

Introduction to the “Concerned about Raising a Concern?” Teaching Session

About the session -> This teaching session has been created to introduce medical students to the guidance that “Achieving good medical practice” has set out with regards to raising concerns about patient safety, unprofessional behaviour and the wellbeing of medical students. Whilst all three have separate guidance points, it is common that a scenario faced whilst on placement and throughout medical school training will often incorporate more than one of these aspects. The teaching session is suggested for groups of between 20-25 students, as I felt that this would allow for a comfortable environment in addition to engaging and encouraging participation from each student present.

Using the materials -> There are detailed instructions below as to how I would suggest the session to run, however due to the nature of the session bringing up important discussion points, facilitators should aim to probe, challenge and answer any scenarios or questions that arise from the scenarios suggested or if a student shares an experience they have already come across/ hypothetical scenario of their own.

Aims

- To introduce medical students to the guidance set out by the GMC in their “Achieving good medical practice” on raising concerns
- To discuss issues that arise with the scenarios throughout the session openly and honestly
- To use the guidance to think about an action plan when it comes to raising a concern
- To leave the session feeling more confident and comfortable with raising a concern, should you face it during your time at medical school and beyond.

Preparing the room

- Tables arranged to allow groups of 6-8 students per table (3 groups in total)
- Prepare the PowerPoint presentation and load on to a projected screen big enough to be seen by all members of the session
- **INSERT** link on final slide, to the raising concerns policy at your medical school

Preparing the material

- *PowerPoint Slides*: to be loaded on to computer
- *Paper*: Plain paper on each table to write down responses to “barriers to raising concerns” activity
- *Print out*: Scenario Response Cards (one pack for each corresponding group (A, B & C) to be placed face down on the table)

Total Session Time = **30** mins

0-2 Minutes	Introduction and Explanation of the session
2-5 Minutes	Aims of the session and setting ground rules, “feeling uncomfortable?” Slide.
5-10 Minutes	Activity -> Barriers to raising a concern?
10-25 Minutes	Activity -> Uncomfortable Scenarios
25-30 Minutes	Take home messages and time for Q’s (end session with resources slide on display)

0-2 Minutes

Introduction

2-5 Minutes

Aims of the session and setting ground rules

- Aims of the session to be read out from the PowerPoint slides, briefly explain that there will be two discussion-based activities, with a summary of the take-home messages and time for questions at the end
- Acknowledge that often as medical students, we can feel as though it is not our place
- Set ground rules -> encourage students to come up with some session ground rules to respect other members of the group and to keep any ideas or information shared within the session confidential.
- SAFETY NET -> themes that come up in the session might resonate with some students more than others, it is okay if they feel the need to leave the session due to this.

Do you feel uncomfortable yet?

- Introduce pictures on the slides and pose the question “do you feel uncomfortable yet?”
- Facilitator to acknowledge that although they might not seem relevant, these are fun, real life scenarios that might make someone feel uncomfortable. It is used as a fun tool to introduce the feeling of being uncomfortable with a scenario presented in front of you (whilst equally not equating in importance to the scenarios that are to follow)

5-10 Minutes

Barriers to raising a concern?

- **Click to reveal the barrier slide, but not the speech bubbles**
- 2 minutes -> Ask each group (A, B & C) to discuss and write down as many barriers to raising a concern that they can come up with on the piece of paper
- 3 minutes -> Allow each group one minute to read out concerns they came up with

- **If groups are struggling**, click to reveal the **speech bubbles** some barriers to raising concerns that have been added to the PowerPoint (or reveal speech bubbles once all groups have contributed to ensure the points have been covered)

10-25 Minutes

Activity 2 -> Uncomfortable scenarios

See accompanying scenarios document

Each scenario = 5 minutes

1-2 Minutes: Read the scenario to the groups, get a member of each group to read out what they have been given as a response to the scenario, and ask them to discuss for 2 minutes:

1. How likely are they to react in this way?
2. How comfortable/uncomfortable do they feel with the response they have been given?

2-4 Minutes: Now ask the groups to come up with an action plan for raising a concern about this particular scenario, referring them the relevant GMC guidance.

4-5 Minutes: Challenge Q to ask the students and facilitate discussion

Scenario 1 GMC Guidance (some accompanying guidance, not exhaustive):

Domain 2 section 20	<i>Medical student responsibility to raise a concern</i> “Patient safety is the responsibility of the whole team, which could include clinical and non-clinical members. This includes medical students on clinical placements.”
Domain 2 section 22	<i>Refer to your medical school’s raising concerns policy</i> “You must follow your medical school’s policy on raising concerns, wherever possible”
Domain 2 section 23	<i>The GMC recognises the barriers to raising concerns that medical students might have</i> “We recognise that raising concerns about patient care can be difficult. As a medical student, you may not feel comfortable raising issues with supervisors who may be

	responsible for making assessments of your performance on the placement. You may also feel uncomfortable raising concerns with senior clinicians. This is why you should, wherever possible, follow your medical school’s formal policy on raising concerns, which will help you understand how to deal with difficult issues like these”
Domain 3 section 55	<p>“be polite and considerate at all times”</p> <p>“treat patients fairly and with respect, no matter what your own thoughts are about their life choices or beliefs”</p>

Acknowledge at the end of the scenario

-> these are just some of the ways that a person could respond to the scenario, they are supposed to make you feel uncomfortable and willing to not act this way in the future, but instead to form an action plan to raise the concern appropriately.

-> whilst the theme of this scenario is regarding unprofessional behaviour, it also incorporates patient safety concerns as the doctor in question might not be treating the patient in the same way if they feel they do not deserve a bed, it is also displaying judgement and prejudice over the patient.

Scenario 2 GMC Guidance (In addition to scenario 1 guidance)

Domain 2 section 20	<p><i>Medical student responsibility to raise a concern</i></p> <p>“Patient safety is the responsibility of the whole team, which could include clinical and non-clinical members. This includes medical students on clinical placements.”</p>
Domain 2 section 25	<p>“It can be difficult to raise concerns about fellow students, who may be people you work with on projects or placements or your friends. But as a student choosing to join a regulated profession, it is your duty to put patients first and this includes patients you see on placements and those treated by your fellow students in the future. “</p>

Domain 3 section 44	“As a medical student, you must be honest when you don’t know something”
Domain 3 section 59 “Don’t”	“misrepresent your skills or level of training to others”

Scenario 3 GMC Guidance (In addition to scenario 1&2 guidance)

Domain 2 section 25	It can be even harder to raise concerns about a peer’s health, but you must bring this to the attention of your medical school if you are worried about their safety or wellbeing. You should never attempt to treat a fellow student’s health condition and when you raise your concerns it’s important to remember that this will enable your medical school to give them help and support
Domain 2 section 27	It’s just as important to raise concerns you have about the staff you work with. For example, a doctor, nurse or other healthcare professional who is or may be: <ul style="list-style-type: none">- failing to see concerns about their health or not following advice on these concerns.
Domain 2 section 32	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.

Domain 2 section 38 'Don't'

Don't:

- hide it – your medical school will want to help you
- diagnose or treat yourself
- seek treatment from friends, family or those close to you.

25-30 Minutes

Discuss the 3 Take Home Messages

1. YOUR RESPONSIBILITY

As a medical student you have a moral responsibility to raise concerns about professionalism, wellbeing and patient safety

2. HELP IS OUT THERE

Wherever possible, seek the advice from your medical school raising concerns policy, your placement providers policy, and guidance & support from medical school staff

3. CREATE CHANGE

If you change nothing, nothing will change. Do not be afraid or concerned to raise a concern!

Allow time at the end for any further questions and finish off with displaying the further resources information slide, encourage once again that everything discussed in the session should remain confidential and going forward, continue to respect the views and opinions of others.

Thank students for their participation and encourage them to seek advice and help following the session if they feel they need it.

END OF SESSION