Reflections
An OSCE-style reflective teaching session for medical students
Facilitator’s resource book

Session Outline
Introduction/Starter activity  1 mins
Four 3.5 minute stations  14 mins
Discussion  5 mins

Total time: 20 mins

Brief
This 20 minute teaching session is designed to encourage medical students to explore the concepts outlined in the ‘Achieving good medical practice’ GMC guidance, and the importance of reflection in learning, developing and improving their clinical practice.

The facilitator introduces the concept of ‘reflections’, before proceeding to the main portion of the teaching session which resembles the form of an OSCE. The students will pair off, and move through a series of four stations. Each student take turns to assume the role of the Questioner and the Medical Student. The Questioner will ask a reflective question to the Medical Student which allows the student to reflect on their interactions with patients, peers and professionals on
placement. The Questioner and the Medical Student will then read about the GMC guidance about the domains of good medical practice. Students are instructed that on the sound of the bell that they need to move onto the next station. As a facilitator you should intervene and direct the student onto the next station if the student has not done so already.

This session is far more relaxed than an OSCE, but incorporates the fast-paced nature of students circulating through stations in order to keep the students engaged and interested. Often reflecting can seem like a tedious task in which students traditionally sit in a big circle and discuss their experiences. Sometimes these sessions can be predominated by students who are happy to share, whilst others may feel more reluctant. If students are provided with the opportunity to confide with a colleague they are close to, all students then have the opportunity to reflect on their hospital experiences, and also learn the salient points within the GMC guidance surrounding this topic.

Room set-up
Arrange the room into groups of four stations. If there is a group of eight students, this means that the room should be arranged into four stations. Place a clipboard with enough crib sheets for each student in the class.

There should be a different Questioner crib sheet for each station. For instance if there are four stations, ensure that one station has a crib sheet for Domain 1, one station has one for Domain 2, one station has one for Domain 3 and one station has one for Domain 4.

Preparatory material
In order to ensure time management and efficiency during the session, an email will be sent to the medical students prior to the teaching session. This will allow students sufficient time to reflect on the different questions, and come prepared with examples to discuss during the session.

The email below should be sent one week beforehand.
Introduction

[READ ALOUD]

“This session will introduce you to the concepts of reflections. An email was sent out a week ago giving you an idea of what this session will entail.

What I would like you to do is to split into pairs, and move through the four stations. Each student will take turns to assume the role of the Questioner and the Medical Student. The Questioner will ask a reflective question to the Medical Student which allows the student to reflect on their interactions with their patients, peers and professionals on placement. You will then read about the GMC guidance about the domains important for achieving good medical practice. Much like an OSCE, when the sound of this bell is heard *facilitator rings bell*, you will move onto the next station.

Dear Students,

We are looking forward to meeting you at the ‘Reflections’ session.

Below is an outline of the training programme which will be running on the 3rd and 4th January 2019:

14:00-14:01  Introduction
This will introduce you to the concept of ‘reflections’ and the guidance surrounding ‘Achieving Good Medical Practice’.

14:01-14:15  Four 3.5 minute stations
This session will be in the form of stations. Students will move through a series of four circuits, reflecting on the different domains of the GMC guidance.

14:15-14:20  Discussion
You do not need to read the GMC guidance beforehand but we do advise you to reflect on the following questions.

Tell us about a time when you had to deal with a conflict within your team.
Describe a situation where something went wrong with a patient’s care.
Describe a situation in a clinical setting where you witnessed effective communication?
Describe a clinical situation where trust played an important role in the outcome of the patient.

Wishing you all a Merry Christmas and very best wishes for 2019!

Kind regards,

Reflection, Learning and Teaching Theme Lead
Four 3.5 minute stations
Full details of the contents of the stations can be found in the Questioner’s crib sheets, but the reflective questions that are asked in each station are summarised here:

1. **Domain 1: Knowledge, skills and performance.** Tell us about a time when you had to deal with a conflict within your team.

2. **Domain 2: Safety and quality.** Describe a situation where something went wrong with a patient’s care.

3. **Domain 3: Communication, partnership and teamwork.** Describe a situation in a clinical setting where you witnessed effective communication?

4. **Domain 4: Maintaining trust.** Describe a clinical situation where trust played an important role in the outcome of the patient.

Time-keeping is key! Ensure students have time to reflect on their scenario and read about the GMC guidance, but swiftly move them onto their next station when the sound of the bell is heard. The facilitator will be responsible for ensuring time-keeping is maintained and rings the bell when it has reached 3.5 minutes. The bell can be a physical bell, or alternatively a ‘bell sound’ played from YouTube, via a mobile device. The time is split into 3 components: 30 seconds reading time, 2 minutes for reflection and 1 minute to read the GMC guidance.

Facilitators are able to walk around the different stations, and assist with any queries students have. However, due to the fast-paced nature, it would be best to leave queries to the end during the discussion stage.

If you have an odd number of students, the facilitator may assume the role of the ‘Questioner’ if you are up for the challenge! Alternatively, students can form a group of three, with one ‘Questioner’ and two medical students, as this can allow room for further reflection amongst medical students. Avoid having more than one group of three.

**Discussion**
At the end of the 12 minutes, the facilitator should bring students together. Select one/two students to discuss their reflective piece, and explore students’ thoughts on the GMC’s official guidance on ‘Achieving Good Medical Practice’.
The important points of the different domains from the GMC guidance are highlighted in each Questioner’s crib sheet. Each student is able to take a copy of the different crib sheets.

The facilitator should explore students’ thoughts regarding the follow-up questions.

These are the discussion points that should be covered for each follow-up question:

**Domain 1:**

1. **What skills can be employed to manage the conflict?**
   1. Calm, respectful and a non-defensive attitude.
   2. Capacity to empathise with others’ views.
   3. Readiness to forgive and forget, and withhold resentment or anger.
   4. Ability to negotiate and compromise.
   5. Ability to manage the conflict directly and listen to both sides.
   6. Seek assistance from seniors colleagues.

**Domain 2:**

Explore students’ opinions on raising concerns and any anxieties/queries they may have surrounding ‘raising concerns’ or ‘whistleblowing’.

Emphasise the importance of following medical school policy, and seeking the support of colleagues and senior staff members.

**Domain 3:**

1. **What makes an effective communicator?**
   1. They are relatable and have a good sense of humour.
   2. They emphasise the key points through repetition.
   3. They actively listen and respond in a timely manner.
   4. They clarify points of uncertainty to ensure everyone is on the same page.
   5. They adapt readily to any situation, and puts the audience at ease.

**Domain 4:**

1. **What are the qualities of an honest person?**
   1. They tell the truth, irrespective of the consequence.
   2. They admit when they are wrong.
   3. They do not exaggerate to make things seem different than they are.
   4. Nor do they cheat or steal.
   5. They keep their promises and encourage others to be truthful.

2. **What are the consequences of dishonesty?**
   1. Losing the trust and respect of others.
   2. There are repercussions for lies, this can be in the form of telling more lies in order to cover up, or you may face punishment and embarrassment.
Take-home messages:
1. Reflection is thinking about what you’ve done, what you did well and what you
could do better next time.
2. Reflection can come in many forms. It also means responding constructively to
the feedback from your teachers, trainers and colleagues. Contemplate about
what you could improve and how to put those into action.
3. High quality reflection in combination with constructive and supportive feedback
is essential for the professional development of all medical students and trainee
doctors.

Resources
General Medical Council. 2016. Achieving good medical practice. [ONLINE]
Available at: https://www.gmc-uk.org/-/media/documents/
2018].