

Example of remedial activity

Background

Following an investigation into an incident involving a group of medical students from across all year groups a remedial programme was required to address behaviour and attitude that was deemed to be unprofessional.

The aim of the programme:

- To build and develop specific core areas for reflection and development in relation to professionalism and the students' own professional values and identity.

The key objectives of the programme were to:

- Provide an opportunity for the group to reflect constructively on their behaviours, the dynamics of the group and the consequences of their behaviours as a group.
- Provide an opportunity for the individuals within the group to reflect on their own behaviours and the consequences of those behaviours
- To reflect on how their attitudes and behaviours might be perceived by their peers, the medical school and the wider community
- To empower the group to take ownership of how they would make changes to their behaviours and attitudes in the future and develop key objectives to enable them to demonstrate changes over a period of time to themselves and to the wider community

The programme

It was agreed that the programme would be run by a trained facilitator who was not a member of the Medical School. This would enable the students to feel they could be open and honest with the facilitator and each other in their discussions.

The sessions involved consideration of:

- Core personal values
- What happens in the moment
- Motivation
- Conflict and acceptance – group dynamics

The programme took place over a period of 3 months, with 3 - hour interactive workshops focusing on building engagement, addressing the agreed key objectives and taking ownership of the issues raised. The sessions included group work, observation and reflective activities between group sessions and role play.

The detail and content of the sessions were built from the issues raised by the investigation and content informed by the reflections of the students themselves, alongside reinforcement of ethical and professional conduct standards.

The Medical School received feedback after each session that would be compiled by the students and the facilitator jointly.

This work sat alongside other agreed activities and actions that have been set out through the School of Medicine and the University.

The sessions had clear boundaries. Any agreed School / University actions were reinforced and made explicit. Students were expected to attend and actively participate in all agreed sessions.

Outcomes

The final feedback voiced the students' thoughts and experiences. The students became champions for change. They developed clear and transparent plans about how to foster a culture of change and acceptance throughout their group and the Medical School community. They developed goals that were achievable (SMART OBJECTIVES).

The overwhelming majority of students were proud of the changes they had committed to make. They had a deeper understanding of how behaviours can be perceived by others and the adverse impact this can have on the profession. They developed an understanding and an awareness of values and the importance of their own personal values in guiding their professional behaviours.