

## Facilitators Instructions

**This session should last in the region of 20 minutes and is designed for groups of 20-25 students**

This session will look at reflection in relation to health and wellbeing.

**Aim:** To introduce students to situations where their health or wellbeing may have an impact on those around them

### **Overview**

Throughout their time in medical school many students will face health issues either short term or long term. Being able to reflect and show insight into the impact their condition may have on themselves and others including patients and colleagues is vital. This session aims to use plausible everyday situations to help students see how GMC guidelines may apply.

In the amount of allocated time it is not possible to cover every point included in the guidelines, so only a few will be highlighted by the scenarios.

Feedback at the end of the session will allow students to exchange ideas and reflect on how different groups may reach different results.

This session is not intended to be a comprehensive guide, but rather just a taster session that encourages further discussion.

Students should have access to full GMC guidance by the end of the session.

### **Equipment**

- 1 PowerPoint presentation
- 1 facilitator instructions
- Student scenarios- print 5 copies per group so each student can read the scenario and make notes
- \*Each group should have access to *“Achieving good medical practice”* this can be accessed online through the use of student’s electronic devices, or facilitator may print pages 24-28 and 54.

### **Introduction (4-5minutes)**

**Slide 2**-Ask students what they think reflection means to them.

Slide contains definition of reflection from the Academy of Royal Colleges.

**Slide3**-Ask students to list advantages of reflection

**Slide 4**-Ask students to list some reasons why they or other health professionals may not reflect.

### **Activity (8min)**

Separate students into 4 groups (each group should have atleast 5 students to allow a reasonable amount of debate)

Each group should have access to a copy of *Achieving good medical practice* or the relevant pages.

**Slide 5**-Give each group a scenario to discuss.

Tell students that at the end of the activity they will need to share a short summary of what they learn with the rest of the class.

The facilitators should let the students discuss and work through the scenario independently as much as possible.

### **Summary (7min)**

A speaker from each group summarises what they learnt (6min) and answers questions other students may have.

**Slide 6**-Helga is Homesick

**Slide 7**-Stevens Sharps Injury

**Slide 8**-Patrick has the Pox

**Slide 7**-Darcy's Diabetes

Appendix 1 is a table summarising the key points, if a group is struggling the facilitator may use this to guide the group or ask further questions.

### **Take home message (3min)**

#### **Slide 10**

##### ***Take home message 1***

Most of us will encounter health and wellbeing challenges at some point. Showing insight into a condition involves reflection in to the effect of the condition and your management of it have on yourself and on others, including patients and colleagues, across all aspects of your education and training

#### **Slide 11**

##### ***Take home message 2***

Doctors should, wherever possible, avoid treating themselves or providing medical care to anyone with whom they have a close personal relationship. They must seek independent medical advice on issues relating to their own health.

- Remind students that what happened to Patrick is highly unlikely, but shows what could happen when students do not seek help from an independent professional

#### **Slide 12**

##### **Take home message 3**

Registered doctors must protect patients from any risk posed by their health. You'll have significant contact with patients while on clinical placements. Any health issues you have may affect them, as well as, your fellow students and teachers.

- Remind students that reflection will help them to identify risks
- Regular reflection will easily solved problems escalating to a point where people are at risk of harm.



**Appendix 1-Summary table of Scenario's**

Helga is Homesick	Stevens's Sharps injury	Patrick has the Pox	Darcy's Diabetes
<p><b>Summary</b> Helga is an international student. She becomes homesick and is potentially depressed.</p> <p><b>Key points</b> Even in non-clinical environments your health can have an impact on those around you</p> <p>Insight is important</p> <p>The GMC has additional guidance on supporting medical students with mental health conditions.</p> <p><b>GMC guidance</b></p> <p><sup>32</sup> As a medical student, both during study and on a placement, you're likely to experience situations that will have an emotional impact on you. At times, you may experience stress and anxiety. This is completely normal and your medical school will support you with safe ways to share and reflect on difficult experiences. But if you are concerned about your levels of anxiety, you should seek help from your general practitioner (GP) and other appropriate sources (for example, helplines) to address any issues at an early stage. This may include making adjustments to your training or practice, if necessary.</p>	<p><b>Summary</b> Steven gets a needle stick injury and chooses not to report it in order to save face.</p> <p><b>Key points</b></p> <p>It is important to comply with occupational health requirements.</p> <p>When mistakes are made it better to be honest about them as soon as possible.</p> <p><b>GMC Guidance</b> <sup>34</sup> You must comply with the occupational health policies and procedures of your medical school or university</p>	<p><b>Summary</b> Patrick gets chicken pox which he passes on to an immunocompromised patient.</p> <p><b>Key Points</b></p> <p>Medical students should always seek independent advice and not diagnose or treat themselves.</p> <p>When things go wrong its best to seek help</p> <p><b>GMC guidance</b> <b>33</b> You should be aware that some conditions that are usually minor such as the common cold – may have a disproportionate impact on some patients, for example those with compromised immune systems. You need to bear this in mind when you decide whether to go to a placement if you are unwell.</p>	<p><b>Summary</b> Darcy is a type 1 Diabetic. She struggles to control her diabetes during a surgical placement.</p> <p><b>Key points</b></p> <p>Long term health conditions are not a barrier to being a good doctor.</p> <p>Medical students and doctors should seek and comply with reasonable adjustments put in place to help them do their job.</p> <p><b>GMC guidance</b></p> <p><b>Fitness to Practise Concerns may include:</b></p> <ul style="list-style-type: none"> <li>• <b>Refusal to follow medical advice or care plans, or to comply with arrangements for monitoring and reviews</b></li> <li>• <b>Failure to comply with reasonable adjustments to ensure patient safety</b></li> </ul>

