

Training Session Details

Overview

The training session consists of a short, roughly 5-minute video. Ideally, ~20-50 students with a facilitator would watch the video and divide into small groups for discussion points. Since we imagine it would be difficult for the majority of medical schools to fit this into a busy curriculum, the video is designed to be watched online as an individual if need be (so it can be uploaded to Moodle sites, for example). Although likely less-well facilitated, it could always be watched in year-wide lectures to save on time and resources.

Part 1: Understanding professionalism and why it's important for medical students

The video begins with a light hearted joke about the concept of leading by example with regards to professionalism. It then asks the viewers:

What is professionalism?

Why is professionalism important for medical students?

What would you like to see in the guidance?

-Paws for thought sections (modelled by our retriever, Loki) should be physically paused-

Ideally, small groups would then take up to ten minutes to write down some answers on A3 paper and offer ideas to the rest of the class via the facilitator. We hope that making the session interactive will engage students in professionalism as a concept and make them interested to see what is actually included in the guidance.

After the students have answered these 3 questions, we give a brief overview of the guidance and suggest a definition of professionalism based on the 4 domains -

What should a medical professional be doing/not doing so that:

- patients are given the best quality of care
- patients and the general public can trust in them and have confidence in their abilities

The video then explains that professionalism is important for medical students not just because we represent the future of the medical profession, but because we are also put in positions of trust as medical students.

Part 2: Using the guidance – social media use

The second part of the video begins by asking viewers what they would include in the guidelines about how to remain professional on social media. We hope that this will get them to think of the dangers of using social media as a professional and maybe even if they have ever posted 'iffy' content. This **paws for thought** is roughly five minutes and follows the same format as the first in terms of feeding back suggestions.

We then discuss the infamous Mhairi Black tweet about maths – with permission (attached) – to show how potentially damaging a single post could be. We then highlight the dos and don'ts from the guidance and how they apply in this case, with a bit of humour around rural GPs. When we were making this video, we certainly remembered posting a lot of similar content in our teenage years so we hope this might hit home a bit about knowing privacy settings and being careful about what you post. We finish off this section by emphasising that you do not need to be famous to get caught out – all it takes is an inquisitive patient finding some iffy content on your Facebook/Twitter etc. and you could be in trouble/an uncomfortable situation.

We then come to the conclusion of the video with our **three take home messages:**

Professionalism can be complex...

- Using the 4 domains we can define it as - What should a medical professional do/not do so that patient care is at its best and the public/patients can trust in them and have confidence in their abilities

Professionalism is important for medical students

- We represent the future of the medical profession
- We're already trusted to carry out procedures and handle confidential information

Social media is new, complex and constantly evolving

- We should be aware of our privacy settings
- We should be careful about what we are posting
- *Dos* and *don'ts* can be found in the professionalism guidance

The final slide of the video is a link to the guidance and the case of Sarah and Mohammed, which is particularly relevant and insightful in terms of how fitness to practise is handled and how reflecting on poor decisions is a necessary step in showing professionalism.

With the 10-minute discussion on professionalism, the 5-minute discussion on social media and the 5-minute video length, this training session should last roughly 20 minutes. There is also then the option of the facilitator talking through the Sarah and Mohammed case/the individual on Moodle reading the case.

We hope you enjoy the video and can see its potential to be used in both an interactive, classroom-type setting with small groups, as well as online (Moodle sites) for individual students to watch and have a think about some of the issues raised. It could also be used in whole year lectures. Although well-facilitated feedback in such a large group may not be as easy, it would be a lot more beneficial for medical schools in terms of time and resource saving if they can slot a 20-minute session between lectures.