

Creating resources for summer schools

MSC Summer Schools

Medical Schools Council has received funding from HEE to run summer schools for 350 young people from disadvantaged backgrounds. MSC are working with several medical schools across England to run the summer schools. As part of the remit from HEE, the summer schools will have an emphasis on underrepresented specialities, including psychiatry and GP.

As part of the work for the summer school, MSC are hoping to create a bank of resources and learning materials that would allow medical schools to run sessions.

A session may be anything from a 30-minute slot to a half day teaching session. The hope is that medical schools can choose from a variety of topics so that young people on the summer schools get a well-rounded understanding of what life as a medical student, and as a junior doctor is like.

Some examples of sessions include:

- Life as a GP – a day in the life of a general practitioner. A short presentation from a GP followed by a Q&A session
- Talking like a GP. Stimulating debate around topics of importance to GP and encouraging communication and self-articulation.
- PBL cases that involve some research and group work.

A template is provided below. This will help to shape the session and should include things like equipment that is required, and who should run the session.

<p>Subject: Psychiatry</p> <p>Topics: MDT working, stigma in mental health, specialist treatments in psychiatry</p> <p>Title: ECT – Do they still do that?</p>	<p>Teacher (e.g. medical student, specialist): ECT lead consultant ECT nurse, Service user (in person, or video interview) Duration: 90 minutes</p>
<p>Learning objectives for students:</p> <ol style="list-style-type: none"> 1. Describe what is meant by ECT (knowledge) 2. Identify the main reasons for having ECT (knowledge/skills) 3. Describe the main side effects of ECT (knowledge/skills) 4. Deliver safe and effective ECT to a manikin (skills) 5. Develop understanding of the experience and impact of ECT for a patient (attitudes) 	
<p>Resources to be used: ECT suite ALS training manikin</p>	

Expired electrodes etc.

Number and size of group if applicable:

12-14

Lesson plan (methodology)

Learners' activity	Teachers' activity
Introductory activity: Participate in Kahoot! Using own smartphones as quiz controllers	Introductory activity (e.g. finding out what students know or remember): Kahoot interactive quiz to introduce some elements of the topic. Include explanation that they are not expected to know many at the start, but that each of the issues will be addressed by the end of the session
Main body of lesson (steps): Students watch presentation, and then rotate between interactive role-play session where they simulate delivery of ECT to a manikin, and session where they watch brief presentation and video of/meet with someone with lived experience.	Main body of lesson: Step one - introductory presentation <ul style="list-style-type: none">Explaining brief history of ECT, depiction of ECT in popular culture (use of video clips) and introducing some of the other issues leading to ongoing stigma. Step two – split into two groups: <ul style="list-style-type: none">Half have brief (PechaKucha) presentation on what we know about ECT, what it is for, how many people get better etc, and then have the opportunity to speak to a person who has had/cared for someone who had had ECT, or watch a video interview with someone with lived experience;Half go into treatment room and deliver ECT to a manikin, taking the different roles of a treating team (psychiatrist, anaesthetist, ECT nurse, ODP etc.). Then the groups swap over.
Closing session (showing who has understood what, group presentations etc): Opportunity to ask questions, share perspectives, repeat the quiz.	Closing session: Facilitated debrief of overall session. Invite group to share their reflections, surprises etc. from the session. Repeat of Kahoot! in order to consolidate learning
Notes/special needs/differentiation for different pace groups or learners:	

Follow up lesson plan: