

Professionalism Lesson Plan

Designed to be run by any medical or allied health professional for groups of ideally less than 30 medical students to allow for whole group discussion, although can be used for larger groups.

Aim:

To engage medical students in a creative and fun activity, approaching professionalism from a similarly vulnerable perspective to that a patient may be in.

Learning Points:

1. Professionalism is important to be a good medical student or doctor and all aspects of it should be considered.
2. What the 4 domains used in the GMC's "Achieving good medical practice: guidance for medical students" are, and what each of these includes.
2. Begin to have an awareness of the 14 subtopics used in this guidance, and exploring potential pitfalls of neglecting any single one of these areas.

Overview:

As the leader of this lesson, you will guide participants through a scenario which encourages them to think through the qualities and characteristics they would like to see in **any** trusted professional, particularly those in high-risk situations. **It is key that you initially do not relate the lesson to medical practice at all.**

The students will be split into teams of 4-6 individuals, and informed that they have been invited to a skydiving session. On arrival at the "skydiving centre", the team is required to create an exhaustive list of the characteristics they would like their instructor to have, so that just the right person can be found.

They are then encouraged to relate the characteristics they have come up with to the framework given in the GMC's "Achieving good medical practice: guidance for medical students", and consider the implication of lacking any specific aspects of professionalism, firstly in the scenario of skydiving, and secondly in medical practice.

The following script can be used flexibly, with additional activities to develop this 15-minute activity into an hour-long session if required.

Basic structure:

1. Introduction "story" with example from the "previous skydiving team"
2. Give 15 blank cards to write requirements of their skydiving instructor
3. Sort 15 white cards into the 4 DOMAIN headings, (if there are any blank white cards they can complete them now).
4. Relate this exercise to medicine, give the 14 SUBHEADING cards and match them to the white cards
5. For any unmatched SUBHEADING cards turn them over and ask students to read the "consequence" in their group.
6. (Optional: add up a "score" based on SUBHEADING cards they did/didn't match)
7. Discuss the SUBHEADING cards they did not match to any white cards. What would be a possible outcome of lacking this in medical practice?

PREPARATION:

- Read the GMC's "Achieving good medical practice: guidance for medical students", and ensure that you are familiar with the summary shown below.
- Prepare a "pack" for each team, including
 - 15 blank white cards (see Appendix 1, alternatively blank business cards can be used)
 - 1 single sided reusable invitation card (see Appendix 2)
 - 4 single sided reusable DOMAIN cards (see Appendix 3)
 - 14 double sided reusable SUBHEADING cards (see Appendix 4)
- Prepare the room with separate tables for each group, large enough to spread the cards out on, and an optional "leadership board" for the team scores.

NB: Most of the resources for this lesson (excluding the blank white cards) can be laminated and re-used to minimize wastage. If re-using the cards is not feasible, another alternative is to remove the background colours from Appendix 3 and Appendix 4.

Summary of "Achieving good medical practice: guidance for medical students" for this lesson

NB: for the purposes of this lesson the 4 main headings are referred to as DOMAINS and the 14 categories beneath these are referred to as SUBHEADINGS

Domain 1: Knowledge, skills and performance (3)

- a) Develop and maintain professional performance
- b) Apply knowledge and experience in practice
- c) Record work clearly, legibly and accurately

Domain 2: Safety and quality (3)

- a) Contribute to and comply with systems to protect the patients you are responsible for
- b) Respond to risks to safety
- c) Protect patients and colleagues from any risk posed by your health

Domain 3: Communication, partnership and teamwork (4 plus confidentiality)

- a) Communicate effectively
- b) Work collaboratively with colleagues
- c) Continuity and co-ordination of care
- d) Establish and maintain partnerships with patients

Domain 4: Maintaining trust (4)

- a) Show respect for patients
- b) Treat patients and colleagues fairly and without discrimination
- c) Act with honesty and integrity
- d) Open about legal/disciplinary proceedings

LESSON SCRIPT

(any boxes in pale grey are additional expansion activities that can be used if more time is available)
 Sections labeled “T” are to be done as a whole group, eg group discussions. Sections labeled “G” are for the small group and should have minimal input from the session leader.

Time	Items needed	Activity
1 min		<p>Assign students to teams of 4-6 individuals at the start of the lesson.</p> <p>Aim for mixed teams rather than groups of friends. Direct them to the already set out tables, each of which should have the “invitation” card on it, face down.</p>
		<p>You could ask the whole group to line up in order of shoe size, birthday, furthest distance travelled that day, etc, perhaps even without speaking and then divide into teams accordingly. This would give a random selection for each team, and would also help the group as a whole to relax and engage with activities.</p>
	(White board or flip chart)	<p>It might help encourage group communication at this stage to discuss as a whole group what the students’ expectations are of a “lesson on professionalism”. If you have a white board, you could write down some words they would use to describe it. Try to encourage honesty rather than the “right answer”. For example, they might say “interesting”, “unnecessary”, “difficult”, “relevant”, “boring” or “practical”. If students are reluctant to speak up, you could try giving each of them a piece of paper to write down one word to describe their expectations and have all of the students reveal their cards simultaneously. It could help rapport if you share your expectations too!</p> <p>Try to also elicit what they think they know about professionalism so far. Are they aware of the GMC guidance for medical students? Have they read it?</p>
2-3 min	Invitation card (score board)	<p>Explain briefly to the whole group that today you are looking at professionalism and introduce the scenario.</p> <p><i>It is important to try and avoid directly relating it to medicine at this point, as the aim is to engage the teams in lateral thinking about professionalism.</i></p> <p>For example, you might say: As you know, over the next 20 minutes we are going to be thinking about what professionalism means. We have split you into teams for the activities we will be doing. I will explain what to do as we go along. You will each need a pen, but I will provide everything else.</p> <p>[if scoring points for the teams, explain at this point that there will be points (and possibly prizes!) based on how well your team does in the activities]</p> <p>You might have noticed that there is a card on your table. Please turn it over!</p>

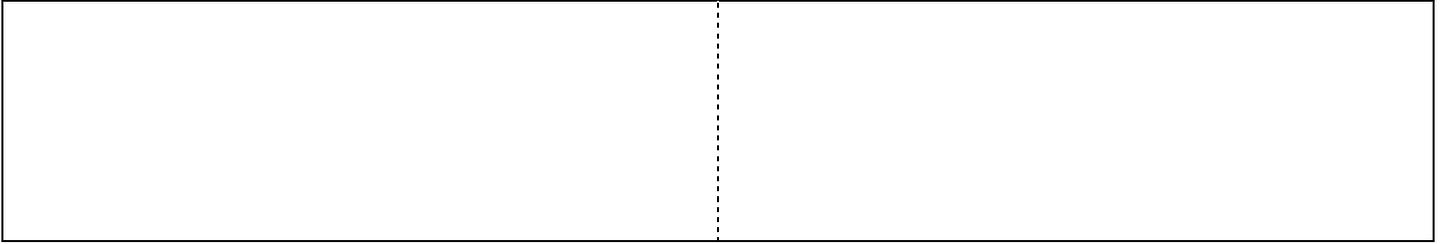
		<p>[Give a few seconds for everyone in the team to read it]</p> <p>I would like to add my congratulations to those of the National Committee for Medical Student Attire. Well done! Each of your teams has won the opportunity to go skydiving. How exciting!</p> <p>Unfortunately I have just spoken to the receptionist at the skydiving centre, and she has told me that all of their usual instructors are currently unavailable. She is more than happy to find a new instructor for you, but needs you to specify EXACTLY what you want of them. She is sure that she can guarantee any characteristics you ask for, but any characteristics that you don't mention, your instructor won't have. The group before you asked her for an instructor who was "honest and reliable" but didn't say "qualified" so she employed the local baker and hasn't seen them since.</p> <p>I am going to give you 15 white cards to write down your requirements on. You will have 3 minutes to try and think of as many as you can, but don't worry if you haven't finished all of the white cards, there will be an opportunity to add to them later.</p>
3-4 min	15 white cards, pens	<p>Give the teams some time to write down characteristics</p> <p>Keep an eye on how many of the white cards each team has filled in. Try and stop them when they have done roughly 10, or after 3-4 minutes.</p>
2-3 min	4 domain cards	<p>Explain to the whole group that you have some headings, which cover different areas of professionalism they might want to think about.</p> <p>Give each team a set of the 4 coloured DOMAIN cards. Ask them to divide the white cards between these categories, and give them some time to complete any remaining white cards.</p>
1-2 min		<p>Explain to the whole group that when people are skydiving, they have to trust their instructor with their life. Often when people participate in activities like skydiving, they have little knowledge of the specific processes that need to be completed, although they may have some ideas about what to expect. Their ideas may prove to be correct or incorrect, but they need to trust the responsible instructor to behave in a safe, professional manner.</p> <p>This is similar in lots of ways to medicine, where you will have patients potentially trusting you with their life, without necessarily knowing whether what you are doing is safe or correct.</p> <p>The GMC have produced a document called "Achieving good medical practice: guidance for medical students", which lays out the aspects of professionalism they require from medical students. They split these 14 aspects into 4 domains; the DOMAIN cards I gave you in the last activity.</p>

2-4 min	14 attribute cards	<p>Next give the teams the 14 SUBHEADING cards, which fit into the 4 domains. Without turning these over they should match the white cards to the SUBHEADING cards in their teams.</p> <p>[Teams may need some help to start this off. Try to circulate between the teams to give extra information on any of the subheadings if needed. There is some overlap between the SUBHEADING cards. There may be some things they have written down that don't fit into any of the subheadings or domains. You might want to bring this up in the discussion]</p> <p>It will look something like this: (in this example they have 3 unpaired SUBHEADING cards)</p> <div style="display: flex; flex-direction: column; align-items: flex-start; gap: 10px;"> <div style="display: flex; align-items: center; gap: 5px;"> <div style="background-color: #f4a460; padding: 5px; border: 1px solid black;">DOMAIN 1</div> <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #f4a460; padding: 2px 5px; border: 1px solid black;">SUBHEADING</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: 5px;"></div> </div> </div> <div style="display: flex; align-items: center; gap: 5px;"> <div style="background-color: #87ceeb; padding: 5px; border: 1px solid black;">DOMAIN 2</div> <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #87ceeb; padding: 2px 5px; border: 1px solid black;">SUBHEADING</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: 5px;"></div> <div style="background-color: #87ceeb; padding: 2px 5px; border: 1px solid black;">SUBHEADING</div> <div style="background-color: #87ceeb; padding: 2px 5px; border: 1px solid black;">SUBHEADING</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: 5px;"></div> </div> </div> <div style="display: flex; align-items: center; gap: 5px;"> <div style="background-color: #c09cf2; padding: 5px; border: 1px solid black;">DOMAIN 3</div> <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #c09cf2; padding: 2px 5px; border: 1px solid black;">SUBHEADING</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: 5px;"></div> <div style="background-color: #c09cf2; padding: 2px 5px; border: 1px solid black;">SUBHEADING</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: 5px;"></div> <div style="background-color: #c09cf2; padding: 2px 5px; border: 1px solid black;">SUBHEADING</div> <div style="background-color: #c09cf2; padding: 2px 5px; border: 1px solid black;">SUBHEADING</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: 5px;"></div> </div> </div> <div style="display: flex; align-items: center; gap: 5px;"> <div style="background-color: #f08080; padding: 5px; border: 1px solid black;">DOMAIN 4</div> <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #f08080; padding: 2px 5px; border: 1px solid black;">SUBHEADING</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: 5px;"></div> <div style="background-color: #f08080; padding: 2px 5px; border: 1px solid black;">SUBHEADING</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: 5px;"></div> <div style="background-color: #f08080; padding: 2px 5px; border: 1px solid black;">SUBHEADING</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: 5px;"></div> <div style="background-color: #f08080; padding: 2px 5px; border: 1px solid black;">SUBHEADING</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: 5px;"></div> </div> </div> </div>
1-2 min		<p>Ask the group: Do you have SUBHEADING cards left over that you didn't match any of the white cards to?</p> <p>Ask them in teams to turn over any of the SUBHEADING cards which are <u>unpaired</u> and read the "consequences" of their instructor not demonstrating that aspect of professionalism. If they have lots of unpaired SUBHEADING cards, they should choose just 2 or 3 to read the consequences for.</p> <p>The consequences are dramatic examples to make an important and memorable point: there is potential for harm if ANY aspect of professionalism is neglected.</p>
	Score board, pens	<p>For scoring: + 20 points for any of the SUBHEADING cards that are paired. For example if a team has written "complies with safety processes" they</p>

		<p>would get +20 points for matching with SUBHEADING Card “Contribute to and comply with systems to protect the skydivers you are responsible for”. If they had also written, “helps develop safety systems” on another white card they would not get any extra points as this is also covered by the same subheading.</p> <p>Points are deducted for each of the SUBHEADING cards that they did not match anything to, according to the scores on the back.</p> <p>Add up a total score per team.</p>
2-3 min		<p>Together: Ask the teams to choose one of their unpaired SUBHEADING cards. Encourage discussion as a whole group (or in teams if short on time) around the questions in Appendix 5. If you are short on time, focus on the questions listed here (q1, q3). Aim to keep the discussion practical rather than theoretical.</p> <ol style="list-style-type: none"> 1. Why do you think you didn’t consider this aspect of professionalism when you were discussing it as a team? 3. Can you think of some implications of not having it if you were a medical student? <p>NB: a key point in the usefulness of this lesson as a learning experience is in relating these attributes back to medical practice, through the lens of considering themselves an “injured party”. The aim is that students will remember individual characteristics more readily, particularly with the memorable “consequences” on the cards.</p>
		<p>You can repeat these questions for one or two more of the unpaired SUBHEADING cards. If you are doing this, you might want to encourage teams to choose subheadings from different domains where possible.</p> <p>If you have longer, you could give teams one full domain from “Achieving good medical practice: guidance for medical students” to look over and discuss the points. Aim to keep the discussion practical- do they think this guidance is things they do in practice themselves? If not, why not? Is there anything they would add?</p>
1 min		<p>Summarise what they have learnt and close the session</p> <p>If you are short on time you can briefly summarise. Otherwise you could go round and have each student say 1 thing that they have learnt, or 1 thing they enjoyed/1 thing they would improve.</p> <p>If you have kept scores, announce the winners at this stage and congratulate them. If you have a small prize it can make this more fun.</p> <p>Thank the students and close the session</p>

APPENDIX 1: BLANK CARDS FOR CHARACTERISTICS LIST

To prepare cards- cut along the dotted lines





APPENDIX 3: DOMAIN CARDS

To prepare cards- cut along the dotted lines

**DOMAIN 1: KNOWLEDGE,
SKILLS AND PERFORMANCE**

**DOMAIN 2: SAFETY AND
QUALITY**

**DOMAIN 3: COMMUNICATION,
PARTNERSHIP AND TEAMWORK**

**DOMAIN 4: MAINTAINING
TRUST**

APPENDIX 4: SUBHEADING CARDS

To prepare cards- cut along the dotted lines, then fold along the central double line to create a double sided card.

	Attribute	Consequence
Domain 1 Knowledge, Skills and Performance	<p>Develop and maintain professional performance</p> <ul style="list-style-type: none"> - Acquire knowledge and skills as a student (good attendance, responding to feedback, reflecting) - Maintain/improve as a professional. 	<p>You fail to require that your instructor is qualified or has maintained their qualifications. As a result, the receptionist calls in the local baker who once went on a skydive in 1963 and thinks he can make a stab at it. Unfortunately he doesn't really remember it as well as he thought and doesn't pull the cord until too late.</p>
Domain 1 Knowledge, Skills and Performance	<p>Apply knowledge and experience in practice</p> <ul style="list-style-type: none"> - Work within their competence - Behave professionally eg not late, professional dress - Gaining consent 	<p>You fail to require that your instructor applies their knowledge and skills in a professional manner. Therefore, she turns up 2 hours late, by which time the pilot has left. She decides to fly the plane herself as although not qualified to do so, she is friends with a pilot who has talked her through it before. It turns out she can take off, but not land the plane.</p>
Domain 1 Knowledge, Skills and Performance	<p>Record work clearly legibly and accurately</p> <ul style="list-style-type: none"> - Good continuity, good teamwork, safe handovers from one professional to another 	<p>You fail to require that your instructor makes a record of anything clearly. As such, although she checks the weather report before you leave, she writes it down on a scrap of paper to take with her. Shortly before jumping, she looks at it but it unsure whether she has written NW or NE for the wind speed. She guesses wrong and you are blown 50 miles off course, out to sea.</p>
Domain 2 Safety and Quality	<p>Contribute to and comply with systems to protect the skydivers you are responsible for</p> <ul style="list-style-type: none"> - comply with systems diligently - seek to improve systems - open and honest following significant events 	<p>You do not require that your instructor is diligent in complying with safety systems. The instructor cannot be bothered following all of the safety checks before he leaves and so forgets to check the parachute. When it opens on the descent it is immediately obvious that it has a large rip in it, which becomes rapidly worse. Unfortunately he also didn't read the instructions indicating that you should also have a reserve parachute.</p>

Domain 2 Safety and Quality	<p>Respond to risks to safety</p> <ul style="list-style-type: none"> - responsibility of the whole team - includes protecting dignity and comfort 	<p>You fail to require that your instructor will respond to safety risks. As you take off, you notice that the plane door is loose and mention this to the instructor. She shrugs and tells you that this is the pilot's responsibility, who you cannot contact as he is in the cockpit. The rattling becomes worse and at 10,000ft the door falls off.</p>
Domain 2 Safety and Quality	<p>Protect skydivers and colleagues from any risk posed by your health</p> <ul style="list-style-type: none"> - Seek advice from suitable colleagues - Includes impact of stress or anxiety - Engage with Occupational Health 	<p>You fail to require that your instructor is diligent about protecting you and his colleagues from risks posed by his own health. As a result, the receptionist employs an instructor who has recently returned from a skydiving expedition in Tanzania and has malaria with a fever of 41⁰C. On the ascent in the plane he becomes delirious and on the free-fall loses consciousness. You do not know how to activate or steer the parachute.</p>
Domain 3 Communication, Partnership, Teamwork	<p>Communicate effectively</p> <ul style="list-style-type: none"> - Clear communication and listening - Take into account language and other barriers to communication 	<p>You don't require that your instructor has good and clear communication, and so the receptionist employs a friendly Italian. Unluckily he doesn't speak any English and you can't speak any Italian. When you have opened the door of the plane you think he says "go, I'm ready"; he was actually saying "wait, I need the parachute"</p>
Domain 3 Communication, Partnership, Teamwork	<p>Work collaboratively with colleagues</p> <ul style="list-style-type: none"> - Adapt behavior as necessary to improve team working - Treat all members of the team with respect 	<p>Your instructor is not required to have good inter-professional working relationships. The receptionist contacts an old instructor who was asked to leave after punching the pilot. The pilot has not forgiven him, and tells him to jump when they are flying over an active surface-to-air missile test site.</p>
Domain 3 Communication, Partnership, Teamwork	<p>Continuity and co-ordination of care</p> <ul style="list-style-type: none"> - Safe transfer between different professionals and settings - Share relevant information 	<p>You don't ask for an instructor with the ability to pass on information well. The instructor organizes the parachutes, but accidentally leaves them behind. He calls his slightly deaf Gran to pick them up, who calls her slightly blind friend, who picks up the wrong bag. You don't realize until you have jumped that it only holds dirty laundry.</p>

Domain 3 Communication, Partnership, Teamwork	<p>Establish and maintain partnerships with skydivers</p> <ul style="list-style-type: none"> - Treat them as individuals - Listen to them and treat them fairly, with respect - Be clear about roles 	<p>You do not ask for an instructor who wants to work with skydivers. Therefore whenever you offer to help he says, "I am the instructor, I know best." When you are ready to jump, you think you see some stormy weather coming, but don't feel comfortable speaking up. It turns out to be a hurricane, which you meet half way down.</p>
Domain 4 Maintaining Trust	<p>Show respect for skydivers</p> <ul style="list-style-type: none"> - not pursuing improper or sexual relationships with skydivers - not expressing personal beliefs in distressing ways - honesty if something has gone wrong 	<p>You do not ask for an instructor who shows respect for those in their care. Your instructor behaves oddly on the flight up, asking which girls are in relationships. When the door is opened he declares himself a "Beyonce worshipper" and states he will offer "single lady human sacrifices". He forcefully asks who wants to go out the door first.</p>
Domain 4 Maintaining Trust	<p>Treat skydivers and colleagues fairly and without discrimination</p> <ul style="list-style-type: none"> - do not delay help because you believe the skydiver has contributed to the problem - aware of unconscious bias 	<p>You do not require that you instructor treat all skydivers fairly. He jokes that the women should "stay on the ground and make sandwiches for when they get back". It turns out the pilot is actually female too, and refuses to fly the plane. Therefore nobody can go skydiving.</p>
Domain 4 Maintaining Trust	<p>Act with honesty and integrity</p> <ul style="list-style-type: none"> - honest in all regards. Including: experience, qualifications, plagiarism, your own health, communication with patients and colleagues, finances, insurance. 	<p>You do not ask for an instructor who behaves with honesty and integrity. She realizes shortly after take off that she forgot to pack enough parachutes for all the participants but doesn't want to admit the mistake, so she puts a jumper in the empty bag to pad it out. One of you pulls the ripcord on descent, to release only a fluffy purple fleece</p>
Domain 4 Maintaining Trust	<p>Open about legal/disciplinary proceedings</p> <ul style="list-style-type: none"> - honest during legal proceedings - informs employers of any convictions or cautions immediately - Within and outside work 	<p>You didn't ask for an instructor who was open about legal and disciplinary proceedings. It turns out that he is on the run from the police, and when you ask his name he repeatedly says "John Smith" in a heavily accented voice. The plane seems to be taking longer than you would expect, and when you land after the dive, the trees look suspiciously tropical; the sand suspiciously white.</p>

APPENDIX 5: Questions for discussion

1. Why do you think you didn't consider this aspect of professionalism when you were discussing it as a team?
2. Can you think of a time when you saw this being neglected in medical practice, maybe by a fellow medical student, a consultant, an FY, a nurse or anyone else? What happened?
3. What might be the implications of disregarding this aspect of professionalism as a medical student? Or a practicing doctor?
4. What could you do to ensure that you put this into practice now and in the future?
5. How comfortable would you feel challenging someone else about this? What if they were significantly more senior eg your consultant or supervisor? What if they were another member of the multi-professional team eg a physiotherapist, dietician, nurse?