they want to be GPs**
- 1st cohort in Y3 = 22 students
- 2nd cohort in Y2 = 29 students
GP SSCs

Y3
- Frailty and care of the elderly
- Multimorbidity and treatment burden
- Realistic medicine
- The Deep End patient (with various potential slants e.g. addiction, common mental health issues)
- Equality, Diversity & Inclusion + Intersectionality

Y4
- Covid-19 and Primary Care
- Adolescent Health
- Deep End practices
- Gender-based violence
COMET: GP Longitudinal Placement

• Managing patients in primary care – in surgery and at home
• Continuity of care
• Managing uncertainty
• Multimorbidity (primary/secondary care) & CDM
• Treatment burden
• Realistic medicine
• Multidisciplinary team – time with PN, ANPs, DNs, HVs pharmacist
Tomorrow’s doctors

- Remote consulting – groups disadvantaged – Y1-3
- Realistic medicine – patient centred
- EDI teaching
  - Active bystander training (all years)
  - Y4 – cultural communication + learning disability (Good Life Group)
  - Vocational Studies – Graphic Medicine + The Human Library
Tomorrow’s society?

Ubuntu (Southern African philosophy)

- Meaning “humanity towards others”
- “I am because we are”
- A person is a person through other people
- Encourages community equality

Ubuntu is the idea that no one can be healthy when the community is sick.

Ubuntu says I am human only because you are human. If I undermine your humanity, I dehumanise myself.
GP teaching opportunities at UoG

- [https://www.gla.ac.uk/schools/medicine/mus/generalpracticeteachingopportunities/](https://www.gla.ac.uk/schools/medicine/mus/generalpracticeteachingopportunities/)
- gpteachingopps@glasgow.ac.uk
Thank You!