

## Speaking Up

### Speaking Up

This lesson aims to teach medical students about the concept of raising concerns they may have whilst on hospital placement. The concepts covered are from the Achieving Good Medical Practice guidance. It is designed for a group ideally made up of less than 16 students, however it can be easily altered to accommodate larger groups. This lesson is intended to be delivered to students in their clinical years of study, due to the nature of the included scenarios.

### Lesson Plan

The lesson plan has been formulated to include expected time to be spent per activity, student task during activity, facilitator task during activity, and information detailing which learning outcomes are to be met in each activity. The lesson is planned to last for 29 minutes.

### Take-Home Messages

By the end of this lesson, students should be able;

- To understand that the whole team is responsible for patient safety, including medical students.
- To understand the importance of raising concerns about patient safety promptly.
- To understand that concerns can be raised via following the policy of the medical school, or by asking an experienced healthcare professional for advice.

### Preparation for the Facilitator

- Read through this lesson plan and the PowerPoint slides
- Watch the PowerPoint animation in full
- Clarify their own understanding about medical students speaking up, using the Achieving Good Medical Practice guidance
- Ensure they feel confident and competent to deliver this lesson
- Print the "Patient Safety Issues on Placement - Notes for Students" summary sheets to give to the students at the end of the session
- Ensure the Survey Monkey link works via the QR code, or via the website hyperlink

### Materials

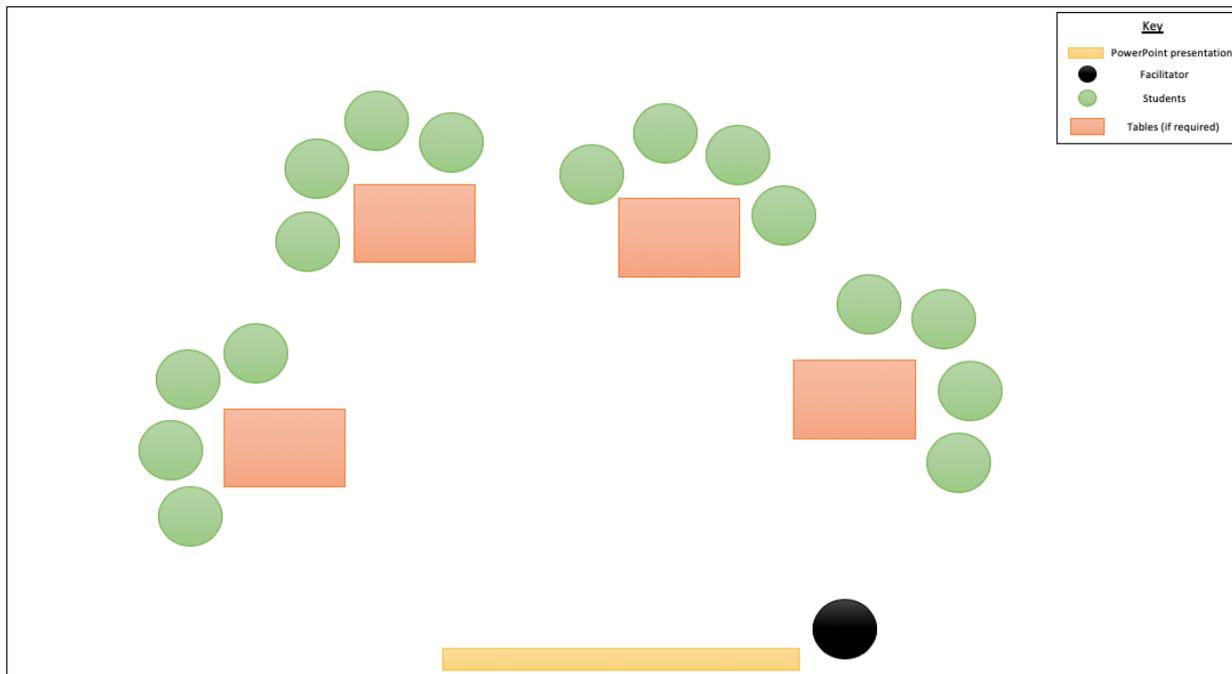
- Tables and chairs
- Projector
- Phones/laptops for students to access the QR code for the Survey Monkey link

### Student Briefing

Before the lesson is carried out, the facilitator should encourage students to remain in their groups, to allow for discussion about the topics raised. Furthermore, the facilitator should emphasise that anything which is said during the lesson should remain confidential. This will reassure the students that the classroom will remain a safe space and enable students to actively engage in the session.

## Room Preparation

*Schematic drawing of how the classroom should be prepared:*



- The room should be large enough to facilitate the number of students in the teaching
- The schematic drawing has been devised based upon a class-size of 16 students. The drawing is there to show the facilitator that all students should be able to see the projector screen where the PowerPoint will be displayed and that students should be in smaller groups to enable discussion as well as easy control of the entire class
- The room should contain enough chairs for all of the students, laid out in a curve shape, that enables them to see the PowerPoint on the projector screen
- Having smaller groups enables potentially quieter students to feel confident voicing their opinions and helps to give every student the chance to speak

## Feedback After the Lesson

At the end of the lesson, the facilitator should display the slide which has the QR code on, shown below, which links to the Survey Monkey feedback form. This survey should remain active indefinitely. If the QR code does not work, or if students do not have a device to scan the code through, the facilitator should give them this website to use, in order to access the same Survey Monkey feedback form:



<https://www.surveymonkey.co.uk/r/XWPD2LW>

| <b>Duration</b>                          | <b>Facilitator Activity</b>   | <b>Student Activity</b>   | <b>Outcomes Covered</b>  |
|--|---|---|--|
| <b><i>Introduction to the Lesson</i></b> |   |   |  |
| 3 minutes                                | <ul style="list-style-type: none"> <li>• Introduce yourself to the students</li> <li>• Introduce the lesson and run through the take-home messages</li> <li>• Explain that this lesson is based on the Achieving Good Medical Practice guidance, which is composed by the GMC for medical students</li> </ul> | n/a   | n/a  |
| <b><i>Speaking Up 1</i></b>              |   |   |  |
| 4 minutes                                | <ul style="list-style-type: none"> <li>• Play the PowerPoint animation until first decision comes up</li> <li>• Ensure all students are engaged with the animation</li> <li>• Ask students to think about what they would do if they were in this situation</li> </ul>  | <ul style="list-style-type: none"> <li>• Students to watch and follow the PowerPoint animation</li> <li>• Students to begin thinking about what you would do if you were the medical student in this situation</li> </ul> | n/a  |
| 6 minutes                                | <ul style="list-style-type: none"> <li>• Ask students to feedback within their small groups</li> <li>• Encourage students to debate their points of view and bring in their own opinions and experiences</li> <li>• Questions to guide the discussion:</li> </ul>   | <ul style="list-style-type: none"> <li>• Students to weigh up both options and then decide on what they would do</li> <li>• Students to discuss their own experiences of similar situations and how they acted</li> </ul> | <p>To understand that the whole team is responsible for patient safety, including medical students</p> <p>To understand the importance of raising concerns about patient safety promptly</p> |

|                      |  |   |  |
|----------------------|--|---|--|
|                      | <ul style="list-style-type: none"> <li>○ “What would you do and why?”</li> <li>○ “If you were the patient, what would you want the medical student to do right now?”</li> <li>○ “What are the consequences of this decision?”</li> <li>● Reach a consensus by asking every student to vote (by putting their hand up) for a decision</li> </ul>        |   |  |
| 2 minutes            | <ul style="list-style-type: none"> <li>● Choose the option that the majority of students voted for and watch the PowerPoint animation</li> <li>● Then click “Try Again” and watch the alternative scenario on the PowerPoint animation</li> <li>● Ask students to think about the decision that they voted for and the consequences of this</li> </ul> | <ul style="list-style-type: none"> <li>● Students to watch both scenarios on the PowerPoint animations</li> <li>● Students to think about the decision they chose and whether or not it was the right option</li> </ul> | <p>To understand that the whole team is responsible for patient safety, including medical students</p> <p>To understand the importance of raising concerns about patient safety promptly</p> |
| <b>Speaking Up 2</b> |  |   |  |
| 1 minute             | <ul style="list-style-type: none"> <li>● Play the PowerPoint animation until second decision comes up</li> </ul>   | <ul style="list-style-type: none"> <li>● Students to watch and follow the PowerPoint animation</li> <li>● Students to begin thinking about what you would do if</li> </ul>  | n/a  |

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|-----------|--|---|---|
|           | <ul style="list-style-type: none"> <li>• Ensure all students are engaged with the animation</li> <li>• Ask students to think about what they would do if they were in this situation</li> </ul>  | <p>you were the medical student in this situation</p>   |   |
| 5 minutes | <ul style="list-style-type: none"> <li>• Ask students to feedback within their small groups</li> <li>• Encourage students to debate their points of view and bring in their own opinions and experiences</li> <li>• Questions to guide the discussion: <ul style="list-style-type: none"> <li>○ “What would you do and why?”</li> <li>○ “If you were the patient, what would you want the medical student to do right now?”</li> <li>○ “What are the consequences of this decision?”</li> </ul> </li> <li>• Reach a consensus by asking every student to vote (by putting their hand up) for a decision</li> </ul> | <ul style="list-style-type: none"> <li>• Students to weigh up both options and then decide on what they would do</li> <li>• Students to discuss their own experiences of similar situations and how they acted</li> </ul> | <p>To understand that concerns can be raised via following the policy of the medical school, or by asking an experienced healthcare professional for advice</p> |
| 3 minutes | <ul style="list-style-type: none"> <li>• Choose the option that the majority of students voted for</li> </ul>  | <ul style="list-style-type: none"> <li>• Students to watch both scenarios on the PowerPoint animations</li> </ul>   | <p>To understand that concerns can be raised via following the policy of the medical school, or by asking an</p>  |

|  |  |  |   |
|--|--|--|---|
|  | <p>and watch the PowerPoint animation</p> <ul style="list-style-type: none"> <li>• Then click “Try Again” and watch the alternative scenario on the PowerPoint animation</li> <li>• Ask students to think about the decision that they voted for and the consequences of this</li> </ul>   | <ul style="list-style-type: none"> <li>• Students to think about the decision they chose and whether or not it was the right option</li> </ul>   | <p>experienced healthcare professional for advice</p> |
| <b><i>Summary and Conclusion of the Lesson</i></b> |  |  |   |
| <p>5 minutes</p>                                   | <ul style="list-style-type: none"> <li>• Facilitator to summarise the lesson and re-iterate the take-home messages</li> <li>• Play through the end of the scenario until the QR code for feedback comes up</li> <li>• Instruct students to access this website which directs them to the Survey Monkey</li> <li>• If they are unable to access the QR code, tell them to access the Survey Monkey directly using the website on the slide</li> <li>• Leave this slide on the projector screen until the students leave the classroom</li> <li>• Hand out the summary sheets for students to take away with them</li> </ul> | <ul style="list-style-type: none"> <li>• Students to complete the feedback Survey Monkey</li> <li>• Students to take home the summary sheets and reflect on the lesson and what they have learned about speaking up</li> </ul> | <p>n/a</p>  |

