

www.tasteofmedicine.com
Scrubbing Up: – An aid to developing formal communication skills

These extension activities are designed to follow on from the Scrubbing Up standard lesson plan, and can be used in subsequent lessons. Alternatively the single lesson plan and the relevant extension activity could be incorporated into one session by focusing on a single chapter of Scrubbing Up.

There is a different extension activity for each chapter, designed to further develop students' reflection and communication skills.

Contents

| <u>Chapter</u> | <u>Pages</u> | <u>Time required</u> | <u>Resources Required</u> |
|---------------------|--------------|----------------------|---|
| Complexity | 1-7 | 25 mins | A4 blank paper and pencils, copies of the drawings provided (enough for each member of the class) |
| Interview Day | 8 | 15 mins | |
| Status | 9 | 30 mins | |
| Critical Reflection | 10-11 | 25 mins | Copies of the notes provided |
| Flexibility | 12-14 | 30 mins | A copy of each of the notes provided |
| Clarity | 15-17 | 30 mins | Copies of the notes provided |
| Dilemmas | 18-19 | 20 mins | A copy of the notes provided |
| Negotiation | 20-21 | 30 mins | Copies of the notes provided |

Complexity

This chapter is about the range of ways that communication happens, the skills involved in communication and the complexity of communication. This extension activity is designed to highlight the difficulties of verbal communication and interpretation and also the importance of listening.

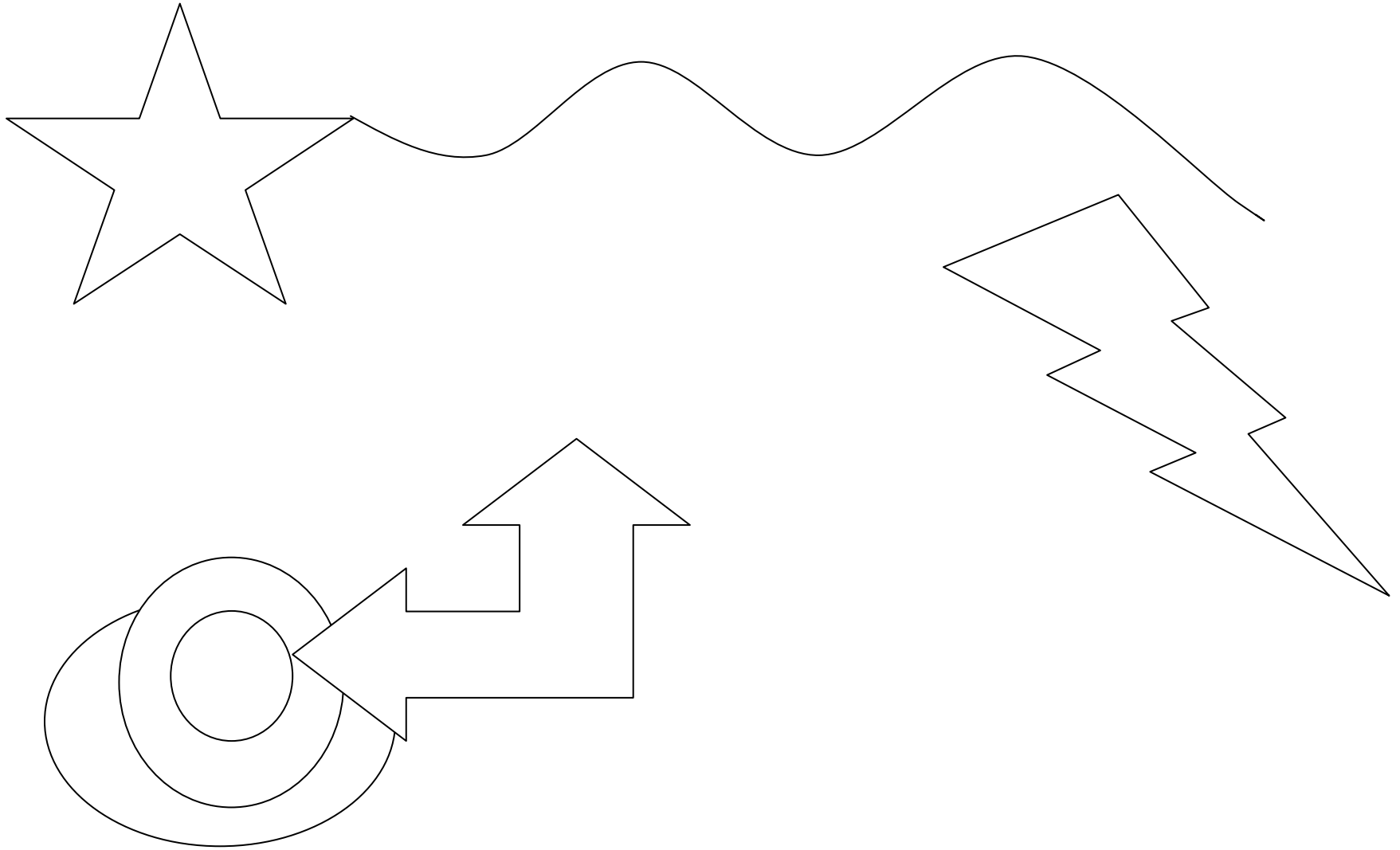
Resources required: A4 blank paper and pencils, copies of the drawings provided. There are 6 to choose from. If you have access to an overhead projector you'll need a copy of 2 pictures of your choice, but if not, print out enough drawings for your class (using whichever pictures you wish).

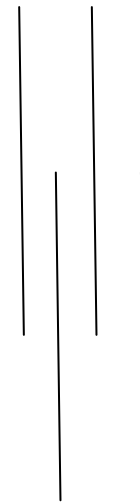
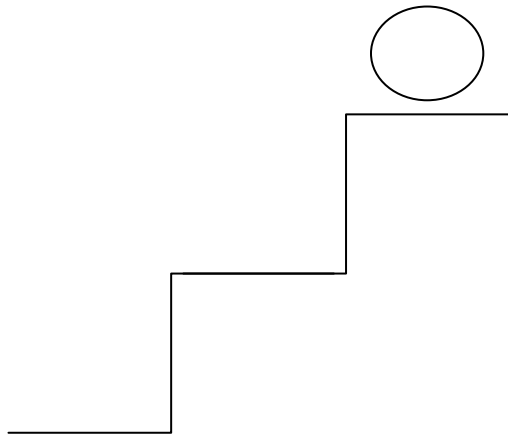
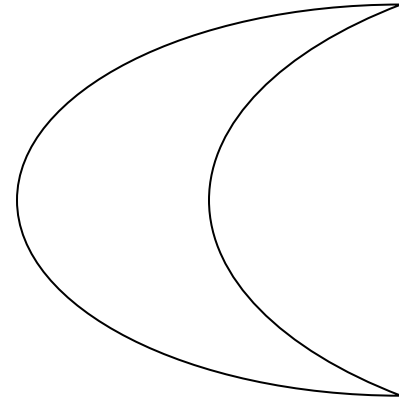
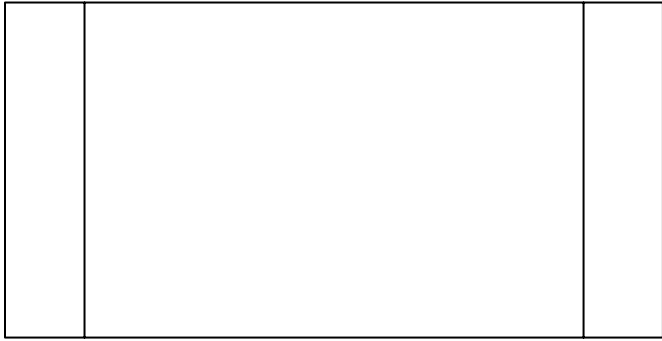
Time required: 25 mins

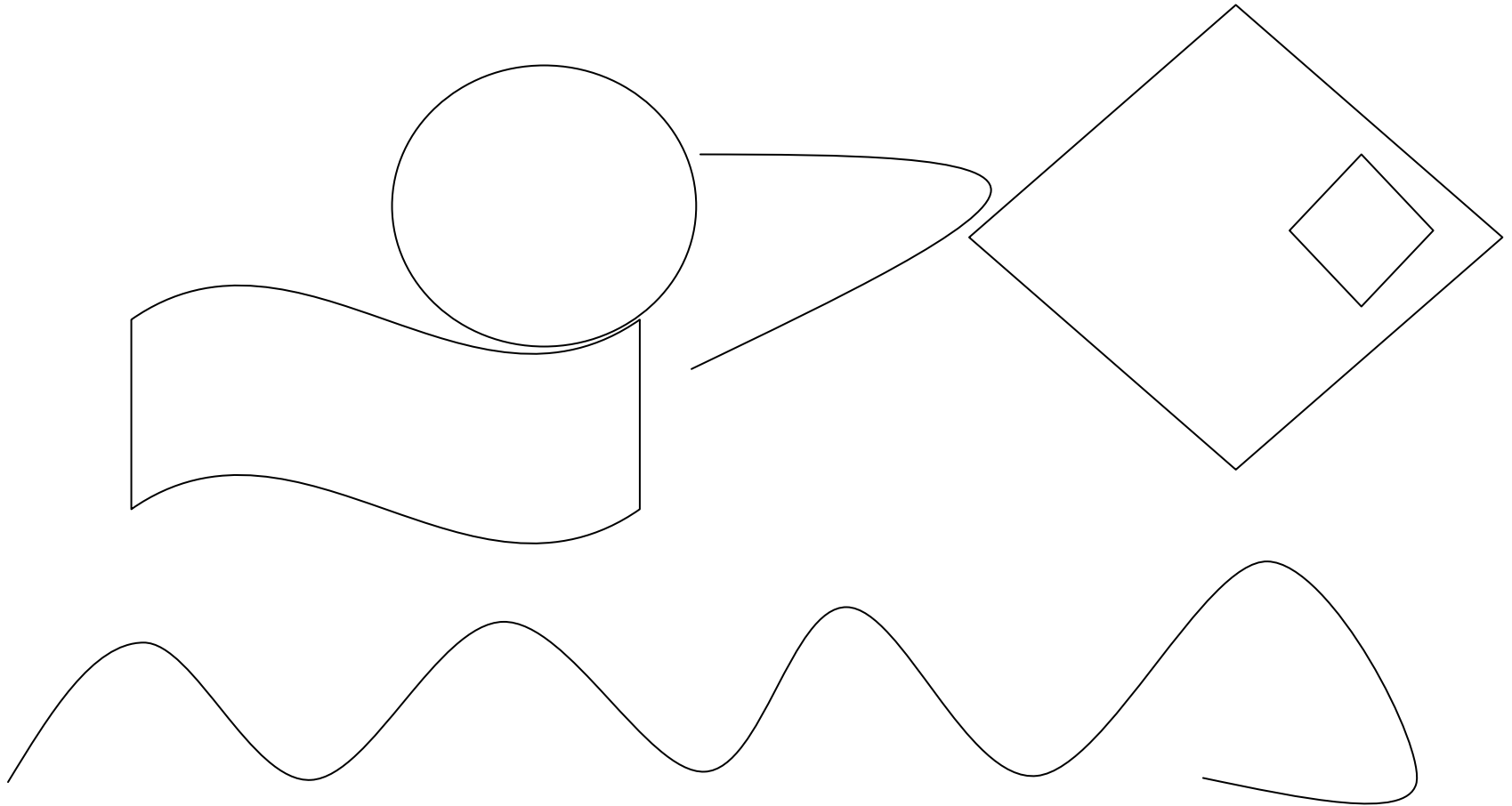
Arrange the students into pairs with their chairs back to back. If you are using a projector, ensure one chair in each pair is facing the big screen and the other facing the opposite way. When sitting in their chairs one student in each pair should be unable to see the big screen. Hand out a piece of paper and a pencil to these students, or if not using a projector, one student in each pair.

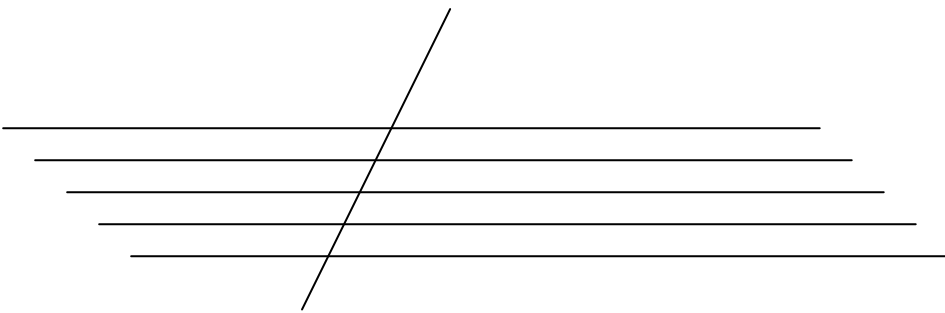
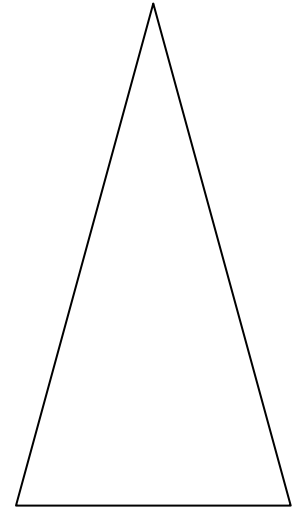
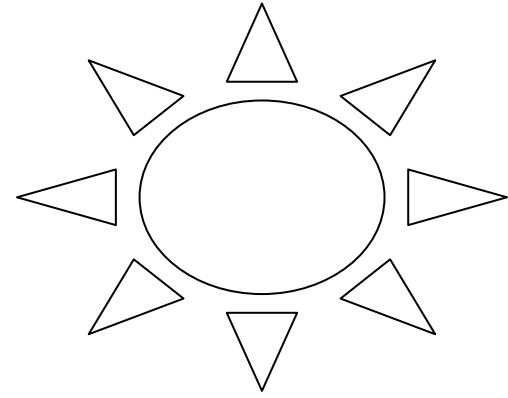
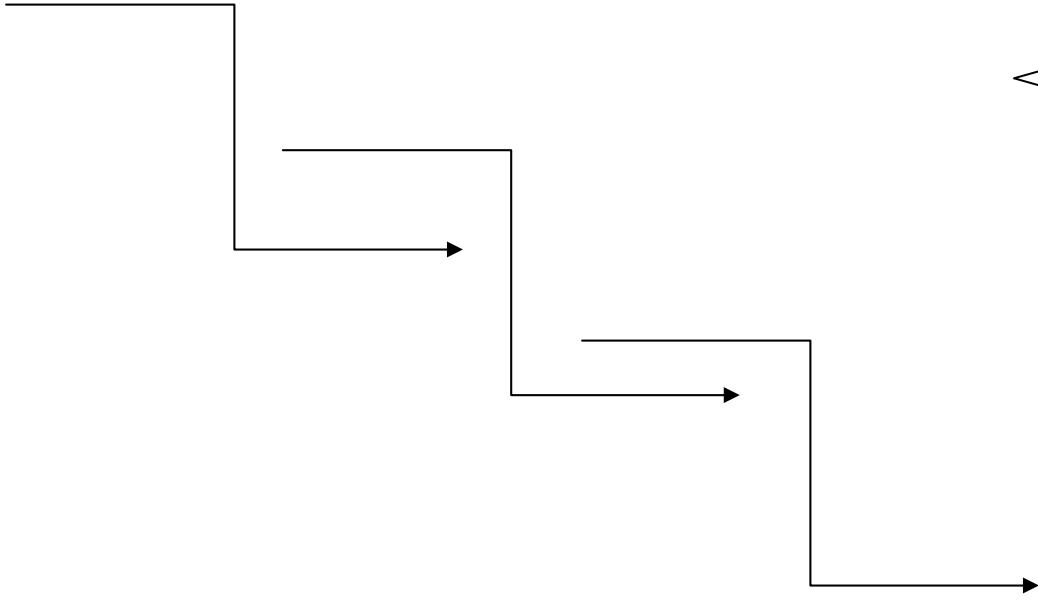
Instruct the students facing the screen that they are about to view an image. If you are not using a projector then give one student in each pair one of the pictures. Whatever they see on this piece of paper they need to describe to the student behind them, who needs to replicate the described picture as accurately as possible on their sheet of paper.

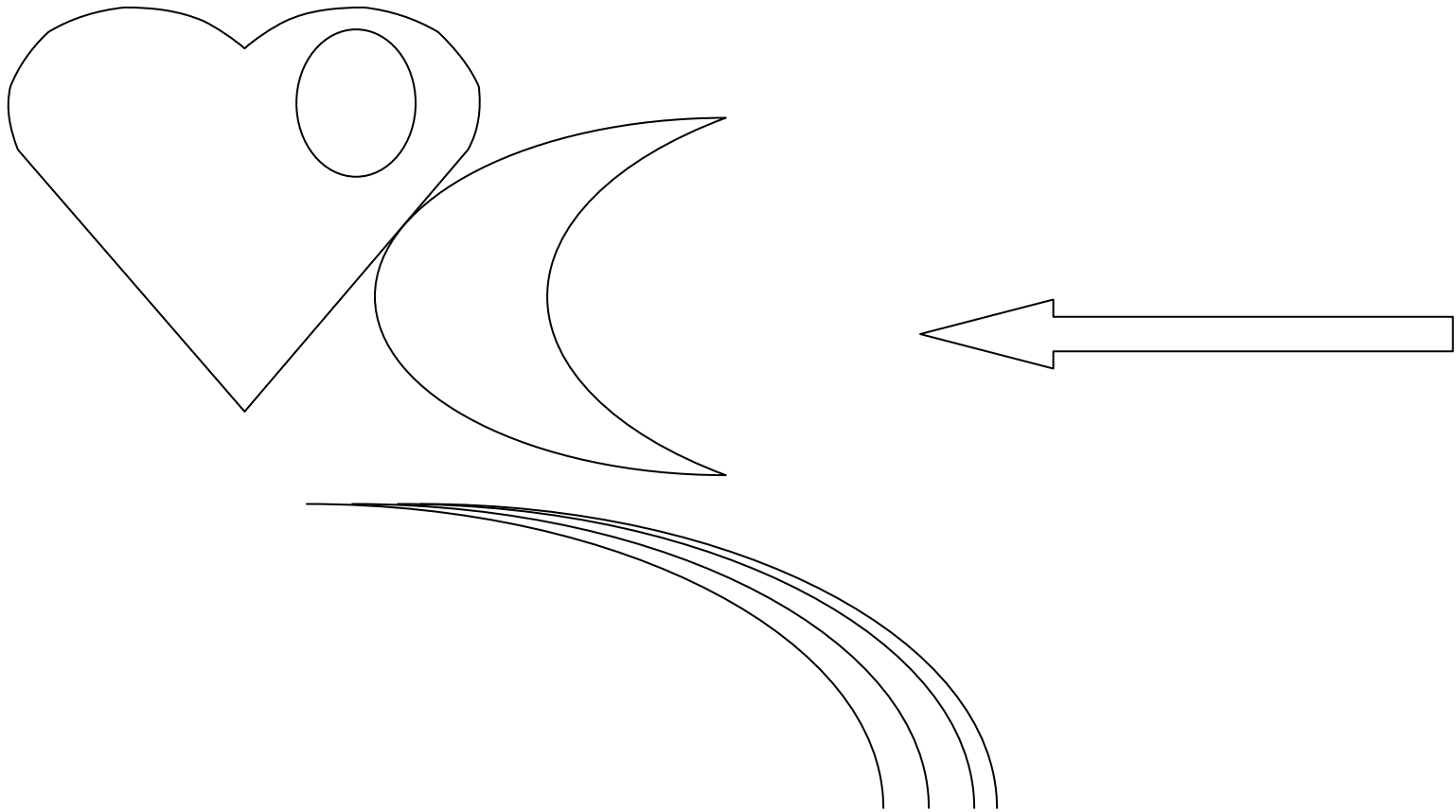
We would recommend allowing 7-8 mins for this task. At this point all students can view the big screen or the original picture to compare this with their efforts. Then the pairs can swap positions and repeat the task with an alternative picture. Approx 10 mins should be allowed for a class discussion on what they have learnt from this task, with a particular focus on what worked successfully.

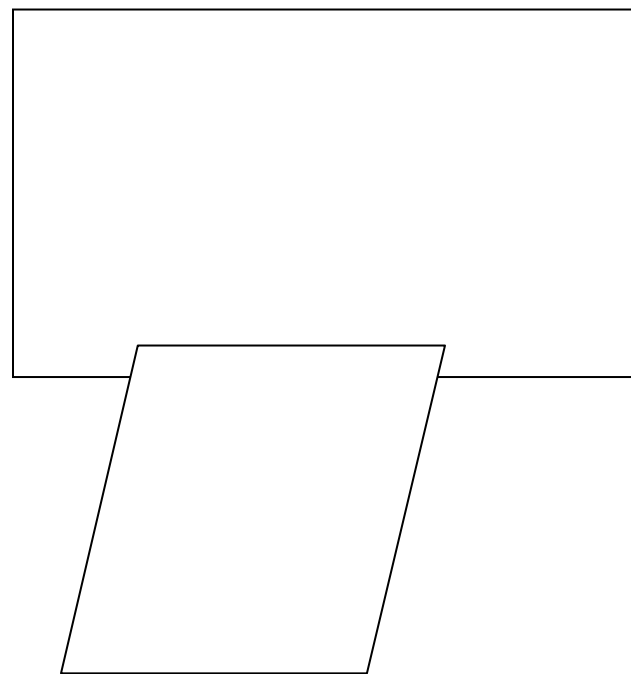
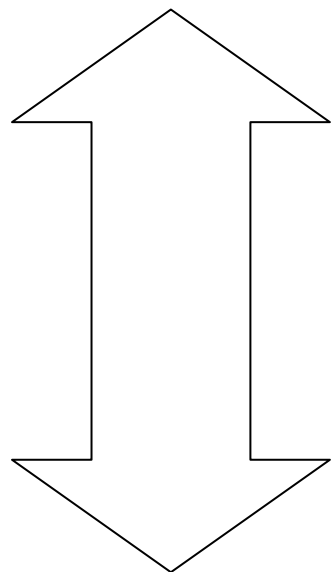
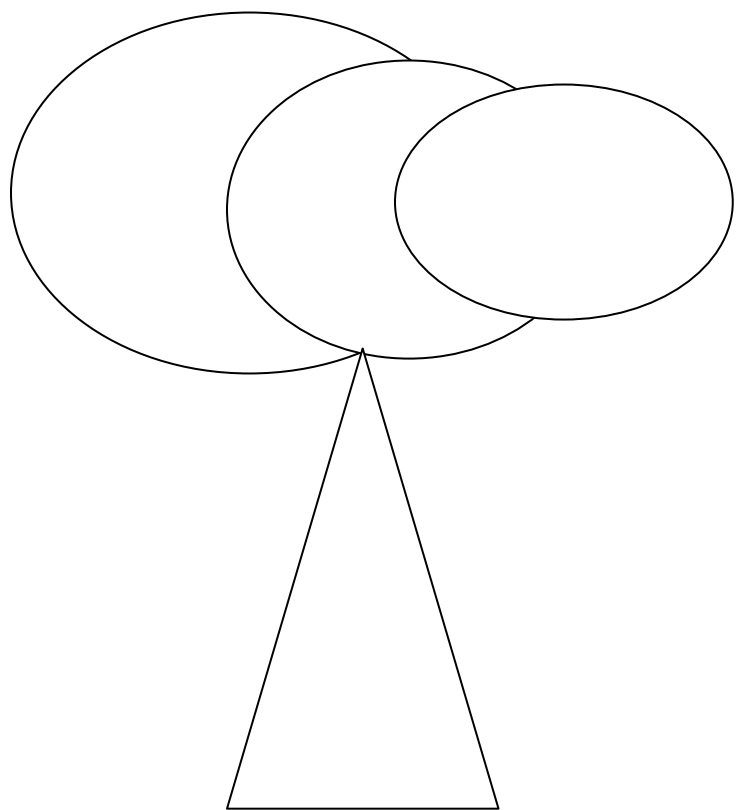












Interview Day

This chapter is about how to prepare for interviews and therefore of particular relevance for Yr 12/13 students. This extension activity is designed to encourage students to actively plan for their future interviews in more detail and to emphasize the importance of preparation.

Resources required: Paper and pens

Time required: 15 mins

This is an independent writing exercise. Students should imagine that, like Michael, they have received a letter offering them an interview at a university of their choice. They need to make a checklist of all the things they would need to find out or do beforehand and on the day. Examples could include finding the address of the university or planning answers to questions they might be asked.

7 mins should be allowed for the writing exercise with a further 8 mins for the class to exchange suggestions and ideas. It may be useful to mention the benefits of making such a checklist or of finding out this kind of information well in advance of an interview. If students complete the task before time, the following 'trickier' questions could be asked for discussion:

- What happens if you can't attend your interview? How do you think the university would respond to this information?
- What should you do if something goes wrong during your interview – e.g. if you have a coughing fit? Is it possible to recover from this kind of situation?

Status

This chapter is about the importance of being aware of your status when communicating, and how it may change depending on the situation you are in.

This extension activity is designed to get students thinking about varying status positions and how the verbal and/or physical demonstration of status can be interpreted by others.

Resources required: None

Time required: 30 minutes

This exercise is made up of a series of short role plays, each involving two students, played out in front of the rest of the class.

Explain to the class that pairs of students will each take it in turn to act out an improvised scenario of meeting somebody new at a party. Each actor will be secretly told a job title and a 'status score'. The 'status score' (a measure of their confidence) is a number out of 100 indicating the status level the character *believes themselves to have* (0=lowest status, 100=highest status). Each actor must act out the scene as if they have the identified career and level of status.

Having identified the first pair of role play actors, and ensuring no one else hears, tell each student in turn their 'career' and 'status score' from the grid below. After each scenario, ask each actor to guess the status of the other, then open discussion to the rest of the group to consider the following issues:

- How did the actors demonstrate their status through their body language?
- How did the actors demonstrate their status through their choice of language?
- How did the actors demonstrate their status through their tone of voice?
- How else did they demonstrate their status?

| Scenario | Actor 1 | Actor 2 |
|-----------------|-----------------------------------|------------------------------------|
| A | Policeman (status score 74/100) | Receptionist (status score 45/100) |
| B | Unemployed office worker (18/100) | Politician (75/100) |
| C | Yr12 student (37/100) | Primary school teacher (25/100) |
| D | Senior nurse (65/100) | Lawyer (50/100) |
| E | Rocket Scientist (91/100) | Brain Surgeon (93/100) |

Feel free to create your own career/status score characters.

Critical Reflection

This chapter is about the importance of reflection and being able to give and receive feedback. This extension activity is designed to engage students in the process of critical reflection directly.

Resources required: Paper and pens, copies of the notes provided

Time required: 25 mins

Arrange the students in pairs. The students should take it in turns to reflect on an experience they have had, assessing their own actions and their affect on the outcome of the situation. The other student will act as facilitator, asking relevant questions (provided) to aid reflection and then writing up the reflector's responses. Allow 10 mins for each student to reflect, with 5 mins at the beginning for students to decide on an experience. Students may wish to make notes to aid their thinking.

Guidance:

The experience should be something that the student engaged in and one in which they feel they can try to objectively assess their performance. Examples could include activities like sporting games, an academic assessment or task, or if students have a part-time job, a recent shift they have worked. Social activities may also be relevant.

At the end of the session it may be useful to make reference to the place of critical reflection in professional and personal life, particularly if students are interested in the healthcare professions.

| | |
|--|--|
| Describe your experience | |
| Why did you take the actions that you did? | |
| How did you feel about your experience at the time? | |
| How do you feel about your experience now? | |
| If you were to repeat the experience, what would you do the same? | |
| What would you do differently and why? | |
| What have you learnt from your experience? | |

Flexibility

This chapter is about being flexible in the way you communicate and adjusting your communication in response to verbal and non-verbal cues you receive from others.

This extension activity is designed to test students' abilities in this area and give an indication of their own skills. This activity can be complex and may work best with older students, particularly those interested in healthcare.

Resources required: Copies of the notes provided, paper and pens

Time required: 30 mins

This is a role-play scenario for 2 students to act out, with other students observing and commenting on the scenario as it unfolds. Depending on the class size and your own preferences, you may wish to divide the class into groups of 4 or more, with 2 students in each playing the roles and the rest observing. Alternatively you may wish to choose 2 students to role-play with the rest of the class looking on.

Teachers are advised to read the character notes before assigning roles to students. The students assigned to roles should be given 5 mins preparation time with the character notes.

Before the role-play commences, instruct the audience to observe the action closely and make notes if required, particularly focusing on Character B and their reactions to A. The class should be reminded that all feedback should be constructive.

Allow the scenario to run for a few minutes or until it reaches a natural conclusion. You may wish to 'freeze' the action at particular points and elicit a discussion from the observers.

Questions the audience could consider include:

- What do you think of B's handling of the situation?
- How would you tackle this situation and what specific actions would you take?
- Why might Character A be reacting in this particular way to what's happened? How would you react if it was you?

At the end of the session invite the class to reflect on the scenario, starting with the feedback of the students playing characters A and B. This could involve a discussion around the kind of skills needed in this kind of situation, hypothetical 'what if?' questions and potential different outcomes to the situation.

Scrubbing Up Extension activity : Flexibility

Explanation of scenario:

Character A approaches Character B in the park. A's young son has just narrowly avoided being run over by a bicycle. The boy is unhurt. Both characters witnessed the event and the interaction between characters A and B forms the scenario.

You are Character A and you should initiate a conversation with Character B.

- It is up to you to decide how to act in this scenario. It may help to try and put yourself in Character A's shoes. How would you feel in this situation? You might be angry, upset, sorry or unconcerned by the incident.
- You should respond appropriately to Character B, and accept or agree to any suggestions you think are reasonable.

It is up to you and Character B where the scenario will lead, although it should stay within the bounds of reality! Keep the scenario going until it comes to a natural conclusion or until 10 mins are up.

Scrubbing Up Extension activity : Flexibility

Explanation of scenario:

Character A approaches Character B in the park. A's young son has just narrowly avoided being run over by a bicycle. The boy is unhurt. Both characters witnessed the event and the interaction between characters A and B forms the scenario.

You are Character B

- Your role involves responding and reacting to Character A. You will be required to think on your feet, but there is no right or wrong way to act, just act as you would naturally.

It is up to you and Character B where the scenario will lead, although it should stay within the bounds of reality! Keep the scenario going until it comes to a natural conclusion or until 10 mins are up.

Clarity

This chapter is about verbal communication and the importance of using clear and effective language. The point of this extension activity is to get students thinking about their own ability to express themselves clearly and effectively, particularly in reference to interviews. As a result this activity is particularly good for students applying to university.

Resources required: Copies of the notes provided, paper and pens

Time required: 30 mins

Arrange students in pairs. This is a role-play activity with one student acting as a university interviewer and the other as their interviewee, with the two swapping roles after 3 questions have been asked.

A list of questions for the interviewer to choose from is provided. There are healthcare-specific questions that can be asked if students are interested in these careers.

The interviewee can be given 2 minutes to consider a question before they are asked it (students should be reminded that this does not happen at university interviews!) Students may make notes at this point but cannot refer to these when answering.

While the interviewee is answering a question, the interviewer should fill in the feedback sheet provided.

Interviewers should try and give constructive criticism and should be aware when giving feedback that they will be swapping roles shortly. Encourage students to ask each other different questions.

Initiate a class discussion for the last 10 mins of the session including the following topics:

- Why would these questions be asked at interview – what are the interviewers trying to find out about you?
- Go through the questions and discuss what a good answer might be

As a close to the session you may wish to suggest students consider and reflect on their performance today. More generally they may wish to consider if there are aspects of verbal communication they are good at and if there are any areas they should work on.

Scrubbing Up Extension activity : Clarity

- Tell the interviewee which question you are going to ask, and give them 2 minutes to think about this before asking the question again.

Interviewer questions:

- Describe a time when you've had to deal with a difficult situation
- If you were in a team of colleagues and you disagree about something, how would you resolve it?
- Do you enjoy working on your own or as a team?
- What are your strengths and what are your weaknesses?
- What do you consider to be your greatest achievement?
- What do you consider to be your biggest setback?
- What do you think university can offer you?
- Why should this university offer you a place?
- What do you like to do in your spare time?
- What motivates you?
- How do you cope in situations where there is not enough time to finish a task?
- What are your future career plans?

Healthcare specific questions (check if the interviewee is interested in this area first)

- Patients can sometimes be very angry – why?
- What skills do you have that would make you a good doctor/nurse/healthcare professional?
- What have you done to find out about Medicine/Nursing/your chosen healthcare field as a career?
- How would you cope if you discovered you made a wrong decision and a patient died as a result?
- What is empathy? Why is it important to have empathy as a healthcare professional?
- Which is more important, compassion or objectivity?

| | Question 1 | Question 2 | Question 3 |
|---|------------|------------|------------|
| <p>Was the interviewee able to answer the question asked? <i>Could they have said more? Did they listen to the question?</i></p> | | | |
| <p>Did they back up their answer with specific examples?</p> | | | |
| <p>Did they express themselves clearly? <i>Could you understand what they were trying to say and the language they used? Do you think their language was appropriate – if not why not?</i></p> | | | |
| <p>Did you notice any nervous tendencies e.g. biting nails, playing with hair, saying 'umm' and 'errrr' a lot? <i>These are not necessarily a drawback but it's useful to be aware of any tendencies you may have.</i></p> | | | |
| <p>Any other comments?</p> | | | |

Dilemmas

This chapter is about complex issues and controversial subjects which do not have right or wrong answers. This extension activity is designed to engage students directly with one of these issues, to give them an understanding of how such issues may be resolved and to hone the skills involved e.g. backing up your arguments with evidence, forming a logical argument and articulating thoughts and ideas clearly.

Resources required: A copy of the notes provided, paper and pens.

Time required: 20 mins

This is a debating exercise for the whole class. Choose a topic from the list provided. There are some healthcare related topics if students are interested in these careers.

Divide the class into two groups, one group to argue 'for' and one group 'against' the chosen statement/dilemma.

Set some ground rules for the debate: one person from each 'side' should take it in turns to speak. No interruptions are permitted. Students must argue the view they have been allocated, whether they personally agree with it or not. All feedback and/or comments must be constructive. No comments/feedback can be offensive or overly personal. Some students may have very strong views on the topic and should be told to expect their viewpoint to be challenged. Students may make notes while the debate is taking place.

Allow 15 mins for the debate. You may find it necessary to prompt discussion or to play 'devil's advocate'. End the debate with 5 mins summing up and discussion. How did the students find the process? What skills do they think they have utilized throughout?

If students are interested in healthcare and particularly Medicine, it may be useful to mention that questions around these kinds of ethical/moral debates can appear in interviews for such courses. Medical ethics is an increasingly important area of medical teaching.

Scrubbing Up Extension activity : Dilemmas

List of topics for debate

- The minimum legal age for drinking alcohol in the UK should be 21
- The use of marijuana should be legalized
- It should be compulsory to study a foreign language at GCSE
- The death penalty should be reintroduced for criminals committing serious crimes
- As in the USA, all UK citizens deserve the right to own and use firearms
- Global warming is a naturally occurring phenomenon that should be allowed to run its course
- Television adverts aimed at children should be banned
- Prostitution should be legalized
- Junk food should be banned from schools
- University students should pay tuition fees
- Voting in elections should be compulsory
- Marriage is an outdated concept
- The monarchy should be abolished

Healthcare related topics

- An individual's behaviour is best explained by their genetic profile
- Euthanasia should be legalised
- The NHS should fund complementary therapies such as homeopathy and acupuncture
- It is wrong to test human medicines on animals
- Parents should be allowed to choose the sex of their baby
- Human cloning should be legalised
- Vaccinations for childhood diseases should be made compulsory
- Organ donor registers in the UK should move from an opt-in to an opt-out system (meaning that your organs can be used after your death, unless you expressly say they cannot)

Negotiation

This chapter is about how skills and experiences gained in other settings can be relevant to future study and employment. This extension activity is designed to get students thinking about and analyzing their own transferable skills.

Resources required: Copies of the notes provided, paper and pens

Time required: 30 mins

This is an independent writing exercise. Students should use the worksheets provided to focus on their work experience, identify transferable skills which they have gained, and consider how these may relate to their future career path.

Guidance:

It may be useful to define 'work experience' to the class. Work experience could involve paid or voluntary work, or if this does not apply, then students may wish to think about any extracurricular activity they are involved in. This could include hobbies such as playing in a sports team, babysitting or other life experiences.

If students have an idea of their future career path, it would be additionally useful for them to identify the key skills required in this field of work. This will help them match their current skills and pinpoint areas which they need to work on.

Any students wishing to apply to healthcare courses should be informed that relevant work experience (i.e. in a healthcare setting) is usually required. However, skills gained in non-healthcare settings are **still** relevant.

Here are some examples of transferable skills (note that this list is not exhaustive and students may think of many more):

- Communication
- Teamworking
- Organization and problem solving
- Negotiating
- Multitasking
- Time management
- Leadership

There are additional skills relevant to healthcare that can be demonstrated through work experience, including:

- Empathy
- Initiative
- Resilience
- Insight
- Integrity

20 mins should be allowed for this task. A class discussion can be initiated for the last 10 mins of the session, covering topics such as how students might expand their skills portfolio and which skills would be most valued by universities or employers.

| What work/voluntary experience, or extra curricula activity, have you done and what did it involve? | Which transferable skills did you use during your experience? | How does this relate to your future career? How would you use these transferable skills? |
|--|--|---|
| | | |
| | | |
| | | |
| | | |