

# Sharing Concerns.

The student in difficulty.

Dr Faye Bradshaw.

Year 4 Director, Liverpool School of Medicine.

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**LEO**

[liverpool.ac.uk/medicine/liverpool-educators-online](https://liverpool.ac.uk/medicine/liverpool-educators-online)



# 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.
- To discuss personal experiences.

# 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?



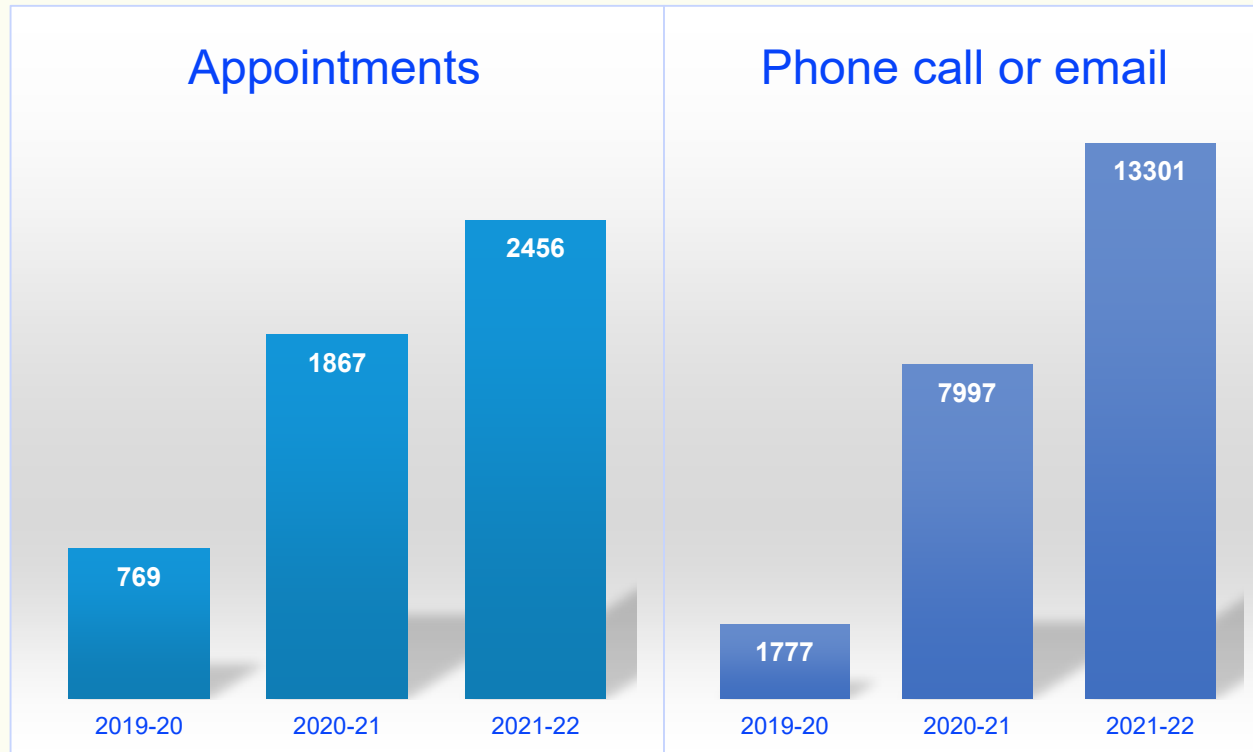
# Student services.

- 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.

Use of SoM wellbeing service



# Professionalism concerns.

Lack of  
engagement

Social media  
Mis-use

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.
- If serious concern contact the GP or year team.
- All absences should be reported.



# If you continue to have concerns.....

- Complete a sharing concerns form via LEO/E-portfolio/link GP Tutor handbook.
- Used for sharing concerns regarding clinical and professional issues.
- Tell the student what you are doing.

Wellbeing and  
academic issues

Professionalism  
issues

Year team email

A student doctor considered to have not satisfactorily met these criteria should be highlighted to the Clinical Subdean & University Year 4 Director at [yr4mbchb@liverpool.ac.uk](mailto:yr4mbchb@liverpool.ac.uk). We recommend any anticipated issues are highlighted at an early stage during the placement.

If there is an immediate/urgent concern on placement regarding patient or student safety please immediately inform the Nurse/ Consultant/GP in charge and your Educational Supervisor and Subdean. After raising your patient or student safety concern with these individuals, please then complete a Sharing Concerns Form.

The **Sharing Concerns Form** gives our students and staff a clear procedure for sharing all concerns.

Concerns raised could include those regarding patient safety, student safety, discrimination, harassment, undermining, bullying and urgent placement concerns (this list is not exhaustive). There is further information on how to share wellbeing, progress or professionalism concerns.

If you have a concern to share, please click on the below link for guidance and to share your concern with us.

<https://liverpool.onlinesurveys.ac.uk/sharing-concerns-form>

## **Professionalism Form**


If you have concerns regarding the approach or engagement of this student doctor, please complete a [Professionalism form](#) and notify your Clinical Subdean.

The School of Medicine strongly recommend that this is discussed with the student prior to submission of the form. The student will receive a copy of this form.

Please note that a professionalism concern is not logged on a student record until you have had an email from [progress.mbchb@liverpool.ac.uk](mailto:progress.mbchb@liverpool.ac.uk) confirming this has been done.

# Student academic issues.

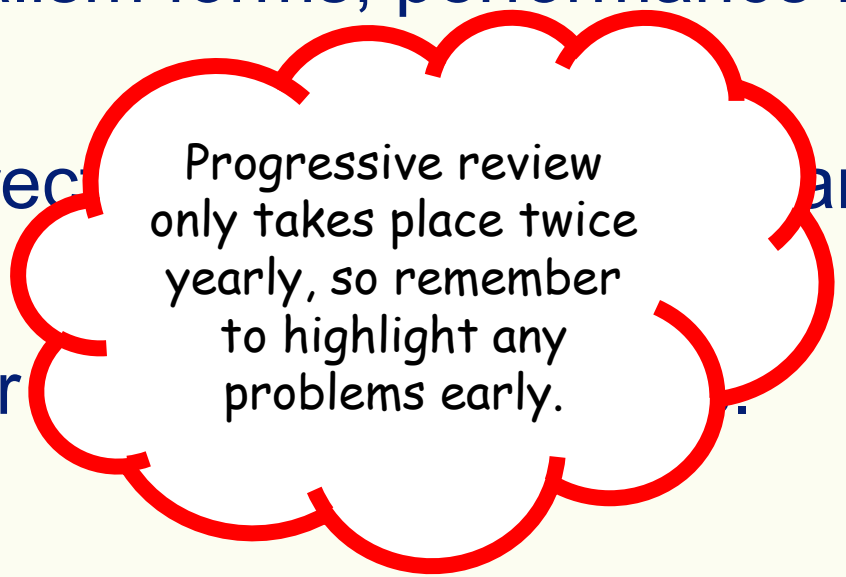
- Often difficult to assess confidently with the first couple of students.
- Students expected to improve as they move through the academic year.
- Academic performance is assessed by:
  - Educational Supervisor (you): review of the E-pr placement evaluation.
  - Academic Advisor: 2 formal meetings per year
  - Progression Review.
  - Assessments for Learning (AFL)
  - Assessments for Progression (AFP): Clinical, AKI and Portfolio



Academic performance strongly linked to attendance and engagement.

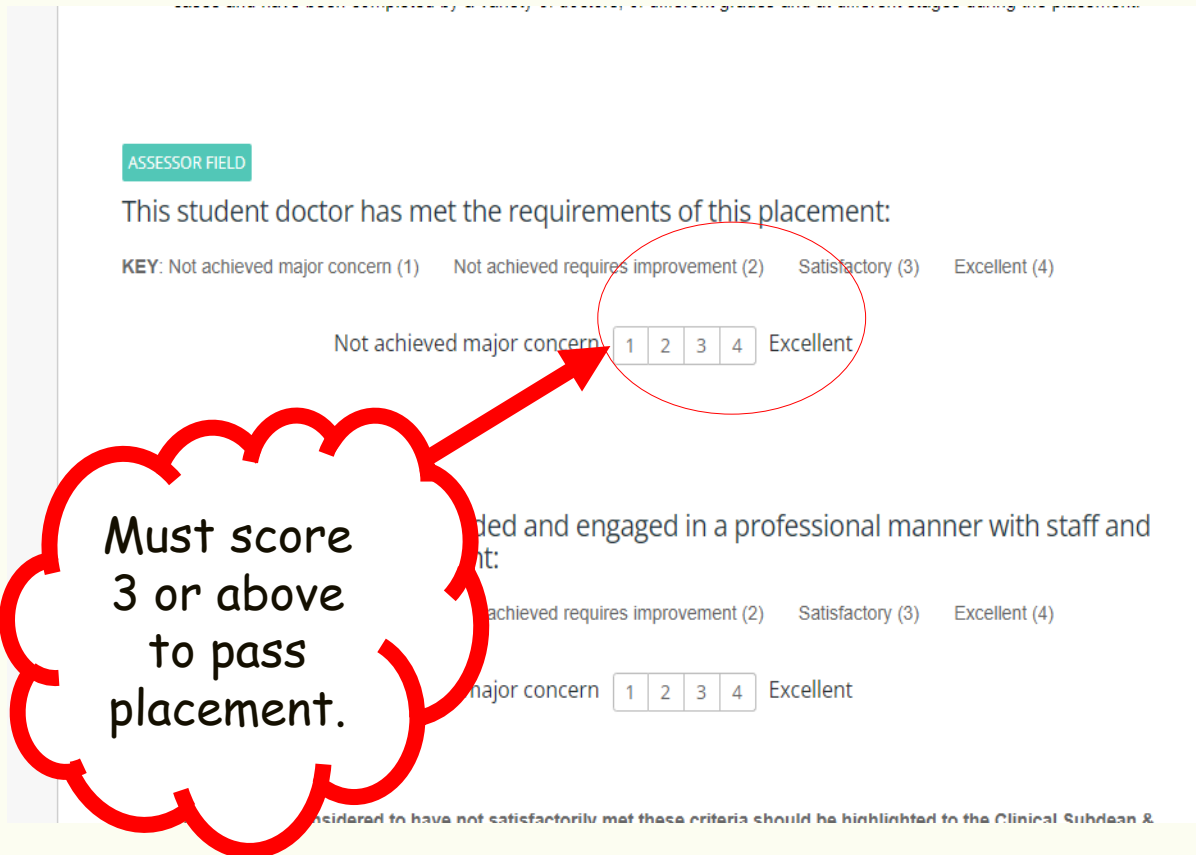
# Progression review.

- Twice yearly panel meeting e.g. Dec/May.
- Each individual students' progress considered: attendance, e-portfolio engagement, AA comments, professionalism forms, performance in ALFs, deadlines
- Outcomes include: meeting with year director, 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



ASSESSOR FIELD

This student doctor has met the requirements of this placement:

KEY: Not achieved major concern (1) Not achieved requires improvement (2) Satisfactory (3) Excellent (4)

Not achieved major concern  1  2  3  4 Excellent

...ded and engaged in a professional manner with staff and  
...nt:

...achieved requires improvement (2) Satisfactory (3) Excellent (4)

...major concern  1  2  3  4 Excellent

...sidered to have not satisfactorily met these criteria should be highlighted to the Clinical Subdean &

**Must score 3 or above to pass placement.**

- At least **minimum numbers** of forms: CPADs, OEs, Mandatory Experiences etc.
- Demonstrate **progress towards DOPS**.
- **Quality** vs. quantity e.g. good reflections/descriptions of learning.
- **Attendance**.
- **Professional behaviour**.
- Can delay final ES sign-off if student has missed placement time/requires catch-up.

# E-portfolio

Professionalism,  
attendance,  
engagement

## ASSESSOR FIELD

This student doctor has met the following criteria for placement:

KEY: Not achieved major concern (1) Not achieved requires improvement (2) Satisfactory (3) Excellent (4)

Not achieved major concern  1  2  3  4 Excellent

## ASSESSOR FIELD

This student doctor has attended and engaged in a professional manner with staff and students during this placement:

KEY: Not achieved major concern (1) Not achieved requires improvement (2) Satisfactory (3) Excellent (4)

Not achieved major concern  1  2  3  4 Excellent

Any student doctor considered to have not satisfactorily met these criteria should be highlighted to the Clinical Subdean &

- Also complete a professionalism form for significant concerns.
- Remember that students, AAs, other ESs/ SoM staff can read your comments.

# Group discussion on previous experiences.

- What sort of problems have you experienced with your own students?
- How did you deal with them at the time?
- Did you feel that you were able to do so “in house”?
- Or if you needed to inform the SoM, was the support provided helpful?

# Case scenario 1.

A Year 3 student is placed at your practice. At times you have noticed that she appears on edge and anxious. After a consultation with a patient with an eating disorder, the student becomes very distressed and tearful. She discloses that she is also struggling with an eating disorder and low mood. She asks you not to tell the school, as her weight is currently fine and she is worried she will be deemed unfit to practice.

What do you do?

# Case scenario

A Year 4 student is placed at your practice. He appears popular with both the staff and patients, but you are concerned about his level of knowledge. This is the first year your practice has hosted students and so you don't have many previous students to compare him to. He is due to sit his end of year examinations in four months, and you are concerned that he doesn't know the management of hypertension and declined examining a patient's knee (as he said that he has never been taught this skill). You review his e-portfolio and there is very little information. Most of his forms have been signed by your FY2 doctor.

What do you do?



Thank you and any questions?

