



UNIVERSITY OF
BIRMINGHAM

**SPEAK UP,
WE CAN
HEAR YOU!**



STRUCTURE OF THE LESSON
TOTAL LESSON TIME: 30 MINUTES

01

**WARM UP
ACTIVITY –
A state of
Well-Being**

02

**PURPOSE
OF THE
ACTIVITY**

03

**LEARNING
OBJECTIVES**

04

**CASE
SCENARIOS**

ACTIVITY I:

A STATE OF WELLBEING: What, how and why

4 aspects of being
in a state of well-
being.

**Use the post-it
note:** how you
achieve well-being
in your daily life

**Group
discussion:** why is
each aspect
important

ACTIVITY I: A STATE OF WELLBEING

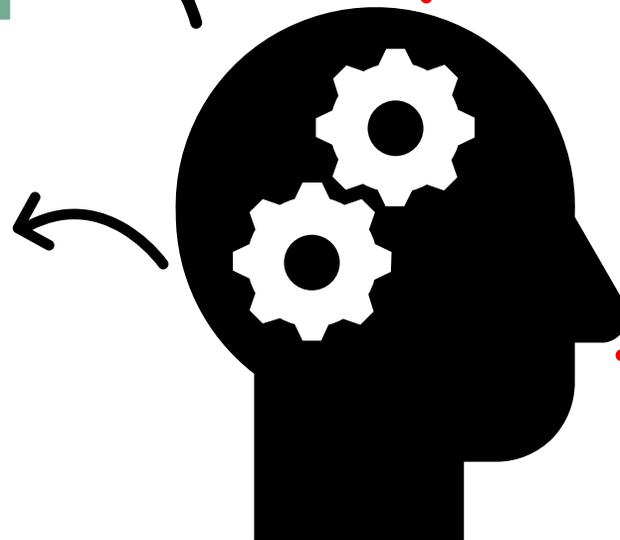
WHAT	HOW	WHY
PHYSICAL		
EMOTIONAL		
ECONOMIC		
SOCIAL		

PURPOSE OF THIS ACTIVITY

ACHIEVING A STATE OF WELL-BEING

We know what our state of well-being feels like.

Greater satisfaction, performance and happiness



NOT BEING IN A STATE OF WELL-BEING

Knowing when to ask for help

Professional duty to patients to know when we're not well

Professional duty to encourage others to seek help

LEARNING OBJECTIVES:



Understanding how maintaining a good physical and mental wellbeing relates to your professional duty as a medical professional in ensuring patient safety



Be aware of the available ways to raise concerns about your peers

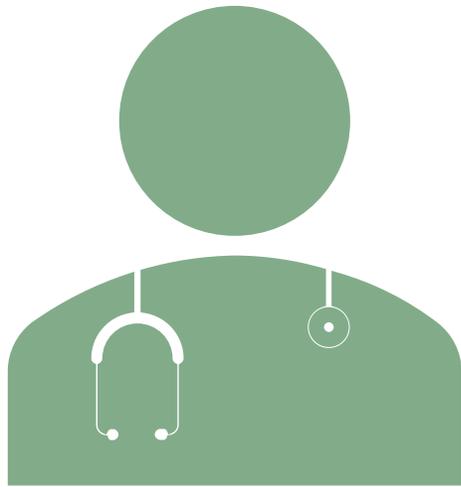


Recognising when to seek help with regards to your own mental and physical health or wellbeing



ACTIVITY 2: CASE SCENARIOS

- 3 CASES
- CHOOSE FROM THE AVAILABLE OPTIONS
- GROUP DISCUSSION ABOUT THE ANSWERS



CASE 1: IS THIS ALL IN MY HEAD?

- You are a **fourth year medical student** who has always been a **high-achiever** and is used to dealing with a lot of stress. Lately, you have noticed you have **not been getting a lot of sleep** and **woken up tired and irritable**. It is halfway through the year and you have been **struggling trying to keep up** with placement, taking care of yourself and having an active social life. You have noticed that you have **gone down two belt notch sizes**. You dismiss this as a **‘normal part of medical school’**.

CASE I: CHOOSE THE MOST APPROPRIATE COURSE OF ACTION



A) Go home for the weekend and hope it gets better.



B) Look at what your friends are doing and mimic their habits instead.



C) Arrange a meeting with your personal mentor to discuss how you are feeling.

DISCUSSION: CASE I

Key discussion points:

- Burnout
- Recognising your own limitations
- Health and safety of yourself and others

GMC Guidelines:

- **32. Achieving good medical practice: Guidance for medical students**
- *“you may experience stress and anxiety. This is completely normal and your medical school will support you But if you are concerned about your levels of anxiety, you should seek help from you general practitioner (GP) and other appropriate sources to address any issues at an early stage.”*



CASE 2: A FRIEND IN NEED

- You are a **final year medical student** on the ward. You notice your **friend from medical school has missed three days of placement** in a row. You have had to **explain his absence to your consultants** who are not pleased with his lack of commitment. You **smell alcohol on his breathe** even though you know he is taking **anti-depressants for depression**. You and another student have approached him **once about seeking help and he has refused**.

CASE 2: CHOOSE THE MOST APPROPRIATE COURSE OF ACTION



A) Sign him up for Alcoholics Anonymous meetings and inform his friends and family.



B) Follow Medical school's policy on how to formally raise concerns as you don't know what else to do.



C) Have another talk with him about his drinking habits and mental health state.

DISCUSSION: CASE 2

Key discussion points:

- Mental health status
- Knowing your own limitations when helping others
- Freedom to Speak Up

GMC Guidelines

- **23, 24 Achieving good medical practice: Guidance for medical students**
- *“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.”*
- *“You may not feel comfortable following the medical school’s policy, 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.”*



CASE 3: QUICK THINKING

- You are a final year medical student. Your housemate, also a final year medical student, has been **engaging in unprotected intercourse** with multiple individuals. You have noticed lately that they are exhibiting **flu-like symptoms, fever, night sweats, muscle aches and mouth ulcers**. They are due to start their **surgical rotation in two weeks**.

CASE 3: CHOOSE THE MOST APPROPRIATE OPTION



A) Schedule a meeting with student services and occupational health and informing them about the situation and the chances of them having HIV.



B) Sit down with your friend as soon as possible and discuss your worries with them in a sensitive manner and encourage them to get tested.



C) Speak to a mutual friend to get advice on what steps to take next.

DISCUSSION: CASE 3

Key discussion points:

- Take care with making assumptions
- Sensitive matters
- Moral duty

GMC Guidelines

- **35, 37, 40 Achieving good medical practice: guidance for medical students**
- *“engage with occupational health referral process if your health has deteriorated.”*
- *“Avoid treating themselves or providing medical care to anyone whom you have close personal relationship...seek independent advice on issues relating to their own health.”*
- *“You must tell your medical school about any serious health problems or any aspect of your health that could affect your training or relationship with your colleagues”*

SUMMARY & TAKE-HOME MESSAGES

As a medical student, recognising that a good mental and physical well-being is a priority.

You should raise concerns in an appropriate manner and in accordance with GMC guidance.

Knowing your own limitations and when to seek help