



Swansea University Prifysgol Abertawe



GRADUATE ENTRY MEDICINE | CLINICAL PLACEMENT NEWSLETTER

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Welcome to the Clinical Placements Newsletter

Welcome to the sixth issue of the Swansea GEM Clinical Placement Newsletter.

Here you'll find information and updates about CBL and clinical placements from both placement providers and the medical school.

In this issue, we have a special focus on the teaching registrars placed across the health boards.

We're also pleased to launch the newsletter website, containing all previous issues of the newsletter.

We appreciate your feedback! Please get in touch if you have any feedback or comments, or if you would like to contribute a reflection: Kieron Smith,
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Newsletter website

This edition of the newsletter heralds the launch of our new website! This is a new and accessible platform for you to read the newsletter on any device, whether that be in between Ankis in the library or during your breaks on the ward. In addition to this, there is an opportunity for you, the reader, to shape the content of the newsletter via the website's submissions portal, inviting you to contribute your insight and experiences. This may be in the form of a reflective narrative, tips for specific hospitals, or simply anything that piques your interest during placement. We are keen to build the newsletter around your experiences and interests, so please consider contributing.

Thanks to newsletter co-editor **Lewys Biggs** for setting up the website!

Find the website at www.swanseaclinicalnewsletter.com or by scanning the QR code below:



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Updates from the Clinical Placements Team



Swansea University Medical School Clinical Placements Team: Dr Geraint Morris, Lead for Clinical Apprenticeships and Assistantships; Professor Sujoy Banerjee, Lead for Clinical Placements; Dr Lisa Williams, Lead for Specialty Attachments; Dr James Kerrigan, Deputy Community Based Learning (CBL) Lead; Dr Llinos Williams, CBL Lead

As a Placements team we have been busy trying to ensure that students' placements run smoothly and that students, undergraduate teams and clinicians work together to ensure students not only achieve their learning outcomes, but also enjoy their placement experiences.

Year 1 Clinical Apprenticeship (CA1)

The two most important changes since last academic year are the timing of this placement – the placement now occurs in January, just over 4 months into the course - and the opportunity for inclusion of primary care as a block placement. This provides students with a substantial clinical exposure from very early on in the course, and allows them to see the relevance and usefulness of all the clinical teaching they have received to this point. The feedback from CA1 has been overwhelmingly positive with students reporting that they enjoyed their placements very much and generally felt well prepared. There were some suggestions to adapt the ICM teaching prior to the placement in order to focus more on skills and practice expected during the first placement.

Year 2 Clinical Apprenticeships (CA2-4)

The main change in the current academic year was the incorporation of primary care as a block into the year 2 CA placements. All students in year 2 will now have a Pathology and Clinical Diagnostics rotational placement, a hospital based placement, and a placement in primary care. This has worked very well so far, with excellent feedback from students placed in both primary and secondary care. Most students seemed to get their workplace-based assessments (WPBA) completed without difficulty. However, we acknowledge that as a result of the PCD rotation not having any WPBA and students undertaking this rotation at different times, there may be some confusion amongst students and clinicians in the order in which the assessments should be undertaken in the remaining placements in primary or secondary care. We have been working on clarifying this in our pre-placement correspondence to both students and clinicians and this should be referred to in order to avoid any confusion. Please also refer to the GEM assessment schedule for a total account of the number and type of WPBAs and the final submission date for progression purposes.

Updates from the Clinical Placements Team

Pathology and Clinical Diagnostics (PCD) Rotational Placement

This rotation have been running for just over 2 years and we feel that it is now “bedding in”. We welcome Dr Ioulia Evangelou and Dr Adam Crandon-Lewis to the roles of Undergraduate Leads in Histopathology and Radiology respectively and acknowledge their contribution – the feedback is the best we’ve ever received, and we are pleased that the PCD rotation is now not only running smoothly but providing students with a really enjoyable and interesting insight into specialties that would otherwise be more “hidden” than the larger medical and surgical specialties in hospitals. As a clinical placement team, we are actively seeking opportunities in other specialties that could also be incorporated into this rotation – watch this space!

Year 3 Specialty Attachments

Specialty Attachments (SAs) have continued through the transition period of the curriculum redevelopment with all SA placements now happening in Year 3. All SAs were delivered in the allocated 4 weeks with significant support from undergraduate teams. Learning Outcomes (LOs) were revised prior to the start of SA1 to reduce the burden during the SAs. All LO opportunities were delivered and achieved by the students. Additional opportunities were provided to students requesting additional experience during the blocks.

Feedback was reviewed after each placement and has remained good from both students and clinicians in Red/Amber/Green (RAG) reports. Specific concerns were dealt with and fed back to individuals. If appropriate, actions were also shared with the cohort in the Clinical Placements Newsletter.

Some students experienced difficulties in “chasing” multiple sign-offs in the shortened placements: TEM & ED, General Medicine & Oncology, Surgery, Womens’ health and SSMS. They also wanted more time in SAs that had multiple specialties,

i.e. Medicine, Surgical and SSMS blocks. These SAs have now gone back to 5 weeks’ duration as planned for the transition year, and the most recent feedback showed fewer comments related to the above issues.

Frailty, Child Health and Mental Health will continue the 4 week timetable, as clinical experience remained good, with few concerns raised. As they revert to 5 week placements, the additional week will allow more self-directed learning (SDL) time adding to the overall downtime in Year 3. Students have consistently asked for this in their feedback last year and hence is now in place. The concerns about Mental Health tutorials being too many and too long were taken on board and changes made to reduce this without losing quality of teaching.

A new placement was established in Hywel Dda UHB in Womens’ health in September 2023 – initially there were a few teething issues related to communication, but the feedback is now excellent.

Simulation teaching has excellent feedback – the timings changed this year to allow all students to have at least one simulation session before their OSCE exam.

The Acute Medical Services Reconfiguration (AMSR) in Swansea Bay brought challenges with the movement of services and staff across sites. Students in placements are still sometimes having to travel across site during the daytime, although education centre staff are working to restrict this as much as possible. Students have given good feedback about support from undergraduate teams and the availability of taxi transfers.

Tutorials have been adjusted to take account of prayer times, and multi faith rooms have been identified in all sites.

Updates from the Clinical Placements Team

Junior Assistantships – student feedback

The end of placement feedback for all placements has been overwhelmingly positive, with many positive comments on particular individuals who were helpful to students during placements. There was a small number of students who fed back that some JA placements did not allow them to have a cohort of patients to "look after" as is specified in the Junior Assistantship handbook. We have liaised with undergraduate teams to ensure that all JA placements should be suitable for JA learning outcomes. Workshops/roadshows are being planned for Swansea Bay UHB and our other partner UHBs to help local clinicians understand the different placement and their differing requirements.

End of Post Evaluations and Feedback to Clinicians/Clinical Teams

Thank you to all the students who took time to write to us about clinicians who were helpful to them. Whilst we cannot write to every single clinician mentioned after each placement, we will do our best to ensure that positive feedback gets back to relevant clinical teams and undergraduate team members. This has really helped to foster good working relationships between the Medical School, the undergraduate teams and the clinicians who work hard to ensure students get the best out of their placements, and, more importantly, to ensure clinicians and undergraduate staff receive the acknowledgement they deserve.

BMA Industrial Action

There are ongoing negotiations in relation to the dispute between the BMA and the Welsh government in relation to pay and conditions, which has impacted on Student placements. The strike action in January 2024 affected the safe delivery of CA1 and Specialty Attachment 4 placements in secondary care while primary care continued unaffected. Regular meetings with student bodies ensured that students received timely and clear communication.

A lot of work is being undertaken to reduce the effects of subsequent strikes on clinical placement experience, while ensuring students have a safe learning environment. As a result we now expect students to be in placements in both secondary and primary care during the planned Junior Doctor Industrial Action in March 2024. This will mean that learning on placements will continue albeit with some curtailment or modification of clinical activities. More details would be posted on Canvas nearer the time. The consultant/SAS doctors strike planned for late April will also have potential implications and we are working with Health Board partners to decide the best course of action in relation to placement of students on these dates.

Teaching Registrars/Fellows

With the help of SIFT funding, Health Boards involved in Clinical Placements (Swansea Bay UHB, Hywel Dda UHB and Betsi Cadwaladr UHB) have supported the development of teaching registrars/fellow posts in their various hospital sites and GP surgeries. These doctors have made a significant contribution to improving the quality of placements and students have fed back to us how much they appreciated the additional supervision/guidance/teaching that these doctors are now providing. Not all students are aware of the role of these doctors, so a special feature is now dedicated to these doctors in this edition of the Newsletter, to highlight their role and contribution.

Junior Faculty Champions

We now have 2 Junior Faculty Champions working in Swansea Bay UHB – Drs Craig Hathaway and James Ainsworth. Both are enthusiastic Anaesthetics trainees who have huge experience in undergraduate teaching. In this role they have been encouraging and enabling junior doctors to become more involved in student teaching and have assembled a cohort of teaching champions who can play a key role in student placements. A workshop for junior doctors is currently being arranged in order to educate junior doctors of student clinical placement requirements.

Updates from the Clinical Placements Team

Clinical Placement Support Leads

We are very pleased to have now appointed 2 new members to the Placement team as Clinical Placement Support leads – Mr Jeremy Gasson, who is a consultant obstetrician and gynaecologist at Swansea, and Dr Kate Burke, a consultant neonatologist at Swansea. Mr Gasson and Dr Burke are very experienced in supporting postgraduate trainees who experience difficulties or who have additional needs, and we look forward to their contribution to supporting students on placement. They will also help the clinical placement team to develop more placement opportunities with the increasing number of students.

Remediation Committee

The committee can now be joined by members of the undergraduate management teams from Hywel Dda UHB and Betsi Cadwaladr UHB in order to improve undergraduate teams' knowledge and insight into how missed placement days are managed. This will enhance the ability of undergraduate teams in all sites to facilitate in-placement remediation which will in turn reduce the requirement for students to remediate at a later stage in their courses or during vacations.

Reminders to Students

The clinical placements team would like to remind students of the following placement guidance/principles:

GEM Handbooks – students should read the handbooks as relevant to each placement. These are revised each year and there is guidance in them that is relevant to each placement. Whilst letters are sent to students and clinician to inform them of the requirements for each placement, the Handbooks give a more comprehensive guide to the placement. They are all available on Canvas.

Attendance - full attendance is expected during office hours on all weekdays unless there is a timetabled SDL or free session.

Missed Placement Time- missed clinical placement sessions/days are discussed in the Remediation Committee meeting and all remediation is decided upon on an individual student basis.

Signing in – this is expected on a daily basis and is a university requirement – if you are unable to sign in personally each day for any reason, please keep in touch with the undergraduate team on the hospital site, or the practice manager/clinical tutor in General Practice.

Leave of Absence (LOA) - the application and approval process for LOA requests has been changed and this has resulted in a faster turnaround for requests. Students should continue to submit LOA requests for all planned leave, and do so well in advance, so that due consideration can be given to requests by the placement team and the Medical School senior medical team.

Placement Concerns - students should raise any concerns they may have within placements to Undergraduate management teams in their hospital site or Practice managers/clinical tutors in primary care placements, rather than waiting until the end of post evaluation to express their concerns. This means that problems can be solved/averted early and the placement experience can improved during the remaining time

Mobile phone/Tablet use - please be careful when using phones or tablets in teaching sessions. Whilst there may be a legitimate reason why the device is being used (e.g. receiving an important message or taking notes), this may appear unprofessional and portray to the teacher or outsider that the student is disinterested or disrespectful. The medical school is in the process of issuing some formal guidance but in the interim we suggest that students refrain from using phones/tables in teaching sessions, unless they seek explicit permission beforehand for their use, or ask to be excused and step out to receive or reply to essential calls/messages.

An Introduction to Teaching Registrars and Clinical Fellows

With the help of SIFT funding, Health Boards involved in Clinical Placements (Swansea Bay UHB, Hywel Dda UHB and Betsi Cadwaladr UHB) have supported the development of teaching registrars/fellow posts in their various hospital sites and GP surgeries. These doctors have made a significant contribution to improving the quality of placements, and students have fed back how much they appreciated the additional supervision/guidance/teaching that these doctors are now providing. Not all students are aware of the role of these doctors, so here is an introduction to the fellows you'll meet across the health boards.

Dr Farhan Ullah, Clinical Fellow, Ysbyty Glan Clwyd – Betsi Cadwalladr University Health Board



Hello, my name is Farhan. Having trained in London, I now find myself as a teaching fellow at Ysbyty Glan Clwyd hospital. You can find me here in the Clinical School where I spend my time delivering teaching to medical students in the form of tutorials, CBDs, lectures and simulation training. I'm also an educational supervisor and have been known to author exam questions! I have high expectations of my students but in return I always aim to make each session rewarding and memorable as I genuinely want you to be the

best doctors. Besides teaching, I'm also studying for a certificate in medical education which involves lots of assignments and deadlines! My clinical work involves mainly lung cancer patients and advanced bronchoscopy including a very tiring whole-day list at the Liverpool Heart and Chest Hospital. Outside of work I'm a regular gym-goer and Fortnite-player but most of all enjoy my relatively new role of "daddy" and all the chaos that comes with it! Good luck with all your studies and I hope to see you soon at the Clinical School ☺

Nia Williams, Medical Education Teaching Fellow, Prince Phillip Hospital – Hywel Dda University Health Board

Shwm'ae! Fy enw i yw Dr Nia Williams ac rwy'n Cymrawd Addysg Feddygol yn Ysbyty Tywysog Philip yn Llanelli. My name is Dr Nia Williams and I work as the new Medical Education Teaching Fellow in Prince Philip Hospital, Llanelli. Since starting this role in August, I've had the pleasure of teaching and supporting a range of Medical and Physician Associate students during their various placements in PPH. We have enjoyed a range of activities including weekly simulation, 'BleepSim' activities and clinical skills escape rooms! I am very lucky to be able to combine my clinical work and passion for medical education, and I am currently studying for my MSc in Medical Education. I am a fluent Welsh speaker, and am very passionate about the use of the Welsh language in education and in the workplace with patients. When I am not working, I enjoy spending time with my family at one of the various beaches in the area. I am a keen traveller, and am always looking forward to my next adventure!



An Introduction to Teaching Registrars and Clinical Fellows

Dr Ewaenaretan Ikhataua, Teaching Registrar in Obstetrics and Gynaecology in Singleton Hospital – Swansea Bay University Health Board



Hi. I am Ewaen, teaching registrar in Obstetrics and Gynaecology based in Singleton hospital since August 2023. For this role, I have taken a year out of my training program in Obstetrics and Gynaecology. Working with the undergraduate medical education team, it has been my privilege and pleasure to support the graduate entry medical students, ensuring they get the most out of their placement in Women's health. I run dedicated teaching antenatal and gynaecology clinics which focus on helping the students with obtaining patient histories and performing the relevant examinations. I am available to support the students during their time on the delivery suite as well as in obstetric and gynaecology theatres. I am also involved in supporting students who have their LOCS in Women's Health. Outside of work, I love to cycle as well as outdoor activities. I have climbed Snowdonia Mountain and the Great Orme and been on the Velocity 2 zip wire, the fastest zip line in the world.

Dr May Myat Mon, Teaching Registrar in General Internal Medicine – Swansea Bay UHB



My role as a Teaching Registrar in General Internal Medicine at Swansea Medical University is multifaceted and engaging. Within this position, I teach topics regarding gastroenterology, diabetes and endocrinology, respiratory medicine, and stroke medicine. A significant aspect of my work involves assisting medical students in their educational journey by providing guidance in clerkships, bedside history taking, and physical examinations. Moreover, I facilitate combined patient assessments and make clear the pathophysiology of diseases and their diverse presentations.

Interacting with GEM students is a rewarding experience as they exhibit genuine enthusiasm in their rotations and learning endeavours. It is a privilege to contribute to their development and assist them on their path to becoming competent doctors. Our specialty attachment teams are committed to ensuring that general internal medicine students receive optimal learning opportunities within the hospital-based medicine environment.

In essence, my role as a teaching registrar allows me to impart knowledge, refine clinical skills, and nurture the next generation of healthcare professionals. Through collaborative efforts and dedication to excellence in medical education, we strive to cultivate competent and compassionate foundation doctors who will positively impact patient care and healthcare systems.

An Introduction to Teaching Registrars and Clinical Fellows

Dr Julia McLaughlin, Clinical Teaching Fellow, Withybush General Hospital – Hywel Dda University Health Board

Hello, my name is Julia, and I am one of the clinical teaching fellows based at Withybush Hospital. I started the role last year and have enjoyed getting to know lots of you who have rotated through our small friendly hospital. My main aim as a CTF is to help everyone feel welcomed, build your confidence, and give you the skills to get the most out of your time here learning in the hospital environment. I am interested in simulated education, and you'll usually find me in the control booth in the simulation suite.

A highlight of my time so far in Withybush, has been running early simulation sessions with the CA1 students. It's great to see the positivity they bring to their first hospital placement and early exposure to simulation allowed them to start to integrate their medical knowledge.

When I'm not at work, you'll find me teaching something completely different as a yoga teacher or stomping along the Pembrokeshire coastal path.



Dr Katie Baker, Clinical Teaching Fellow, Withybush General Hospital – Hywel Dda University Health Board

Hello! My name is Katie and I am a Clinical Teaching Fellow at Withybush General Hospital. I moved to Withybush for my F2 year and fell in love with the Pembrokeshire coastline. I love exploring the cold waters and coastal walks as well as the local pub dinners! Withybush is a small and friendly hospital where everyone knows everyone, which really helps our students to integrate with teams. Being the first CTF double act in Withybush, myself and Julia have enjoyed coming up with new and exciting ways to engage with students from Swansea, including simulations, bleep sessions and socials. Recently our first year Swansea students threw themselves in and joined us for a doctor's mess social – looks like they had a blast!



An Introduction to Teaching Registrars and Clinical Fellows

Dr Ayobami Chris-Falegan, Teaching Fellow in Haematology, Singleton Hospital – Swansea Bay University Health Board

My name is Ayobami, I'm a teaching fellow in the Haematology department at Swansea. it has been a great experience being part of the hematology team where we have significantly impacted medical students through our expertise and dedication. I work closely with students in activities which include leading useful interactive tutorial sections, conducting practical demonstrations, and providing mentorship in both theoretical and clinical aspects of haematology as well as acute medicine in general. In the department we have been able to foster a conducive learning environment, encouraging student participation and critical thinking. Learning outcomes have been great and students gain comprehensive understanding and practical skills crucial for diagnosing and managing common conditions.



While I'm not working I enjoy travelling, a lot of family time and sport activities.

Message from new Junior Faculty Leads in Swansea Bay UHB

Junior Faculty Leads are doctors who work with the clinical placements and undergraduate teams to provide support and supervision to students amongst our junior doctors, and to help them get involved in student assessment and other placement-related activities.



My name is James (left), and I graduated from Barts and The London School of Medicine and Dentistry in 2018, having also done an intercalated BSc in Medical Education. I have worked within Swansea Bay University Health Board since qualifying and am currently in my CT3 year of core anaesthetic training. I have an interest in intensive care and prior to this had worked as a junior clinical fellow in Intensive Care Medicine for a year during the pandemic. I have a passion for medical education and have worked hard to establish the foundations for a career in medical education alongside my clinical work, also delving into the realms of medical education research.

I am Craig (right), and alongside James, work as one of the junior faculty leads for Swansea Bay University Health Board. I graduated from Swansea Medical School in 2018 and currently work as an anaesthetic trainee in Morriston. Prior to this, I worked for Cardiff and Vale University Health Board as a medical education fellow, responsible for teaching and supervising medical students on clinical placement. I have completed my MSc in medical education, and as well as undergraduate medical education, recently received a Bevan Commission grant to improve education of clinicians interacting with microbiology services within the Trust.

Our broad aims as junior faculty leads are to work with the clinical placements and undergraduate teams to increase support for Swansea University Medical Students, and to enhance the learning experience; improve the communication between medical students and junior doctors; and to increase enthusiasm for medical education amongst the junior faculty, improving engagement with medical education activities and ultimately ensuring students on placement within Swansea Bay get the most out of their clinical attachments.

We have created a network of junior clinical faculty made up of trainees (foundation doctors, core trainees and specialist registrars), who aim to engage with and supervise students whilst on their clinical placements, acting as a ward-based point of contact for students. In addition, James and I have delivered sessions on preparing for professional practice for final year students, as well as facilitating OSCE tutorials and revision sessions for students about to sit their finals and Prescribing Safety Assessment.

Over the next few months, we are looking to deliver a variety of sessions for students on placement with us, from supporting those on their specialty and clinical attachments. For those about to embark on their senior student assistantship, we are arranging multiple sessions, including bleep simulation, lunchtime sessions dealing with common on call emergencies, and will facilitate case base discussions for your upcoming MyPractice sessions. We are also planning an exciting, rare diseases event based in Morriston hospital, this summer with expert speakers on a variety of rare conditions and syndromes without a name.

We look forward to working with you soon,

Drs James Ainsworth and Craig Hathaway

Student Reflection: CA1 and RRHiME in Aberystwyth

Bore da, the Clinical Apprenticeship 1 (CA1) placement was the first opportunity for the 1st Year GEM students to experience a prolonged placement, and for many of us it was our first experience in a secondary care environment. The Aberystwyth placement group included 13 GEM students who were part of the RRHiME track (Rural and Remote Health in Medical Education) and had successfully applied for 'The Aberystwyth Experience'. The group was placed across different wards at Bronglais Hospital and at a few local GP surgeries in Aberystwyth. I was placed on the Ystwyth Ward at Bronglais Hospital which housed the acute stroke unit and the frailty services for the hospital. Being placed in a rural town of Wales allowed all the students to practice their Welsh language skills and I recall a patient being really appreciative of utilising the simple phrases of "Bore da" and "Hoffwch chi paned?". It was interesting to see the complex conditions that are cared for in a rural hospital such as Bronglais and work in a small rural setting where we would run into hospital staff around the town. Building familiarity with the patients allowed us to practise (over and over) our history-taking skills. This was a great opportunity, however, I'm sure the patients will now be relieved that they won't be asked, "What brought you into the hospital today?", by the keen medical students!

As part of the RRHiME programme (organised by Dr Lauren Blake and Dr Natalie Harper) we were able to partake in some rural focused additional events. These included a visit to the RNLI Station, Fire Station, Mountain Rescue training in Cregennan Lakes and being involved in GP training scenarios with the local GP trainees. As part of the Aberystwyth Fire Station visit, we were able to watch their very realistic training which involved the Firefighter and

Paramedics jointly responding to a road traffic collision. This involved many fake patients with a range of health presentations and some of the students played very convincing distressed bystanders to make the situation feel a lot more real. The Mountain Rescue training event saw the students continue their acting roles to play a group of DofE students who had got lost in Cregennan Lakes. The students were 'rescued' with a range of presentations including broken ankles, asthma, and concussions. These rurally focused events allowed us to get a feel for the different medical needs that present themselves in rural and remote settings.





The town of Aberystwyth was an incredible place to live for five weeks and all the students on the placement noted how nice the town and surrounding beaches were. One Sunday we all got the train to Borth and walked along the Welsh Coastal Path from Borth to Aberystwyth. This highlighted the excellent coastline along West Wales. To conclude I would say that CA1 at Bronglais Hospital in Aberystwyth was an enjoyable experience which was enhanced by the additional RRHiME events to create a well-rounded placement experience.

Lachlan Rush, Year 1

Focus on Bronglais: Jen Evans, Undergraduate Coordinator



Jen is the Undergrad Co-ordinator at Bronglais Hospital in Aberystwyth and started in the department back in 2016. Before joining the team at Bronglais Jen worked in a local Secondary School.

When not supporting the Medical Students on placement Jen loves to spend time with her sons on their farm along with looking after her lovely lively grandson on Thursday's. During spring she enjoys the lambing season and also walking and socialising with friends during her spare time. She is a fluent Welsh Speaker so if you need to practice you can do so while in Bronglais.

Parkinson's Disease and Bilingualism

Dr Cerys Edwards reflects on bilingualism in patients with neurodegenerative disease

As a neuro-degenerative disorder affected individuals often present with speech and communication difficulties; particularly as the disease progresses. This can manifest as slurring, and unclear sounds along with issues with tempo. Issues may also relate to making sure the voice is loud enough, making clear pronunciation and getting the right tone or expression to the voice.

Other communication issues in people with Parkinson's are linked to the way we think. Brain changes mean they may not be able to process thoughts as quickly as they need to.

This includes difficulty finding the right words or understanding what other people mean straight away. It also includes problems getting thoughts together quickly enough to respond to someone in the flow of a conversation.

Last week I was reminded of the struggles these individuals face in accessing their health needs when a gentleman in his mid 70's with Parkinson's attended the practice for consultation. As we are both native Welsh speakers I have always conducted our consultations through the Welsh Language. I have noticed that his speech has gradually become more difficult to understand. During the consultation he began a conversation with a Nurse who was assisting in English. I was surprised by the difference in his ability to communicate with her. We both struggled to understand and respond appropriately. Eventually, we returned to speaking in Welsh while I translated his query back to the Nurse.

This is just a small example of the importance of recognising native languages and patient communication preferences. As with other neurodegenerative conditions patients will retain their ability to communicate in their native language for a longer period. Recognising this improves understanding and ability to provide effective consultations for patients which ultimately as we all know, leads to better outcomes for all.

Did you know that Parkinson's UK provides support documents in the Welsh Language? They can be found by following this QR code:

PARKINSON'S^{UK}
CYMRU
**NEWID AGWEDDAU.
DARGANFOD IACHÂD.
YMUNWCH Â NI.**

PARKINSON'S^{UK}
CYMRU
**CHANGE ATTITUDES.
FIND A CURE.
JOIN US.**



Student Survey: Placement Essentials

For this issue, we sent out a survey inviting students to contribute ideas for essential items to take on placement, especially if you are venturing out of Swansea Bay UHB. Here are a few of recommendations submitted. Pillows were the most popular submission, so don't forget to bring yours!

spice mix
cutting knife
pan stethoscope
extension cord
drying rack
towel pillow
pot bowl
duvet layers
set of cooking utensils
plate

If you've been away on placement and would like to contribute further ideas on places to visit and your favourite restaurants, cafes and pubs, please fill out our survey below:

