

**[www.tasteofmedicine.com](http://www.tasteofmedicine.com)**  
**Scrubbing Up: – An aid to developing formal communication skills**

**Key stage 4 Curriculum Objectives:**

Citizenship

- Reflect on the progress they have made, evaluating what they have learnt from the intended and unintended consequences of action, and the contributions of others as well as themselves
- Use and interpret different media and ICT both as sources of information and as a means of communicating ideas
- Debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people and their communities
- Work individually and in groups, taking on different roles and responsibilities
- Question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems
- Evaluate critically different ideas and viewpoints including those with which they do not necessarily agree
- Present a convincing argument that takes account of, and represents, different viewpoints, to try to persuade others to think again, change or support them

PSHE – Personal wellbeing

- Reflect on their own and others' strengths and achievements, give and receive constructive praise and criticism, and learn from success and failure
- Identify and use strategies for setting and meeting personal targets and challenges in order to increase motivation, reflect on their effectiveness and implement and monitor strategies for achieving goals
- Reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them
- Develop self-awareness by reflecting critically on their behaviour and its impact on others

- Work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration
- Reflect critically on their own and others' values and change their behaviour accordingly
- Use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
- Work as members of groups and teams for specific purposes, taking on different roles and responsibilities and identifying the range of skills and attributes needed for teamwork
- Evaluate their own personal development and learning, set realistic targets and goals for future life choices and develop strategies for meeting them

### PSHE – Economic wellbeing and financial capability

- Assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise
- Assess the importance of their experiences and achievements in relation to their future plans
- Take action to improve their chances in their career
- Recognise, develop and apply their skills for enterprise and employability
- Use case studies, simulations, scenarios, role play and drama to explore work and enterprise issues
- Identify the main qualities and skills needed to enter and thrive in the working world

## **Scrubbing Up: – An aid to developing formal communication skills**

Resources required: Computer with a projector and big screen or interactive whiteboard set up with internet access. Note: To view the website the following software and updates are required:

- Adobe Flash Player Version 8 or above
- Adobe Acrobat Reader to open documents in PDF format

### Session Objectives:

- Introduce the “tasteofmedicine.com” website
- Highlight the importance of communication skills for the healthcare professional and in other fields of work
- Students to consider core communication skills which may be evident in any work or social setting, and which may be transferable in terms of higher education study and professional life beyond university
- Students to identify their own strengths and weaknesses, and targets in terms of their own communication skills
- Students to gain awareness of key concepts within communication e.g. status

### For Yr 12/13 students:

- Students to begin considering how to prepare for university interviews
- Students to be able to offer supporting examples of effective communication from their own life experience to date, in an interview
- Students to consider how critical reflection can help them to improve in confidence, performance and readiness for the interview process

### Scrubbing Up structure:

Scrubbing Up opens with a welcome page to the website. Beyond this the site is broken down into eight chapters, all relating to aspects of communication:

- Complexity – different ways that communication happens, complexity of communication
- Interview Day – preparing for interview
- Status – awareness of your position in relation to others
- Critical Reflection – reflecting on your experiences and feedback
- Flexibility – adapting your communication appropriately
- Clarity – being clear in the language you use
- Dilemmas – complex issues with no 'right and wrong' answers
- Negotiation – how skills gained in other settings can be relevant to your future career

The chapters are self-contained and can be worked through in any order. All chapters follow the same basic layout, consisting of:

- 1) An introduction to the chapter
- 2) Video clips showing one or more scenarios
- 3) Discussion page with a selection of six questions/discussion topics for students to consider
- 4) A 'brain game' where students must consider how important six themes (status, preparation, flexibility, empathy, critical reflection and language) were in the video clips they have seen and rank them accordingly. Students have the option to print their finished item
- 5) The completed 'Brain game' of a professional for students to compare their ideas with
- 6) A hints and tips page with video footage of current students and professionals
- 7) Conclusion to the chapter

The sole exception to this layout is the 'Interview Day' chapter where the 'brain game' is replaced by an additional extra video/discussion component.

There is an exit component to the website which can be reached via the main menu webpage.

## Lesson Plan (45 mins total)

### Introduction (5 mins)

We would recommend starting this session by introducing the “tasteofmedicine.com” website, in particular the Scrubbing Up section, and to briefly explain why students might find this site useful. Here are some key points which you may find helpful to do this.

- Communication is key in all professions but particularly the healthcare professions
- The “Scrubbing Up” section is just one part of the tasteofmedicine.com website produced by St George’s, University of London
- Scrubbing Up is designed to help students interested in any field of work to think about, develop and reflect on their communication skills
- Aspects of the site are particularly relevant for students preparing for or starting to prepare for university interviews
- The site focuses on a number of key themes across communication and invites students to consider these themes in depth after watching specific video simulations
- The site also contains top tips and hints from current students and professionals
- Students will gain most value from the site by working through it in pairs or groups although individuals can also use the site, which is freely available to all

### Main lesson (30 mins)

In any one lesson, you may choose to look at one or two chapters in detail, or, where time is tight, look briefly at several, with the intention of encouraging students to revisit the site on their own or in pairs.

Although any chapters can be used together we would suggest the following chapter combinations:

Interview Day + Clarity (ideal for students starting to think about university interviews)  
Critical Reflection + Negotiation (ideal for students with imminent university interviews)  
Complexity + Dilemmas (a good introduction to the subject for younger students)  
Status + Flexibility (a good combination for older students on more complex aspects of communication)

**1)** Work through your chosen chapter as a class, up to the discussion points page (**10 mins**)

## **2)** Group students to work through chapter discussion questions **(10 mins)**

After watching the video simulations, arrange students into small groups (approx 4) to work through the chapter discussion questions. Allocate each group of students a different discussion question or allocate each group the same question/s. As different groups will come up with different answers, this approach has the added benefit of demonstrating that there are no right answers to the questions, which are designed to encourage higher thinking. After 10 mins invite groups to report their answers back to the class. After summarizing the points made by the class it may be useful to emphasize that there are no correct answers to the questions.

## **3)** Play the 'brain game' and compare with a professional **(10 mins)**

As a class the students can discuss and decide how important the six elements were in the video clips they've seen. If students require help with the themes, further explanations can be found by clicking the 'Help' button on the webpage. Once complete, you can move onto the professional's view, with which students can compare their results. A discussion around why the two pictures are different may be useful at this stage, again emphasizing that there are no definite 'right' or 'wrong' answers when it comes to higher thinking.

Clicking the 'Finish' button at the end of this chapter will lead you back to the main menu page.

## **Closing (10 mins)**

We would suggest starting with a whole group reflection first by discussing what the students have learnt.

Here is a summary of what we intended this session to cover.

- The importance of effective and advanced communication skills in any field of work but particularly in healthcare
- An introduction to some key themes across communication (these will differ depending on the chapters covered)
- The importance of reflecting on and evaluating your own communication skills, some of which may have been gained in work or social settings and may be relevant to further study and professional life
- For older students, an awareness of the importance of effective communication during a university interview and information on how to achieve this
- If students have any questions there is a contact us section on the website – students should be encouraged to do this if they have any questions.
- **Very Important:** Students can look at the site online anytime at [www.tasteofmedicine.com](http://www.tasteofmedicine.com) and can work through chapters on their own or with friends.