



Rob



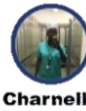
Phil



Kit



Deborah



Charnelle



Ali



Adrian

## November 2017

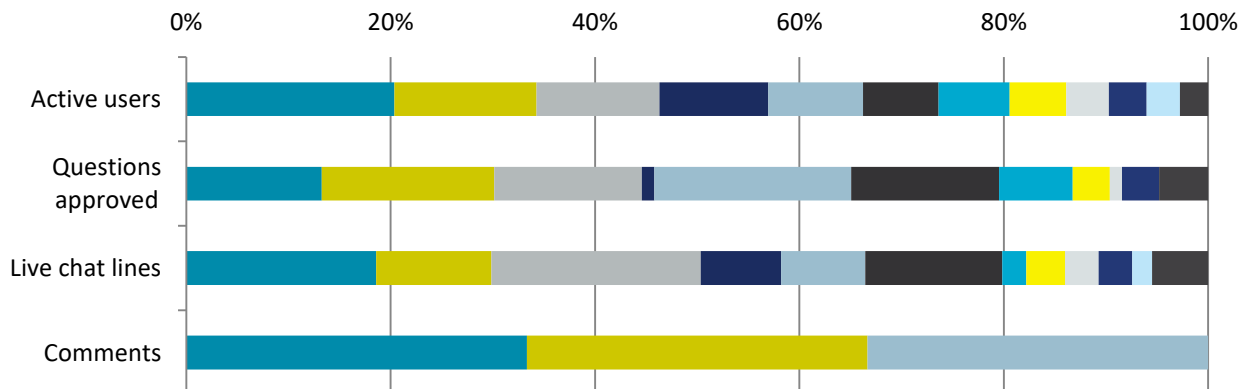
The General Practice Zone was funded by Health Education East Midlands in partnership with The University of Nottingham, University of Leicester and Derby and Derbyshire LMC. Taking part were seven primary healthcare professionals and 12 schools in the East Midlands.

Rob, the winner of the Zone, is a clinical teaching fellow at the United Lincolnshire Hospitals NHS Trust hoping to become a GP. Phil is a GP partner in Nettleham who also supports newly qualified GPs in the area. Kit is training to become a GP in a foundation programme for new doctors at Chesterfield Hospital and Deborah is an Advanced Nurse Practitioner at to GP surgeries in Derbyshire. Charnelle is a final year medical student, Ali is a Junior Doctor also studying a Masters in Medical Anthropology and Adrian is a General Practice Business Manager for a surgery in Beeston.

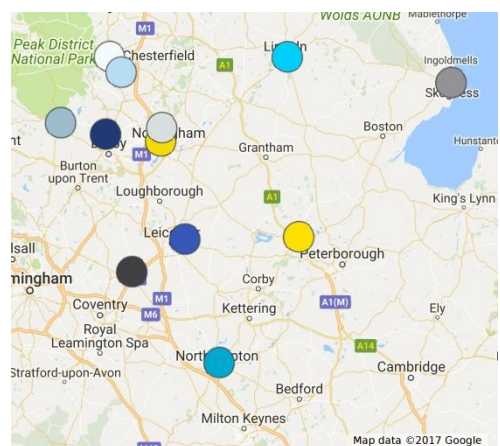
The majority of conversations in the Zone were careers based, with lots of interest in different areas of General Practice. The range of healthcare professionals gave students a great insight into different professions and all the professionals were good at giving balanced replies to their questions.

We also introduced an admissions officer role, able to add additional comments to students' questions. As an expert on university admissions, they were able to add supporting information on applying to medical school to healthcare professionals' answers as comments, such as [questions on studying abroad](#) and [questions on entry requirements](#).

### School data at a glance



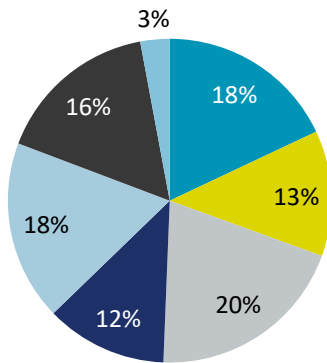
- Malcolm Arnold Academy
- Nottingham Girls' Academy
- The Bulwell Academy
- The Ecclesbourne School
- Queen Elizabeth's Grammar School
- Hinckley Academy and John Cleveland\*
- Lincoln College
- New College Stamford
- Brookfield Academy Trust\*
- Gateway Sixth Form College
- Tupton Hall School
- Skegness Grammar School



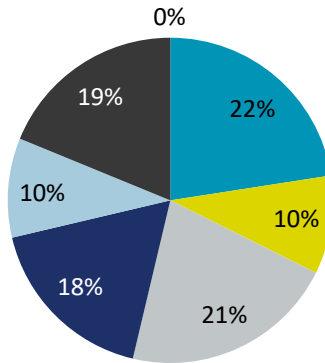
\* schools that also took part in I'm a Medic in June 2017

## Healthcare professional activity

### Answers



### Live chat lines



HEALTHCARE PROFESSIONAL	PROFILE VIEWS
Robert Cullum	358
Ali Blatcher	293
Deborah Draycott	283
Kit Tigwell	262
Philip Williams	261
Adrian Taylor	250
Charnelle Lusuku	249

## Key figures from the November 2017 General Practice Zone and comparison to the June 2017 event

PAGE VIEWS	NOV' 17 ZONE	JUN '17 ZONE
Total zone	10,229	11,629
ASK page	501	611
CHAT page	1,091	864
VOTE page	554	395

	NOV' 17 ZONE	JUN '17 ZONE
Schools	12	11
Students logged in	272	237
% of students active in ASK, CHAT or VOTE	79%	77%
Questions asked	143	141
Questions approved	83	82
Answers given	239	263
Comments (including Admissions Officer)	53	6
Votes	154	100
Live chats	15	11
Lines of live chat	2,709	2,262
Average lines per live chat	194	205

### Popular topics

The students in this Zone had a genuine interest in careers in healthcare, with most of the questions in both Ask and the Live Chats reflecting this. Students wanted to know what it was really like to work as a healthcare professional, asking whether they get stressed, how many hours they work and if they have time for a social life. Students were interested in the day to day aspects of the jobs and about any difficult situations the professionals have had to deal with. They wanted to know what their motivations are for their jobs, if they enjoy helping people and the job responsibility.

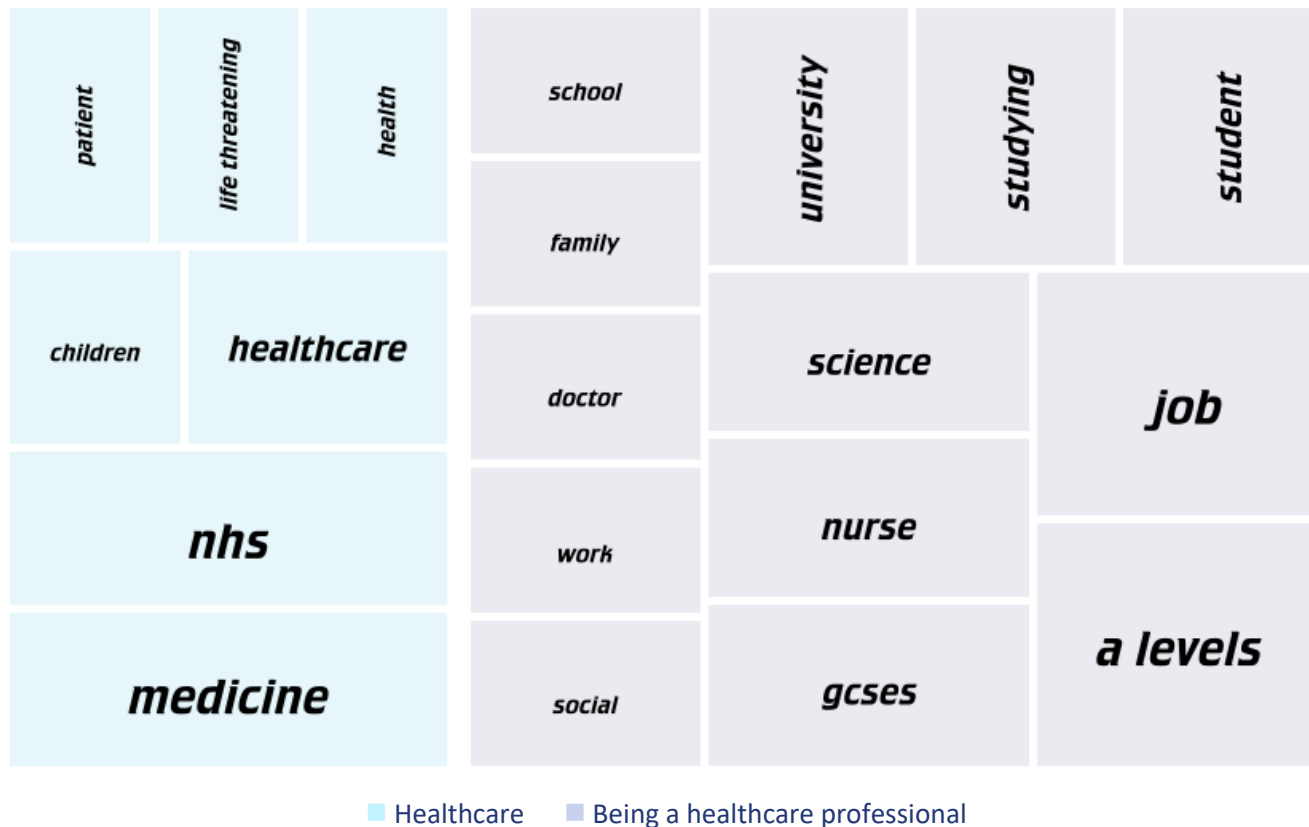
All the professionals were asked about their time in medical school or University, what GCSEs and A Levels they took and if they struggled with science subjects when they were at school. Students asked Deborah about her time as a student nurse; how she found rotations, whether she had wanted to specialise and which parts of training she enjoyed most.

As well as careers, students asked more general questions about healthcare and medicine. They were aware of the current issues surrounding the NHS and asked whether it needs more funding and if there is a shortage of staff. There was interest in mental health, whether it is as important as physical health and how medications such as antidepressants work.



### Top Keywords of questions approved in the Zone

Area represents frequency of use



■ Healthcare ■ Being a healthcare professional



Keywords from live chats in the zone, size of the word represents its popularity



## Question themes and example questions in the Zone

Click for links

Are any of your family members doctors or work within health and social?

How do antidepressants work?

Do you think the NHS needs more funding or that certain aspects on the NHS need more money?

How much did you use your A level education in your medicine degrees and/or your jobs?

How useful is new technology (eg. Robotics) in helping you do your job?

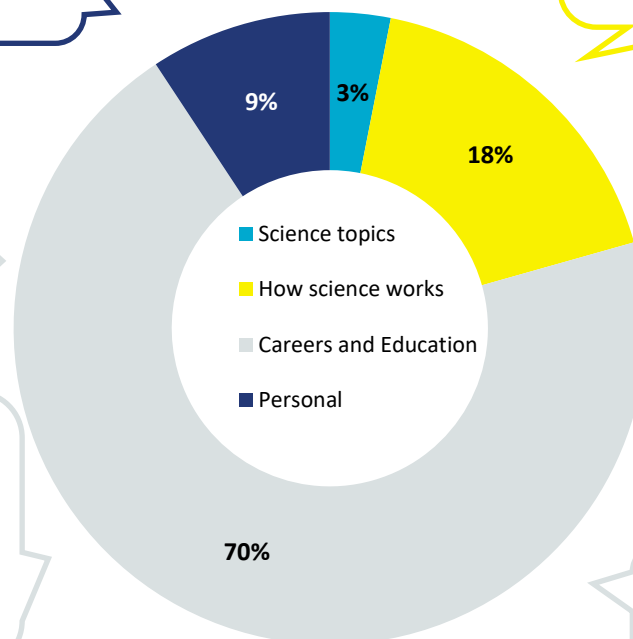
In your experience, do you think being a mature student would impact on your resulting career once qualified?

What made you want to become a health care professional?

Do you find it difficult to separate your feelings and work, for example how do you deal with a patient dying?

What are biggest political challenges in your job?

Whilst training as a nurse, what specialisms did you enjoy the most and which did you least enjoy and why?



Find out about how we've coded the questions at [about.imascientist.org.uk/2017/student-question-coding](http://about.imascientist.org.uk/2017/student-question-coding)

## Examples of good engagement

Students were really interested in different careers within medicine and made the most of the opportunity to ask the professionals what different jobs are like. The healthcare professionals were all great at giving balanced and honest answers, especially when talking about the downsides of their jobs:

*"Is it a struggle being a junior doctor whether now or in the past?" – Student*

*"It is a very tough job but there's great teamwork and you're always learning. It's amazingly rewarding helping patients every day." – Phil, GP*

*"I am a junior doctor and it is a struggle. As you may know, we all went on strike 2 years ago because of the long hard hours we all work and the pay doesn't reflect the responsibility we all hold. It is a hard job, and people should be prepared for that. On the plus side it is extremely rewarding at times and you get to connect with people in a way that you wouldn't get to in another job" – Ali, Junior doctor*

*"It's not always easy, but what is! ...I think many things are better now than in the past, where there were fewer protections over working hours and safety. Doctors often worked over 100 hours a week with less support which was often dangerous. On the other hand they had free hospital accommodation, food and better social facilities than employers provide now. These days working hours are protected by the EU and other rules, there is better pastoral and career support at work...The feeling you get when a patient thanks you for helping them makes the hard parts not matter!." – Kit, Foundation Year 2 doctor in general practice*

### **Healthcare Professional winner: Robert Cullum**

Rob's plans for the prize money: *"I will use the money to provide a bursary scheme for the Lincoln County Hospital Work Experience and Interview preparation schemes so that students from less privileged backgrounds had the opportunity to access these opportunities."*

Read Rob's [thank you message](#).



### **Student winner: Tinkerbell**

For great engagement during the event, this student will receive a gift voucher and a certificate.

### **Feedback**

We're still collecting feedback from teachers, students and scientists but here are a few of the comments made during the event...

"This was a great event and I really enjoyed taking part! I'd love to do it again. The whole thing was extremely well organised." – **Kit, healthcare professional**

"From the questions that I asked, I have gained an insight into the requirements for medical school (including the type of work experience that I need) and how to prepare myself for my future in medicine." – **Student**

### **Thanks to our partners**

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