

Rationale behind session: *This session introduces students to the importance of professionalism within medicine. Students are encouraged to think critically about a number of scenarios, whilst applying underlying principles of professionalism. The importance of the GMC guidance on best medical practice is highlighted repeatedly throughout. The focus of this session isn't necessarily about reaching the correct answer (as this can be found in the guidance), it is about the ability to think rationally, critically analyse information and apply basic understanding of professionalism to real issues.*

General Session Information

Name of Session: *'Jane, can you sign me in?'*

Length of Session: Options include 30 minutes, 60 minutes or 2 hours depending on the depth of discussions.

Number of Students: 10 – 60 students. Ideally, the group would be split into four smaller groups each with a facilitator.

Stage of Medical Training: This session could be delivered to students at any level of training.

Number of Facilitators: 1 – 4. Ideally the lead facilitator should have an expertise in professionalism. Any additional facilitators would assist the smaller groups with their discussions, stimulating additional ideas and expectations whilst maintaining positive group dynamics. There would be no issues with having senior medical students facilitating if the session were to be delivered to junior medical students.

Layout of the Room: Ideally 4 groups arranged in a circular manner, all with a good view of the presentation facilities.

Resources & Materials Required:

- Laptop / PC with PowerPoint facilities
- A projector
- *'Jane, can you sign me in'* PowerPoint
- Copies of *'Achieving good medical practice: guidance for medical students'* [Optional – Ideally this will be sent electronically to attendees, added to a central file sharing location, or the students directed to its location on the GMC website].
- Copies of *'Medical students online'* - [Optional – Ideally this will either be sent electronically to attendees or added to a central file sharing location].
- Feedback forms for each student to complete at the end of the session

'Jane, can you sign me in?' Lesson Plan

Slide 1: Introduction (3 minutes)

The facilitators should introduce themselves and give a broad overview of what the session is going to involve, how long it will last and a brief introduction to the *'Achieving good medical practice: guidance for medical students'* guidance document. Instruct the students they will receive a copy of this guidance at the end of the session.

Slide 2: Aims of the Session (3 minutes)

The lead facilitator should state and explain the aims of the sessions. For each aim, it may be beneficial to expand and provide a little more detail upon how each aim is to be achieved and why it is important.

1. *To develop an understanding of why professionalism is important in medicine.*
Briefly state that it is essential that doctors in training have an understanding of what professionalism means, how doctors and doctors in training demonstrate it and what the consequences of failing to demonstrate professionalism are, both for self, and for the wider medical community.
2. *To develop a critical approach to key issues surrounding professionalism*
Briefly state that a number of scenarios have been created using principles from the GMC guidance. Accompanying each scenario is a number of questions that will be discussed within the groups, with feedback to the rest of the group for a wider discussion afterwards.
3. *To understand what the role of the GMC is in ensuring good medical practice*
Briefly state that at the end of the session we will discuss the role of the GMC in ensuring good medical practice will be touched on. State that additional resources will be given out for additional reading.

Slide 3: Why is professionalism important in medicine? (5-10 minutes)

The lead facilitator should instruct the students to spend a couple of minutes within their groups discussing the answer to '*why is professionalism important in medicine?*'. Any additional facilitators should encourage discussion within the four groups.

At the end of this, each group should be asked to offer an answer to the whole group, and for them to explain that answer in more detail, with a particular focus on eliciting the reasons why it is important.

Any answers on the PowerPoint that have not been suggested by students should be discussed at this point.

Slide 4: Rank the following options (5-10 minutes)

The lead facilitator will instruct the students to rank the options presented on the presentation, in order of seriousness (with 1 being the least serious, and 5 being the most serious). Ask each group to nominate a spokesperson to present their findings at the end of the discussion with justification.

After 5 minutes (or sooner if the groups have completed their discussions), choose one of the four groups' spokesperson to present their ranking with justification. It is important to emphasise there is no right or wrong answer, it is all about the critical thinking and understanding of the underlying principles that matter in this task. It would be hoped that rudeness to patients and colleagues would feature as the most serious for the obvious reasons.

Slide 5: Discuss the Facebook conversation (10 – 30 minutes)

The lead facilitator should ask two students to read out the conversation to the whole group. The lead facilitator should give the groups 5-10 minutes to discuss their thoughts on the media item and to formulate an answer to the questions.

The lead facilitator should ask a group to answer question a, another to answer question b and a third to answer question C. Some answers for each could be as follows:

- a) *What professional issues does this Facebook conversation raise?*
- Confidentiality and issues surrounding privacy
 - Damage to the reputation of doctors in training and the medical profession
 - Distress to the patient and her family
- b) *How else could the medical student have dealt with this challenging and emotionally provocative situation?*
- Spoken to the student support team within her institution
 - Spoken to the attending physician about her feelings
 - Spoken to her peers maintaining the patient's confidentiality
- c) *What steps can medical students make in order to protect themselves online? (e.g. on Facebook, Twitter etc)*
- Maximum privacy setting (e.g. everything on private, do not give social media details out, do not accept random friend requests etc.)
 - Be cautious what you post, and who can see it
 - Maintain a professional appearance

Slide 6: Discuss the twitter post (10 – 20 minutes)

The lead facilitator should ask a student to read the Twitter post to the whole group. The lead facilitator should give the groups 5-10 minutes to discuss their thoughts on the media item and to formulate an answer to the questions.

After facilitator - lead discussions, a wider group feedback and discussion should occur. Some answers for each could be as follows:

- a) *What professional issues does this Twitter post raise?*
- Bullying
 - Disrespect and defamatory comments
 - Expression of anger and frustration on a media platform is highly inappropriate
 - How would the administrative team feel if they saw this tweet?
 - How would this look to the wider community if they didn't know much about the hospital?
- b) *How else could the medical student have dealt with their obvious frustration?*
- Speak to the admin team in a professional manner with the aim of resolving any issues
 - Contact the medical school in a professional manner with the aim of resolving any issues
 - Keep the obvious frustration off social media

- c) What would you do if you saw one of your colleagues post this online?
- Speak to them in private with the aim of encouraging them to remove the offensive tweet, whilst maintaining a professional and appropriate tone
 - Submit an anonymous report to the appropriate individuals within the medical institute
 - Don't comment on the social media item

Slide 7: Discuss this conversation (10 – 30 minutes)

The lead facilitator should ask a student to read the conversation to the whole group. The lead facilitator should give the groups 5-10 minutes to discuss their thoughts on the media item and to formulate an answer to the questions.

After facilitator - lead discussions, a wider group feedback and discussion should occur. Some answers for each could be as follows:

- a) *What professional issues does this conversation raise?*
- Taking drugs goes against the expectations the GMC has of medical students outside of the clinical environment
 - Getting arrested for violence again goes against the expectations the GMC has of medical students outside of the clinical environment
 - Videos of such incidents on the public domain is a serious issue
- b) *How would you respond to this message from James?*
- One should not participate in actions of spreading this story to other individuals
 - You ideally would state that you do not wish to see the link to the video
 - It may be wise to enquire upon the welfare of 'Sam'
- c) *What are your opinions regarding medical students taking drugs?*
Refer to the GMC guidance for suggested answers

Slide 8: Discuss this conversation (10 – 20 minutes)

The lead facilitator should ask two students to read the conversation to the whole group. The lead facilitator should give the groups 5-10 minutes to discuss their thoughts on the media item and to formulate an answer to the questions.

After facilitator - lead discussions, a wider group feedback and discussion should occur. Some answers for each could be as follows:

- a) *What professional issues does this conversation raise?*
- Demonstrates a poor attitude to the importance of attendance clinical placements
 - Plagiarism / cheating goes against the expectations the GMC has of doctors in training
- b) *How would you deal with one of your peers asking you to sign them into a taught teaching session?*
- You would refuse and remind your peer of their professional responsibilities
 - If one of your peers repeatedly asks you, you would be wise to contact your medical school

- c) *What would you do in response to your peer telling you that she intends to cheat / plagiarise on her E-portfolio?*
- You would remind your peer of their professional responsibilities
 - You should follow your universities Whistleblowing procedure. As a doctor in training you have a responsibility to ensure any evidence of malpractice is reported

Slide 9: Discuss this Facebook post (10 – 20 minutes)

The lead facilitator should ask a student to read the conversation to the whole group. The lead facilitator should give the groups 5-10 minutes to discuss their thoughts on the media item and to formulate an answer to the questions.

After facilitator - lead discussions, a wider group feedback and discussion should occur. Some answers for each could be as follows:

- a) *What professional issues does this Facebook status raise?*
- Humiliation of a fellow colleague goes against the conduct expected by the GMC of doctors in training
- b) *Imagine you were David. How would you deal with this?*
- Ideally, you would not respond directly on the Facebook post. You would message the medical student in a professional manner, requesting that the post is removed
 - You could contact the medical school for support and intervention
- c) *Briefly explain how social media can be used positively within medical school?*
- It can be an opportunity to showcase some of the excellent work produced by medical students
 - It can be used to connect with medical students and doctors nationally and internationally
 - It can be used to promote opportunities such as societies, research opportunities and conferences
 - It can be used to promote good medical practice

Slide 10: Fitness to practice processes (5 minutes)

The lead facilitator should outline the GMC-set fitness to practice processes with a particular focus on the individual medical schools' policies.

Slide 11: Conclusions (5 minutes)

Ask the students to offer a key learning point before bringing up the three which have been written on the presentation.

- 1) Professionalism is vital to maintaining the trust our patients have in the medical profession
- 2) Make yourself aware of the guidance produced by the GMC as this is an invaluable source of clear and concise information

3) Doctors and doctors in training are in an extremely privileged position. Do not abuse it

Slide 12 Resources and evaluations (5 minutes)

The facilitators should hand out the resources and evaluation forms which should be completed and subsequently thematically analysed.

'Jane, can you sign me in?' – Evaluation Form

Year of study:

Length of session:

How would you rate the session overall?

<i>Poor</i>	<i>Mediocre</i>	<i>Average</i>	<i>Good</i>	<i>Excellent</i>
<input type="radio"/>				

How would you rate the facilitators?

<i>Poor</i>	<i>Mediocre</i>	<i>Average</i>	<i>Good</i>	<i>Excellent</i>
<input type="radio"/>				

Do you feel you have a greater understanding of why professionalism is important?

<i>Not at all</i>				<i>Yes - absolutely</i>
<input type="radio"/>				

Do you feel you have developed a greater ability to approach key issues surrounding professionalism critically?

<i>Not at all</i>				<i>Yes - absolutely</i>
<input type="radio"/>				

Do you understand what the role of the GMC is in ensuring good medical practice?

<i>Not at all</i>				<i>Yes - absolutely</i>
<input type="radio"/>				

How much have you enjoyed today's session?

<i>Not at all</i>				<i>Lots</i>
<input type="radio"/>				

Was the facilitator-led scenario based format a useful teaching method?

<i>Not at all</i>				<i>Yes - absolutely</i>
<input type="radio"/>				

Are you more aware of the GMC guidance surrounding good medical practise and professionalism?

<i>Not at all</i>				<i>Yes - absolutely</i>
<input type="radio"/>				

Any additional comments:

Thank you