Reflections
Questioner’s crib sheet

Domain 1: Knowledge, skills and performance

Tell us about a time when you had to deal with a conflict within your team.

1. What skills can be employed to manage the conflict?
2. How would you approach future situations where you may have a fundamental disagreement with one of your patients, peers or seniors.

The GMC guidance states:

- As a medical student, you’ll learn the basic skills and knowledge you need to treat patients, but you are also developing your ability to learn and acquire future skills.
- You’ll learn about relevant laws and professional guidance, and it’s important that you apply that learning when you are on a clinical placement.
- You must recognise the limits of your competence and ask for help when necessary.
- You must make sure you clearly explain your level of competence, so you are not asked to do anything you are not trained to do.
- If you think you are not being properly supervised on a placement, you should stop the work you are doing and raise your concerns with the placement provider and your medical school.
"Describe a situation where something went wrong with a patient’s care."

1. What was the outcome for the patient?
2. How could this situation be improved or prevented?

The GMC guidance states:

- You must tell your supervisor when things go wrong and when these problems affect, or could affect, patient care.
- If asked to contribute to an internal inquiry, contact your senior staff at an early stage, so they can arrange support for you.
- Follow your medical school’s formal policy on raising concerns.

What if my concern is about my friends or peers? As a student choosing to join a regulated profession, it is your duty to put patients first and this includes patients you see on placements and those treated by your fellow students in the future.

Raising concerns – a legal or a moral duty? Neither the GMC nor placement providers can legally require students to raise concerns. However, students do have a formal relationship with their medical school, which will expect them to raise concerns.
“Describe a situation in a clinical setting, where you witnessed effective communication?”

1. What makes an effective communicator?
2. How will you use this experience to impact your future clinical practice?

The GMC guidance states:

- When communicating with patients, take into account the patient’s language and communication needs and other potential barriers to effective communication.
- Ask for support to help you communicate effectively if necessary.
- Be polite and considerate to anyone close to the patient, such as relatives, carers and friends at all times – not just during a consultation.
- **How does confidentiality apply to my placements?** It’s normal to want to talk about things you have seen on clinical placements with colleagues or friends. But you must never disclose patient identifiable information without a patient’s consent.
- You should also make sure you never discuss patients in a public place or on social media. Even if you don’t mention a patient by name, there’s a chance that someone nearby (or online, if you’re on social media) might know whom you are talking about.
Describe a clinical situation where trust played an important role in the outcome of the patient.

1. What are the qualities of an honest person?
2. What are the consequences of dishonesty?

The GMC guidance states:

- Medical students need to behave professionally outside of work and medical school. This means you should avoid doing things that will undermine the trust patients have in doctors and the public has in the medical profession.

- Unconscious biases are the beliefs, attitudes or stereotypes that affect your understanding, actions or decisions in a way you are not consciously aware of.

How can I handle unconscious bias? Reflective practice involves trying to identify your personal biases and how they influence your thinking and the way you respond to people or situations.

Resources