



Honesty and Integrity Teaching Session

Lesson Objectives

- 1) Understand the importance of honesty and integrity, in particular in relation to students' interactions with patients, peers and professionals.
- 2) Consider common situations where medical students' behaviour may be deemed unprofessional.
- 3) Consider approaches that would display honesty and integrity whilst on placement in hospitals.

Overview

Medical students are expected to interact with patients, professionals and peers in a way that demonstrates professionalism. This lesson is designed to make students consider situations where their honesty and integrity will be assessed. This will be achieved through a role-play exercise, with the task focussing on designing scenario questions that could be asked at a medical school interview. The exercise is therefore aimed to make medical students think about common situations that they will face on hospital placement and the appropriate action that should be taken.

Time Duration and Class Size

20 minutes, for a class of between 20-30 students

Materials

- 1) *Complaints and Queries* pack
- 2) *Scenario Questions* sheets
- 3) *Honest and Integrity* PowerPoint
- 4) *Mid-Easternshire Hospital Trust* logo
- 5) Pens
- 6) Whiteboard (optional)

Preparation and Room Layout

- 1) Ensure that the room is arranged with seating for groups of four.
 - 2) Print out copies of the *Hospital Trust Logo* and stick on the walls.
 - 2) Ensure that you have adequate *Complaints and Queries* packs and *Scenario Questions* sheets printed; each group will need one *Complaints and Queries* pack and two *Scenario Questions* sheets.
- Note:** These can be laminated to ensure that they can be used for more than one session.

Lesson Plan

- 1) **Introduction:** Introduce the students and welcome them to Mid-Easternshire Hospital Trust. Explain that they will be taking on the roles of two teams in this (made-up) organisation.
- 2) Go through the PowerPoint to explain the roles of *Complaints and Queries* team and *Medical Students Admissions* team (slides 3-8). The introduction should take no longer than 2 or 3 minutes.



3) **Main Task:** Split the students into groups of four, with 2 students acting as members of the *Complaints and Queries* team and 2 students acting as members of the *Medical Students Admissions* team (slide 8). Hand out the packs and sheets.

Note: In essence, the delineation between the two teams is arbitrary and all four members should work together to write the scenarios.

The students' task is to come up with four *Scenario Questions* that will be able to be used at medical school interviews. Encourage the students to read the *Complaints and Queries* pack for inspiration. They should use the *Scenario Questions* sheets to write down their four scenarios, as well as the expected responses from prospective students in a typical medical school interview.

An example is as shown:

Scenario	Expected Response
<p>A medical student has been asked to insert a cannula into Mrs Smith's arm. He has practised this procedure a number of times on model arms and with a friend, but this is his first time with a patient. He doesn't feel confident, but he knows he needs to practise this skill with a patient to sign off in his Student Logbook.</p> <p>➔ What would you do?</p>	<p>The medical student should not insert the cannula by himself. He should ask to watch a more senior member of staff insert the cannula. He should also ask his supervisor whether he could practise cannulation in the Skills Lab at the medical school, and return to the ward tomorrow/that week to practise in a patient when he is more confident and knowledgeable.</p>

4) As a whole class, feedback the scenarios that the students have written (slide 9). If time permits, decide which 3 scenarios from the whole class would be a good indicator of student honesty and integrity. Ask the students if they would act appropriately in all the situations they have described. For the question "Why is it important that medical students demonstrate honesty and integrity?", you could do a spider diagram on a whiteboard – possible responses include generating trust from the public, having accountability for actions etc.

5) **Plenary:** Go through the True and False Questions (slides 10-14). Highlight that public perception of doctors has decreased in recent years, and ask students about any news reports that they have heard or read about that may be affecting the public perception of doctors. Conclude that medical students are also expected to adhere to the same codes of conduct.

6) Finish the session by reading the GMC guidelines and concluding remarks. Thank the students for their time.