

The Game of Medical Student Life

The general aim of this teaching session is to provide a fun and interactive learning opportunity for medical students. It is based on the 'Achieving Good Medical Practice' guidelines published by the GMC and Medical Schools Council in 2016. It outlines the standards expected of medical students and also how Good Medical Practice, the key guideline for doctors can be applied to students.

The guidelines have 4 key domains:

- Knowledge, skills and performance
- Safety and quality
- Communication, partnership and teamwork
- Maintaining trust

There is a key focus on professionalism and this session will focus on this aspect, especially in relation to speaking out about your personal and colleagues' wellbeing, as well as professionalism and patient safety concerns.

Session Objectives

1. Recognise situations which would require medical students to raise concerns
2. Identify barriers to speaking up about unprofessional behaviour, patient safety concerns and the wellbeing of peers
3. Explore the benefits of highlighting concerns about professionalism, patient safety and the wellbeing of others
4. Practice difficult conversations in scenarios where speaking up is necessary

Session Information

This teaching session is based around the well known board game "The Game of Life" to reflect how life as a medical student can be unpredictable and unique to each individual. It will also utilise the competitive trait in every medical student to create an engaging, interactive and memorable learning style where everyone is involved.

Instructions:

1. A PowerPoint presentation of the game is displayed on the screen and the teams work their way around the board by rolling a die and moving the appropriate number of squares. (if no dice are available you can use a virtual one which can be found at: <https://virtualdiceroll.com/1/en/one-die>)
2. Sticky notes can be stuck onto the screen to act as counters or alternatively, the square numbers reached by each team can be recorded to monitor progress
3. Upon landing on a square, the teaching session facilitator must click the number which will display the instructions for the square. The team must then follow these instructions. This may involve the whole team or a nominated individual.
4. The facilitator should evaluate the students' responses based upon answers provided in the facilitator's notes (below) and their own professional judgement. If they acted correctly and appropriately, a professionalism point should be awarded. If they failed to

act or resolve the issue, they should miss a go. If they act inappropriately, a professionalism point can be removed.

5. The aim is to gain more professionalism points than the other team by the time the first team reaches the graduation hat. If this has not occurred by 25 minutes (or 5 minutes before the end of the teaching session) then the game should end and the team with the most points will win.

Tasks on each square are from the following categories:

1. Speaking Out
2. Welfare
3. Communication
4. Role Play
5. Myth Buster
6. Professionalism Scenario

Each scenario is based upon the guidance outlined in the GMC and Medical Schools Council guidelines. Students should try to answer the question/task/perform the role play to the best of their ability using their judgement as to the most appropriate response or action to take.

It is designed to be fun and non-judgmental and facilitators should use this as a teaching and learning exercise, not expecting the student to be perfect. Mistakes are allowed, it is how we learn from them that is important.

Staff required: minimum of one facilitator to present, ideally with 2-3 others to assist in discussions within the group tasks, if delivered to students in the early years of the course the facilitator could be a more senior medical student.

Equipment required:

- PC with projector and internet access
- Preloaded PowerPoint presentation
- Some stations require pen and paper to write down ideas
- Copies of the latest guidelines for students to refer to at the end
- Feedback form for each student

Length of session: 30 minutes- 1 hour

Target Audience: this session is suitable for medical students at all stages of training

Number of students: no minimum or maximum, however ~30 is appropriate, the group then needs to divide into 4 teams.

Acknowledgements:

We take no ownership of the concept behind this game and fully acknowledge “The Game of Life” as the brand and basis for the game. If the teaching session were to require adjustment for copyright reasons we would understand and be happy to make changes.

Areas for improvement?

Any further comments?

Thank you, we value all feedback

Notes for Facilitator

1. Whilst approaching peers to highlight unprofessional behavior can be very uncomfortable, it is necessary if it could prevent an adverse event. The students concerned may not be behaving inappropriately at that time, but there is a potential that things could become unprofessional if they are drinking heavily. GMC guidance states “you should avoid doing things that will undermine the trust patients have in doctors and the public has in the medical profession” therefore highlighting that they are medical students whilst drinking is unprofessional. Because they have only just started medical school, it is likely that they are unaware of this therefore it is likely that briefly explaining the above and advising them to remove the lanyards would be effective.

Award 1 point for an appropriate explanation. If the participant fails to persuade the student to remove the lanyard or uses threatening or excessively forceful language they should miss their next go.

2.

APPROACH	FOR	AGAINST
Do nothing	Prevents intruding into her situation and privacy, she may not want help	Her welfare may deteriorate if she does not access support
Offer to listen to her concerns and help if you can	Allows you to help if possible, provides her with additional support e.g. could signpost to student support services, advise her to tell her family or GP	She is avoiding contact so starting a conversation may be difficult, may be time consuming for a student during a busy freshers week
Inform the university	Will ensure she is supported, easier than confronting the situation yourself	You do not know the nature of the problem, she may be irritated that you escalated the problem meaning she is less likely to come to you for support in future

Award a point if they can give satisfactory reasons both for and against their action, even if different to the above options. If they cannot give a reason for and against then they should miss a go. Emphasise how this can show how it can be difficult to know when we should raise concerns and doing so can be difficult.

3. Barriers to speaking up include:
 - Fear of conflict/being victimised
 - Don't believe it will change anything
 - Fear of affecting relationships with peers

Fear of the time and effort needed to speak up- med students often stressed
Doubt as to whether the situation/behavior is truly unprofessional

Award 1 professionalism point for an appropriate explanation of any of the above points or other valid reason

4. 4A - Correct answer: 3 and 6

In this case the patient, the patient may well have dementia as they are on a dementia ward. This means that the comments may therefore be as a result of the dementia process which can lead to behavior changes and disinhibition. Whilst this is still not acceptable, avoidance is not

1. Although avoidance would stop the abuse, it is unlikely to be a long-term solution and the problem needs dealing with
2. Calling security would not be the most appropriate action in this scenario. Should the patient become aggressive or violent, then security may be needed for both yours, and the patient's safety.
3. Correct, they will be able to offer advice as to how to deal with the situation and may be able to get you moved to a different ward or away from that particular patient
4. This is not an appropriate way to deal with the situation, and dishonesty is not seen as professional behavior, you should be open and honest with your supervisors who will be able to offer advice and support
5. This again is not appropriate; you should never be put in a situation in which you should be victim to hurtful comments and abuse. This needs reporting to senior members of staff.
6. Correct, they may be able to offer support regarding the comments that were made

Award 1 professionalism point for each correct answer. If they do not choose a correct option they should miss a go.

4B - Correct answer: 3 and 4

1. This is clearly not appropriate; you need to seek help and not suffer in silence. The medical school will not "kick you out" for being diagnosed with a mental health condition. You need to be open and honest with them so that they can best support you. It can be seen as a professionalism concern if you don't report health conditions to the medical school as your performance may be affected.
2. Your GP is a suitable place to access help, however you should also inform the medical school
3. The welfare team will be able to provide advice and support regarding how to manage your studies and your health
4. Informing your placement supervisors may allow them to put measures in place to help support you throughout your studies.

Award 1 professionalism point for each correct answer. If they do not choose a correct option they should miss a go

'The only circumstances that might involve student fitness to practise are when a student is not showing insight into their condition, not seeking appropriate medical advice, or not complying with treatment. This becomes a student fitness to practise issue because the safety of the student or others around them, as well as confidence in the profession may be compromised.'

5. **5A** - This is an uncomfortable thing to tell someone but it is a surprisingly common situation on busy wards. Not doing so could allow the unfair work imbalance between the doctors to continue which could threaten patient safety.

Award 1 point if the student politely points out to the unprofessional doctor that there are jobs to be done and requests that he does his share. Suggesting to divide out tasks or similar suggestions can earn a bonus point. Subtract a point if the role play becomes confrontational as this is not a professional way to speak to colleagues

5B - Speaking up to seniors can be especially difficult but it is important not to let the positions of others deter us from highlighting unprofessional behavior. If you felt uncomfortable to challenge the consultant yourself then you should inform the nominated person for concerns on your placement. **Award a point for students who take the consultant aside and sensitively tell him that it is unprofessional to refer to patients by their characteristics and suggest he uses names in future. If the student fails to stay composed or looks uncomfortable, they should miss the next go but reassure them that it is natural to feel this which is why practice and knowledge of who to report concerns to is helpful.**

6. **6A** - This would be classified as “self plagiarism” which is dishonest. GMC Achieving Good Medical Practice, page 42. This means you are submitting work as if you had written it for that particular purpose when it had already been used and graded previously. It also means you have not done the assigned work for that project which will affect your learning overall. **Award one point if the student recognises that this is unprofessional and explains why.**

6B - 3. Is correct because this is the only option which involves changing placement, (likely the best option for your welfare however professional you can act) whilst still informing your medical school so they can make formal arrangements. This also means they can offer support for which could be a difficult time

Award 1 professionalism point for choosing option 3. All other answers will cause the team to miss their next go.

7. **7A** - correct answer- 2 as it is likely that he made a simple mistake but it is essential that the patient is informed of the correct information. It is very important that when explaining things to patients we are confident that the information is correct. Although it can be tempting to try even if you are unsure of some things, it is important to recognise that giving misleading information can cause harmful consequences for both doctors and patients. It is therefore necessary to politely inform the student of his mistake. From GMC guidance domain 4: how can I demonstrate honesty? page 43.

Award 1 professionalism point for choosing 2.

7B - The guidelines clearly state that you should always recognise the limits of your competence and practice within these, seeking help and supervision if necessary. **Award a professionalism point for an answer which explains why they cannot perform the procedure.**

The guidelines state:

- *If you are not sure you are able to carry out a procedure competently, you should ask for help from a more experienced colleague, such as a nurse or qualified doctor. You should only attempt practical procedures if you have been trained to do so, and only under supervision that is appropriate to your level of competence.*
 - *Registered doctors must recognise and work within the limits of their competence. You must:*
 - recognise the limits of your competence and ask for help when necessary*
 - make sure you clearly explain your level of competence to anyone who supervises you on a placement, so you are not asked to do anything you are not trained to do*
 - make sure patients, carers and colleagues are aware that you are a medical student and not a registered doctor*
- 8.** This is undoubtedly a difficult situation. You need to be open and honest with the family whilst still maintaining patient confidentiality. As a medical student it is not your responsibility to disclose information about prognosis to a patient or family. The best thing you could do would be to clearly explain to the family that you are a student and not at liberty to discuss this, but you will be able to point them in the direction of someone who can e.g. the consultant on the ward. The family are likely to be very distressed so communication needs to be clear yet supportive.

Award a professionalism point for an adequate explanation of why they cannot disclose the information, in a calm, polite way

The guidelines state:

6. Registered doctors must recognise and work within the limits of their competence.

7. As a medical student, this applies to you in relation to the time you'll spend with patients on a clinical placement. It also means you should only treat patients or give medical advice when you are under the supervision of a registered healthcare practitioner. You must not carry out procedures on friends or your family. You must:

- recognise the limits of your competence and ask for help when necessary*
- make sure you clearly explain your level of competence to anyone who supervises you on a placement, so you are not asked to do anything you are not trained to do*

When communicating with patients you must:

-Be honest when you don't know something. As a student, you're not expected to know the answers to all questions a patient may have, but you are expected to listen to them and respect their views. You should do your best to find out the answers to the patient's questions yourself, or pass the query on to someone who will be able to help

57. You must never share confidential information about a patient with anyone who is not directly involved in their care without the patient's permission. However, confidentiality is not absolute, and appropriate information sharing is essential to the efficient provision of safe, effective care

- 9.** This is a very difficult situation for you. You need to be there to support your friend who is going through a very difficult time, and also respect their confidentiality, you have a duty not to disclose information which they have not agreed to. It may be helpful to have a chat with your colleague explaining that if they told the welfare team at the university

then they may be able to offer support. It is important for them to act in a professional manner, they must not tell lies with regards to any absences.

Award a professionalism point for any explanation of the issues involved how this may make them feel.

- 10.** False: Achieving Good Medical Practice, Page 23, Raising concerns – a legal or a moral duty? states:

“Neither the GMC nor placement providers can legally require students to raise concerns. However, students do have a formal relationship with their medical school, which will expect them to raise concerns as professional future doctors.”

Award 1 professionalism point for choosing False.

- 11.** False

Award 1 professionalism point for correctly choosing false.

Many concerns won't cross the threshold for your school to initiate student fitness to practise procedures. This is defined in “Professional behaviour and fitness to practise, our guidance to medical schools”, but in short your actions have to be serious enough for there to be concerns about patient safety or trust in the profession. If the concerns don't cross that threshold, your school will manage them outside student fitness to practise proceedings. Some schools have a health and conduct committee, which sits below the fitness to practise process, to manage concerns that don't cross that threshold. This lower level process is essentially supportive in nature. Even if formal student fitness to practise procedures are initiated, your school has to complete an investigation first, where they decide whether referring you to a student fitness to practise panel is the best course of action. The investigators will only refer you if they think your fitness to practise might be impaired.

- 12.** In this situation, it is clear that a mistake has been made in the treatment of this child, the parents will understandably be upset and angry about this. The best way to handle the situation is to be open and honest with the family explaining what has happened and what will be done to A - treat the boy now that the fracture has been identified and B - identify how the mistake occurred and make changes to prevent such an event from happening again. An apology needs to be offered to the patient and his family.

64. When something goes wrong with a patient's treatment, doctors must be open and honest with patients and carers.

Award 1 professionalism point for role play which is open, honest and offers an apology.

- 13.** The desire to push on and continue with the course despite personal health concerns is a common situation faced by medical students. Whilst it may seem easier to not tell anyone, you may also pose a risk to both yourself and patients if you continue to attend when unwell, this may have long-term implications. Your health should be your priority and seeking advice from your GP should be your first port of call. Failing to act upon health concerns can actually be seen as a professionalism issue as you may be putting other people at risk. If a similar situation was happening to another colleague, you would probably advise them to seek help, so why would you not do that yourself? This can be difficult to accept and follow but is essential for professional practice as a medical student.

Registered doctors must protect patients from any risk posed by their health. You must engage with the occupational health referral process if your health has deteriorated, or if

there are concerns that your health may have an impact on your ability to study
Doctors must declare any health conditions which might affect their fitness to practise to the GMC so that it can take any necessary action to protect patients and help the doctor get the support they need.

As a medical student, you must tell your medical school about any serious health problems, or any aspect of your health or personal circumstances that could affect your training (especially your placements) or your relationship with colleagues. This is so that your medical school can support you, and it can only do this if it knows that you have a problem. Telling your medical school shows you have insight into the impact your condition may have on patients, your fellow students and yourself. This is a crucial factor that medical schools consider in relation to health and fitness to practise.

Award 1 professionalism point for explaining why this is not professional behaviour and for offering ideas for what should be done in this situation (speaking up to the medical school and informing your GP or other means of support.)

- 14.** The patient is understandably angry and distressed. In this situation you may need to use techniques to calm the patient down such as trying to get them to sit down, keeping adequate space between you and them and moving them to a quieter or more private environment.

You will need to be clear and honest with the patient and explain why there has been a delay, and that you are working as fast as possible to ensure that the wait is minimised, however patient safety is your first priority. Offering an apology is often all that is needed in most situations.

Always think about your own safety and the safety of the people around you and bear in mind that you may need to call security if the patient becomes aggressive or violent. No-one should be subject to threatening or abusive behaviour, and this needs to be explained to the patient.

You may be able to ask the nurses how long the delay is so the patient can be told honestly how much longer he may have to wait.

Award 1 point for each method of calming the patient offered. Explain that speaking up about concerns may occasionally result in anger as they can involve sensitive issues. It is therefore important to consider the above methods of dealing with anger.

- 15.** Correct answer: 30% (343 out of 1,122 respondents). Use this to impress the prevalence of mental health issues in medicine meaning that most students will need to speak up about either their own health or a peer's at some point in their career. This is why it is important to recognise when to speak up and being confident to do so.

Award 1 professionalism point for answering 30%.

- 16.** 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 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

Support could be given from:

- peers
- friends and family
- personal tutor
- university/BMA counselling services
- medical school/Medsoc welfare team
- GP/healthcare services
- charities eg Student minds etc

Award 1 professionalism point for each support mechanism listed within 30 seconds

- 17.** Whilst this is a challenging situation, it is essential that you speak out about this as patient safety is being put at risk. As you have seen the same incident occur several times it is unlikely to be an isolated mistake. You may not feel comfortable speaking to the nurse directly, however you should speak to a senior member of staff on the ward, your consultant or someone who you feel comfortable speaking to. It is not essential who, as long as it is taken further as patient safety may be being compromised. You must:
- raise any concerns you have about patient safety, dignity or comfort promptly
 - follow your medical school's policy on raising concerns, wherever possible

Award 1 professionalism point for an explanation of how they would escalate this concern

- 18.** You may feel as though you do not have enough information, however the scenario suggests that the doctor has breached confidentiality by disclosing information without first gaining consent from the patient. This should first be clarified from the doctor as consent may have been obtained without your knowledge. If the doctor acknowledges her error, you could advise she uses techniques to avoid this in future such as:
- Ask the relative to come in to discuss with you in person
 - Some wards use passwords to allow you to discuss with relatives
 - Ask the patient if they are happy for you to discuss the results with the relative
- If the doctor is not aware that what she has done is unprofessional or you are concerned, this is a not just a one-off mistake, you must escalate your concerns. This could be the designated person in your placement provider staff or a senior staff member on the ward.

Award 1 point for enquiring further and explaining why disclosing such information is unprofessional.

The GMC Achieving Good Medical Practice guidelines state:

"56. All patients have a right to expect that their doctors will hold information about them in confidence. Confidentiality is central to trust between doctors and patients

57. You must never share confidential information about a patient with anyone who is not directly involved in their care without the patient's permission

58. You must not share identifiable information about a patient where you can be overheard, such as in a public place or on social media, or include it in any work or logbooks you submit. You must be clear about what confidential information a patient has agreed can be shared with friends and family before you discuss their care"

- 19.** No, BBV do not mean you cannot complete your degree or practice medicine, providing

you attend relevant screenings and follow guidance from your medical school regarding EPPs. Point out that not abiding by medical school or NHS rules about EPPs could put patients at risk of contracting the disease.

Award 1 professionalism point for answering no.

The GMC Achieving Good Medical Practice guidelines state:

“36 You don’t need to perform exposure prone procedures (EPPs) to achieve the outcomes of undergraduate medical education. Students with blood-borne viruses can study medicine, but they may not be able to perform EPPs and may have restrictions on their clinical placements. They must also complete the recommended health screening before they carry out any EPPs and must limit their medical practice when they graduate. You can find further information and guidance at www.medschools.ac.uk/students/howtoapply/publications/pages/BBV.aspx.”

- 20.** False. As a medical student, your studies will bring you into contact with patients and members of the public, who can be physically and emotionally vulnerable. Because of this, and the fact that you’ll be joining a trusted profession, you must not use your position to pursue a sexual or improper emotional relationship with them. This includes situations where a patient or someone close to them tries to initiate a relationship with you.

Award 1 point for answering false.

- 21. 21A.** You should inform your medical school of this diagnosis because it could potentially affect your ability to study, practice and could have secondary effects on patients, especially if your illness was to affect you during placement. It is likely that you will need support in this difficult situation, therefore by telling the medical school they can provide support directly by making placement providers aware and allowing time for medical appointments. They will also be able to signpost you to other services which may be helpful. Barriers to informing the medical school may include the time and effort needed to do so, fear of being judged by your illness or it affecting your studies, not feeling as if you require support currently or doubting that they will be able to help.

Award 1 professionalism point for answering yes and giving a benefit of informing the university. Award an additional point for considering barriers to informing the university.

21B. This is a common situation faced by medical students, medical school can be extremely stressful, particularly in the run up to exams. You should seek help from your GP for your anxiety, but also speak to the university welfare team and your course supervisors to explain the situation. They may be offer additional support to help you. Dropping out of the course is a situation that everyone is looking to avoid, there are plenty of options to try before this. If your ability to perform on placement is being affected then it is essential that you seek help as you may be compromising yours and patient safety.

Award 1 professionalism point for informing the medical school and seeking support.

- 22. 22A.** This is not a situation that you should have to be subject to, and you need to take

action. Whilst it can be difficult if the doctor is assigned to do your sign off, you must speak out. You may not feel happy challenging the consultant directly, however you could discuss it with another supervisor or member of staff who you feel comfortable with or one of your placement coordinators. There are plenty of people who you can turn to for help including:

- Other members of staff on the ward
- Personal tutor
- Welfare team
- Placement coordinators

An important point to consider is that the consultant may be unaware of how he is making you feel, a simple explanation of how he is making you feel may be all that is needed to rectify the situation, however many people may not be comfortable discussing this directly with someone much more senior.

Award 1 professionalism point giving a valid way of escalating the concern.

The GMC Achieving Good Medical Practice guidelines state:

“23. 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. In exceptional circumstances, you may not feel comfortable following the medical school’s policy (for example, because the person causing the concern is the person you have to raise it with), but you must still find another way to raise your concern. For example, you can talk to a member of staff with whom you have an ongoing relationship, such as your personal tutor, who can support you”

22B. Barriers to speaking up include:

- Fear of conflict/being victimised
- Don’t believe it will change anything
- Fear of affecting relationships with peers
- Fear of the time and effort needed to speak up- medical students often time pressured
- Doubt as to whether the situation/behaviour is truly unprofessional

Award 1 professionalism point for an appropriate explanation of any of the above points or other valid reason

23. 23A. Medical students need to behave professionally outside of work and medical school. This means you should avoid doing things that will undermine the trust patients have in doctors and the public has in the medical profession.

- Persistent inappropriate attitude or behaviour
- Failing to demonstrate good clinical practice
- Drug or alcohol misuse
- Cheating or plagiarising
- Dishonesty or fraud
- Aggressive, violent or threatening behaviour
- Any caution or conviction

Award 1 professionalism point for listing 3 examples which would fit into one of the above categories.

23B. Doctors must be honest and trustworthy if asked to give evidence in any legal or disciplinary process. They're also expected to report certain matters to the GMC, for example if they receive a caution from the police.

You have a duty to cooperate with medical school fitness to practise procedures that involve you or your colleagues. You also have a responsibility to tell your medical school immediately, and the GMC when you apply for provisional registration, if you:

- accept a caution for a criminal offence whilst you are at medical school
- have been charged with or found guilty of a criminal offence whilst at medical school
- have serious concerns about your health

You should tell your medical school or university if you are the subject of any legal proceedings that could call into question your fitness to practise medicine. You shouldn't wait until legal proceedings have been concluded before you do this.

Award 1 professionalism point for answers which involves telling the medical school.

- 24.** This scenario involves recognising that the patient cannot consent to the procedure so it would therefore be inappropriate to perform this as a medical student. The short role play activity should provide practice for the student to tell the doctor that the patient is confused so therefore cannot consent to the procedure.

Award 1 professionalism point for a reasonable declination to perform the procedure and explaining why

The GMC Achieving Good Medical Practice guidelines state:

"11. Towards the end of your studies, you may be responsible, under supervision, for explaining to a patient what will happen to them – and, in some cases, getting their consent for a minor procedure, such as taking a blood sample or a blood pressure reading. In almost all other cases, you won't be solely responsible for seeking consent. Whatever the circumstances, you should always check with the patient what they have already agreed to in terms of treatment and that they're happy for a student to be involved in their care

Patients need to know that you are a student so they can make an informed decision about whether they want you to be involved in their care. Once they know you are a student, you can ask if they're happy for you to talk to them about their health or carry out a procedure:

*-you should be aware that sometimes patients might not have the capacity to give consent.**

-you should not carry out any procedure on a patient without their consent for that specific procedure.

-you must respect the decision of patients who do not want you to be involved in their care.”

25. Correct answer: False

The GMC Achieving Good Medical Practice guidelines state:

“62. As a medical student, you also have the right to hold a conscientious objection to some types of treatment and you should discuss this with your medical school. However, you must meet the GMC’s outcomes for graduates (originally published in Tomorrow’s Doctors) * and can’t be exempted from any of these outcomes”

Award 1 professionalism point for answering false

26. Although the students may not be giving the patient’s name or date of birth etc, he could potentially be identified by his unusual presentation and symptoms. Even if this were not the case, the bus is not an appropriate place to discuss cases in detail as other passengers may find it distressing. This means it would be appropriate to interrupt the students immediately and point out that they can be overheard. Depending on how much information had been revealed and the response of the students, it is likely that you will need to escalate this incident to the medical school as it may be that these students need further investigation or additional training in confidentiality.

“Confidentiality is not absolute, and appropriate information sharing is essential to the efficient provision of safe, effective care.”

[Confidentiality: Good Practice in Handling Patient Information guidelines]

Award 1 professionalism point for recognising that they are breaching confidentiality and this requires you to speak up immediately to prevent this from continuing.

27. You could suggest to the junior doctor that they seek support from their GP and or colleagues/family/friends. It may help to discuss the situation with the consultant on the ward who may be able to make changes to support them.

Award 1 professionalism point for recommending that they tell someone so that they can access support and prevent her stress from affecting her work.

The GMC Achieving Good Medical Practice guidelines state:

“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:

*-acting outside his or her competence
-failing to see concerns about their health or not following advice on these concerns*

29. Registered doctors must protect patients from any risk posed by their health. To do this, they must ask for help from a suitable colleague and follow their advice about any changes to their practice the colleague considers necessary”

- 28.** You may feel that this patient’s illness is “self-inflicted” and it is unfair when your own mother is suffering too. It may make you change the way you act towards the patient. You must treat patients fairly and with respect whatever their life choices and beliefs (Good Medical Practice paragraph 48)

Award 1 point for giving an explanation of how this may affect your feelings but that it is important not to let this affect your interactions with the patient. Award a bonus point for suggesting that seeking extra support would make this easier.

The GMC Achieving Good Medical Practice guidelines state:

“You must support patients in caring for themselves to empower them to improve and maintain their health. This may, for example include improve and maintain their health. This may, for example, include:

- a. advising patients on the effects of their life choices and lifestyle on their health and wellbeing.*
 - b. supporting patients to make lifestyle changes where appropriate.*
- (Good Medical Practice paragraph 51)*

68. Doctors must provide or arrange investigations and treatment based on:

-the assessment that they and the patient make of the patient’s needs and priorities

AND

-their clinical judgement about the likely effectiveness of the treatment options

Doctors must not refuse or delay treatment because they believe a patient’s actions or lifestyle have contributed to their condition

69. As a medical student, you won’t be expected to make decisions about treatment options. But you mustn’t let your own opinions or views affect the way you treat patients and others or the information you give them.”

- 29.** It is important that we introduce ourselves and make others aware of who we are on placements. This means we are not expected to perform jobs outside of our competency and other staff will know who is on the ward. This can even be advantageous as will likely provide more learning opportunities than if staff did not know who you are. It will also ensure patients are aware of your student status as they should always have the choice as to whether a student is present.

“If your medical school or placement provider has given you an ID badge or similar, make sure it is visible at all times.” -Being professional on placements – practical steps, page 12

Award 1 professionalism point for giving at least one of the above reasons in the role play

- 30.** It can be an uncomfortable situation having to speak out when concerned about the behaviour of a friend or colleague, however you have a duty to. Being hungover on the wards could put patient safety at risk and is extremely unprofessional.

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

You might be concerned about the behaviour of a fellow student, for example if they are:

- rude to a patient
- does not contribute to group work you've been assigned
- posts inappropriate content on social media
- is intoxicated when attending a placement, lecture or seminar.

Award 1 professionalism point for recognising the need to speak out and giving a way of doing so, such as speaking to the placement provider, your personal tutor or a senior etc. Give a bonus point for each situation listed that would require students to speak up (listed above).

The GMC Achieving Good Medical Practice Guidelines state:

“20. Patient safety is the responsibility of the whole team, which could include clinical and non-clinical members. This is why registered doctors must take action to raise concerns and support others to raise concerns about patient safety

21. This applies to everyone working in a healthcare setting – including medical students on clinical placements. Patient safety does not just relate to the clinical treatment patients get – it also includes raising concerns when a patient’s dignity or comfort is compromised.”

- 31.** It is important that any concerns are raised and you must find someone appropriate with whom to do this. This may be another senior member of staff or someone with which you have a good relationship e.g. personal tutor.

Award 1 professional point for offering an alternate method of raising concerns.

The GMC Achieving Good Medical Practice Guidelines state:

“4. In exceptional circumstances, you may not feel comfortable following the medical school’s policy (for example, because the person causing the concern is the person you have to raise it with), but you must still find another way to raise your concern. For example, you can talk to a member of staff with whom you have an ongoing relationship, such as your personal tutor, who can support you. If the concern arises while you are on a placement, you may also find it helpful to refer to the placement provider’s raising concerns policy”

- 32.** Unconscious biases are the beliefs, attitudes or stereotypes that affect your understanding, actions or decisions in a way you are not consciously aware of. Often these biases affect the immediate decisions we make about people and situations. Reflective practice involves trying to identify your personal biases and how they influence your thinking and the way you respond to people or situations. Developing this

skill is fundamental to making good decisions as a professional. It can also help us recognise situations which are unprofessional or unsafe where we would be required to speak up.

Being mindful of unconscious bias can be helpful when trying to avoid it, as being aware of it allows you to consciously try and avoid it.

Award 1 professionalism point for explaining the above and the importance of recognising bias.

- 33.** 3 is correct as it allows the medical school to investigate properly and sensitively and give professional support as needed. Being under the influence of alcohol whilst at work is not only unprofessional but may also raise concerns about the wellbeing of the member of staff. Are they using alcohol as a coping strategy for other struggles they are facing in their life, they need support with this.

Award 1 professionalism point for answering 3.

The GMC Achieving Good Medical Practice Guidelines state:

“28 You may also have concerns about the lecturers and staff at your medical school. And while they may not be an immediate risk to patients, your medical school will still want to know if you are concerned about someone’s health or wellbeing. They can then take steps to enable the individual to get the support they need. You must always raise concerns in a confidential, non-judgemental way”

- 34.** Correct answer: False

Giving your name when speaking up about an issue can help the medical school investigate, keep you informed and provide support if needed. Remember this does not always mean they will tell the concerned student who informed them.

Award 1 professionalism point for answering false.

The GMC Achieving Good Medical Practice Guidelines state:

“25 It can be difficult for organisations to deal with anonymous concerns, because it’s more difficult to investigate the situation if they don’t know who made the complaint. Therefore, you should avoid raising concerns anonymously wherever possible. Remember that, although your medical school will know who raised the concern, they won’t necessarily need to name you as the source of concern when they investigate.”

- 35.** Correct answer: False

Award 1 professionalism point for answering false.

The GMC Achieving Good Medical Practice Guidelines state:

“9. A fitness to practise panel or committee is an impartial group of individuals that considers whether a student is fit to practise for the purposes of continuing their studies or for the purposes of graduation. Medical schools prepare evidence for the panel or committee to consider – students can also submit any evidence they feel is relevant. 10. The medical school and student then present their evidence to the panel or committee, which makes a decision based on it. A panel or committee will seek to establish the facts of the case – they make their decision based on the balance of

probabilities that the alleged incident occurred. They will then decide whether the student's fitness to practise medicine is impaired and make a decision on what, if any, sanction should be applied

12. Your medical school and university will support you during fitness to practise investigations and hearings. You can also contact external organisations such as the BMA or a medical defence organisation, which can also provide support and guidance"

- 36.** It is vital that the mistake is highlighted as patient safety is compromised and the error must be corrected to prevent any further harm. As a medical student it is not your responsibility to try to establish who has made the mistake, but rather to inform your seniors that it has happened so the incident can be first rectified and then investigated. You could raise your concerns with anyone who you feel comfortable with, this may be staff on the ward, your supervisor or another senior member of staff. It would be most appropriate to approach someone on the ward such as the sister in charge or the consultant so the mistake can be corrected quickly

Award 1 professionalism point for raising the issue. Award a bonus point for recognising that this issue requires action immediately because patient safety is at risk.

The GMC Achieving Good Medical Practice Guidelines state:

"20. Patient safety is the responsibility of the whole team, which could include clinical and non-clinical members. This is why registered doctors must take action to raise concerns and support others to raise concerns about patient safety.

21. This applies to everyone working in a healthcare setting – including medical students on clinical placements. Patient safety does not just relate to the clinical treatment patients get – it also includes raising concerns when a patient's dignity or comfort is compromised

22. You must:

- raise any concerns you have about patient safety, dignity or comfort promptly*
- follow your medical school's policy on raising concerns, wherever possible"*

- 37.** Correct answer: 2

Award 1 professionalism point for answering 2.

Because he is regularly not working adequately or contributing to the team. Whilst the other options are undoubtedly somewhat unprofessional, they are not severe or regular enough to cause concern that their daily practice will be affected. Option 2 is showing repeated lack of team contribution and suggests they are not working adequately to meet objectives and assigned tasks which would require investigation and support if needed. Option 3 is unprofessional because any of the students in the group chat could make the video public and this content could affect a patient's impression of the student and doctors if seen. This would mean speaking up would not be a bad thing to do but as the content is not public and does not show anything that could cause harm or distress to others, it would be better to speak to them about the issue personally before raising concerns with the medical school. Advising them to delete the video to the best of their ability would be good advice.

- 38.** Award 1 professionalism point for any response from a member of the team that reflects on what they have learnt and how this has affected their attitude to

speaking up about concerns

Add up the number of professionalism points achieved by each team once the game has ended and congratulate the team with the most points. Then proceed to the learning points to remind the group how the game reflects how we can be faced with unpredictable and difficult situations whereby we are required to speak up to prevent harm and make improvements.