Session rationale: this unique and innovative session involving video scenarios, audio scenarios, role-play and high-level discussions, introduces students to the importance of honesty and integrity in medicine. Students are encouraged to develop an understanding of what honesty and integrity means to them, whilst identifying the importance of the aforementioned in interactions with patients, peers and professionals. The guidance provided in the GMC guidance: Achieving good medical practice is intertwined throughout the session design and delivery. The main aim of this session is to encourage the students to critically analyse their own behaviour and their own standard of professionalism, in addition to supporting them developing a framework in dealing with complex and challenging professional situations.

Name of session: honesty and integrity in the professional environment

Length of session: options include 30 minutes, 60 minutes or 2 hours depending on the depth of discussions

Class size: 15-45 medical students. Ideally the group would be split into small groups of 4-6 students

Stage of medical training: this session could be delivered to students at any level of training

Number of facilitators: 1-6. All facilitators should be familiar with the GMC guidance Achieving good medical practice. They should also have expertise in professionalism, and have personal experience of clinical medicine. Any additional facilitators would assist the smaller groups with their discussions, stimulating additional ideas and critical analysis skills, whilst maintaining positive group dynamics. There would be no issue in utilising senior medical students facilitating if the session were delivered to junior medical students.

Format of the room: ideally groups of 4-6 arranged in a circular manner, all with a good view of the presentation facilities.

Resources & materials required:

- Laptop / PC with PowerPoint facilities
- Projector and audio facilities
- Honesty and integrity in the professional environment PowerPoint presentation
- Copies of Achieving good medical practice: guidance for medical students. Ideally this would be sent to attendees prior to the session as ‘pre-reading’.
- Copies of the student workbook
- Feedback forms
Slide 1: introduction and welcome [2 minutes]

The facilitators should introduce themselves and give an overview of what the session is going to involve, its length, and a brief introduction of the Achieving good medical practice: guidance for medical student. The students should be given a copy of the student workbook. Students should be arranged in tables of 4-6 students.

Slide 2: aims and objectives [3 minutes]

The lead facilitator should state and explain the aims and objectives for the session. For each aim, it may be beneficial to expand and provide more detail upon how each aim is to be achieved, and why it is important.

Aims and Objectives

1) To develop an understanding of what honesty and integrity means to us as medical students
2) To identify the importance of honesty and integrity within your interactions with patients, peers and professionals
3) To be able to critically analyse common scenarios with regards to honesty and integrity
4) To find out more about the GMC guidance on Achieving good medical practice
5) To give you a few tools to take into your professional work, to help you in difficult situations where honesty and integrity are of great importance

Slide 3: task 1 [5 – 10 minutes]

Students should be introduced to task 1. In pairs, the students should be asked to explain what integrity and honesty means to them. Encourage them to give an example upon when they acted with integrity and honesty within the professional environment. Additional facilitators should encourage discussion within the groups. 5 minutes should be allocated for this.

At the end of this, the students should be asked to offer their thoughts and experiences to the entire group. A focus should be placed on reflection. 5 minutes should be allocated for this.

The lead facilitators should offer the points on the slide at the end of discussions, expanding and explaining the points.
**Task 1:** In pairs, try to explain to your partner what honesty and integrity means to you. Try to give an example upon when you feel you acted with integrity or honesty within the professional environment.

- Often subtle things, with potentially significant repercussions
- Is intertwined within policy and legislation
- Is it dishonest to reassure a patient who is facing imminent death?
- Would you lie to prevent yourself getting in trouble if you were 100% certain you would not get caught?
- Would you correct a ward cleaner if they call you doctor?
- Are you aware that forging a signature is classified as fraud?
- If you were a patient, would you prefer the upsetting truth, or a false comfort?
- Is this an acceptable way to approach being a medical professional?
- Would you do anything if you heard a fellow colleague make a derogatory comment about a recently qualified nurse?
- Would you apologise to a patient if you made a minor prescribing mistake, with no subsequent sequelae?
- Would you declare a recent criminal conviction to your medical school?
- If your medical school examination questions were being sent around the year before the test, would you have a look?
- How many times have you raised / reported patient safety concerns whilst on placement?
- Have you ever made up or claimed to find a positive examination finding?
- Have you ever discussed examination / OSCE questions with your student colleagues before the exam?
- How would you feel if you heard someone making a derogatory comment about your performance in your first week of foundation training?

**Slide 4: task 2 introduction [1 minute]**

The lead facilitator should read the following aloud: ‘*A medical student is on his first week of placement in A&E. He has just looked at an x-ray, and thinks he can see a transverse fracture of the left radius. He has not discussed his thoughts with his supervising consultant. Listen to the following conversation. Give 3 examples in this scenario of behaviour not demonstrating honesty and integrity.*’

**Task 2:** A medical student is on his first week of placement in A&E. He has just looked at an x-ray, and thinks he can see a transverse fracture of the left radius. He has not discussed his thoughts with his supervising consultant. *Listen to the following conversation. Give 3 examples in this scenario of behaviour not demonstrating honesty and integrity.*
Slide 5: video scenario 1 [1 minute]

The lead facilitator should play the 48-second video (it is set to ‘autoplay’). You may wish to play the media item twice to ensure the students have absorbed the information and are considering the question asked of them.

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Slide 6: task 2, task 3 & task 4 [10 minutes]

**Task 2:** the students should be given 3-5 minutes to discuss the scenario shown to them in slide 5. They should discuss the following question within their groups: Give 3 examples of behaviour in this scenario not demonstrating honesty and integrity. At the end of this, the students should be asked to offer their answers to the entire group. The lead facilitator should show the 3 ‘model’ answers after this.

**Task 3:** the students should then be asked the following question: how would you demonstrate honesty and integrity in this scenario? Ideally, this will stimulate a discussion amongst all students, who should be encouraged to offer their answers to the entire group. The 3 ‘model’ answers can be shown after this by the lead facilitator. Allocate 3 minutes for this.

**Task 4:** the lead facilitator should read the following aloud: ‘Listen to the following version of the same scenario. This student understands and accepts his level of knowledge, skill and competence. What are the possible consequences of the behaviours demonstrated by the medical student in the first audio tape?’
Lesson 1: understand and accept your level of knowledge, skill and competence

**Task 2:** A medical student is on his first week of placement in A&E. He has just looked at the x-ray, and thinks he can see a transverse fracture of the left radius. He has not discussed his thoughts with his supervising consultant. **Give 3 examples of behaviour in this scenario not demonstrating honesty and integrity.**

- Failed to correct the history giver when ‘incorrectly’ called doctor
- Incorrectly gave a diagnosis of a left radial fracture without the underpinning knowledge to make the diagnosis
- Gave management advice without the underpinning knowledge to make the informed decision

**Task 3:** **How would you demonstrate honesty and integrity in this scenario?**

- Explain your destination (job role – e.g. 2nd year medical student), and explain why you are speaking with the patient
- Explain that you cannot give a confirmed diagnosis based on your level of training and lack of knowledge
- Explain that you are unable to offer a management plan, and signpost the question to your senior doctor

**Task 4:** **Listen to the following version of the same scenario.** This student understands and accepts his level of knowledge, skill and competence. **What are the possible consequences of the behaviours demonstrated by the medical student in the first audio tape?**

- Be impartial. Treat all patients equally
- Explain treatments fully
- Do not copy the work of others
- Do not forge a supervisor’s name

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**Slide 7: video scenario 2 [2-3 minutes]**

The lead facilitator should play the 90-second video (it is set to ‘autoplay’). You may wish to play the media item twice to ensure the students have absorbed the information and are considering the question asked of them.

**DID YOU MANAGE TO TALK TO MRS PATTerson AND EXAMINE THAT WRIST?**

**YES I DID**

IT APPEARS QUITE SWOLLEN AND BASED ON THE X-RAY I WOULD SAY THERE IS A FRACTURE THROUGH THE RADIUS

NOT QUITE

THERE IS NO FRACTURE HERE. WHAT YOU ARE POINTING TO IS ACTUALLY A GROWTH PLATE
IT IS IMPORTANT TO BE ABLE TO DIFFERENTIATE BETWEEN GROWTH PLATES AND FRACTURES
AS ONE REQUIRES TREATMENT AND THE OTHER DOESN’T
LET’S GO TALK TO JAMES AND MRS PATTerson
**Slide 8: task 4 [5-10 minutes]**

**Task 4:** The students should work within their groups, and should discuss the consequences of the behaviours demonstrated by the medical student in the first video scenario. The additional facilitators should encourage the students to think about the effect on the patient, the clinician, and the NHS. At the end of this, the students should be asked to offer their answers to the entire group. The lead facilitator should show the ‘model’ answers after this - which may itself prompt further discussion. 5 – 10 minutes should be allocated to this task.

**Slide 9: task 5 [1 minute]**

The lead facilitator should read the following aloud: *Listen to the following scenario. What would you do if you made a similar mistake?*
Slide 10: video scenario 3 [2-4 minutes]
The lead facilitator should play the 120-second video (it is set to ‘autoplay’). You may wish to play the media item twice to ensure the students have absorbed the information and are considering the question asked of them.

Slide 11: task 5, task 6 & task 7 [10-15 minutes]

Task 5 (5-10 minutes): Student should be given 5 minutes to discuss the question: what would you do if you made a similar mistake? After this, the students should be encouraged to share their thoughts with the entire group. The ‘model’ answers can be shown after this.

Task 6 (5 minutes): After this, you should give the students five minutes to role-play a conversation between the medical student and the patient you have wrongly taken blood from. The additional facilitators should provide constructive feedback where appropriate.

Task 7: The lead facilitator should read the following aloud: listen to an example response of a medical student demonstrating honesty towards the error he has made. The lead facilitator should click on the audio image to play the media item.
Lesson 2: be honest when you make mistakes, and apologise for your errors

**Task 5: What would you do if you made a similar mistake?**

*Be open and honest when something goes wrong*

You should tell your supervisor as soon as possible, as they can support you, and if necessary will help you put things right, which may include explaining to the patient what has happened and offering an apology.

*Remain calm, professional, kind and understanding to your patient, their family and friends, and also to your colleagues*

**Task 6: In pairs roleplay a conversation** between yourself (the medical student), and the patient you have wrongly taken blood from.

**Task 7: Listen to an example response** from the medical student demonstrating honesty towards the error he has made.

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**Slide 12: task 8 [10 minutes]**

The lead facilitator should read the following aloud: *listen to the following audio clip between a consultant doctor and a medical student. In your groups, discuss the following: why should you not act in this way?* The lead facilitator should then play the 40-second audio clip by clicking on the audio image.

**Task 8:** The students should be asked to answer the following questions within their groups: why should you not act in this way? After 5 minutes, the students should be asked to share their answers with the group. The model answers can be shown after this, and to stimulate further discussion.

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Lesson 3: be a professional, and treat your colleagues with respect

**Task 8: Listen to the following clip.** In your groups, discuss the following: **Why should you not act in this way?**

Professional performance involves participating fully in the learning process

Trust is expected in doctors and students

Doctors and students are trusted with the most personal information regarding a patient's health – it is important not to abuse this trust

In order to perform your job fully, you require the full trust of your colleagues

Dishonesty in medical practice can have legal and financial implications

Be impartial Treat all patients equally Explain treatments fully Do not copy the work of others Do not forge a supervisor's name
Slide 13: task 9, task 10 and task 11 [10 minutes]

The lead facilitator should read the following aloud: *Listen to the following audio clip between a medical student and student nurse.* Has the medical student responded appropriately in this situation? The lead facilitator should then play the 22-second audio clip by clicking on the audio image.

**Task 9:** The students should be asked to offer their answers to the group, on the following question: has the medical student responded appropriately in this scenario? The 4 ‘model’ answers can then be shown.

**Task 10:** The student should be given 5 minutes to roleplay a conversation between the medical student, and the student nurse, upon how to approach the situation differently. The additional facilitators should give constructive feedback where appropriate.

**Task 11:** The lead facilitator should read the following aloud: *Listen to an example response from the medical student demonstrating a more respectful approach to the patient safety error the student nurse is about to commit.* The lead facilitator should then play the 50-second audio clip by clicking on the audio image.

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**Slide 4: take home messages (5 minutes)**

The lead facilitator should ask the students to offer a take home message to the entire group, before offering the 3 on the slide. The students should also be guided towards the GMC guidance, and encouraged to read it through entirely.
Take Home Messages

1) You are a representative for the medical profession – ensure your professional behaviour matches the expectations the public hold of you

2) Start as you mean to go on. Developing an honest attitude to your work, and demonstrating integrity as a medical student; will translate to good medical practice as a qualified doctor

3) Even though there may be an easier option, it is always best to offer an apology, explain the situation, and work with your colleagues in managing complex situations involving errors

Link to the guidance