

# GMC Session Plan



<i>Session Title</i>	<b>Achieving good medical practice: Promoting Professionalism in Medical Students.</b>
<i>Session Developers</i>	Saad Khan and Lydia Hiddema
<i>Time Duration</i>	20-25 mins
<i>Session Objective</i>	The objective of this session is to introduce students to the concept of professionalism and to the professional guidelines set out by the GMC. The session aims to be as interactive as possible so as to keep the students engaged.
<i>Materials Provided</i>	PowerPoint Presentation & Videos
<i>Key Points</i>	There are three take home messages for this session: <b>(1)</b> Always think of how your actions will impact on your future career – would your behaviour as a medical student be appropriate if you were a doctor? <b>(2)</b> When in doubt, refer to the GMC guidelines set for medical students. <b>(3)</b> Practise professionalism from day one so that it becomes second nature to you.

Slide 1:

Introduce the title for the presentation (the logo on the slides is our original work and has been created using an online software).

### **Slide 2:**

Explain the learning objectives for the session to students so that they know what they can expect to get from the session.

### **Slide 3:**

Display the title for the slide “**What does professionalism mean to you?**” before displaying the rest of the slide and ask members of audience what professionalism means to them – prompt discussion amongst students.

- Then display the rest of the slide and explain how professionalism is actually an interplay between values, behaviour and relationships.

### **Slide 4:**

Play the video, which shows what different healthcare professionals (HCPs) think about professionalism (students, clinical teaching fellows, vice dean) to show students what is expected of them and why professionalism is important-gives students a different perspective on the topic.

### **Slide 5:**

Focus on the role that the GMC and the medical student council play in setting the standards for medical students regarding professionalism. Introduce the guidance and give a bit of overview on how it is a detailed document that covers various areas of professional attitudes concerning students.

### **Slide 6-7:**

These are 8 key words that we have picked up from the guidance touching on key topics– ask students why each one is important and how it is related to them as medical students.

### **Slide 8:**

Ask students to give examples of unprofessional behaviour for each main heading from the guidance e.g. “what examples of cheating or plagiarising can you think of that would get a medical student into trouble?” “can you explain what act can cause a medical student getting a conviction?”

Reference: <http://www.gmc-uk.org/education/undergraduate/26607.asp>

### **Slide 9:**

Start with “You might be wondering why you are taught about professionalism at various time during the course of your medical degree so here is why professionalism is essential for you as a medical student”.

### **Slide 10-13:**

We have created 4 videos that divert the focus to four key areas in the guidance that we thought were the most important to be highlighted. Show each video and use the relevant questions on the slide to prompt discussion among students. The videos highlight some of the most common unprofessional behaviours that are very easy to overlook. We hope that these videos can make students aware of how easily professional boundaries can be crossed, and if they follow the guidelines laid out by the GMC, they cannot go wrong.

**Slide 14:**

Ask the audience “must medical students act formally/professionally at all times?”. Present the slide, mentioning that most of these represent the views of the BMA.

Reference: <https://www.bma.org.uk/advice/employment/ethics/medical-students-ethics-toolkit/11-am-i-always-on-duty>

**Slide 15:**

Conclude the session by giving students 3 take home messages and ask if they have any questions. Encourage them to go look at the guidance in their spare time.