

## DISCOVER GP | Schools Outreach Competition

### Session learning outcomes:

- 1) To teach students about the roles of different HCPs in a General Practice
- 2) To teach students about the importance of teamwork in a healthcare setting
- 3) To teach students about the processes involved in gathering patient information
- 4) To teach students about the multifactorial nature of health
- 5) To teach students about issues of confidentiality in a General Practice
- 6) To teach students about diabetes and its risks

**Structure:** Small teams of 2-5 players per team with a maximum of 6 teams. 5 students/staff members are required to act in the roles of a receptionist, doctor, nurse, pharmacist and a dietician.

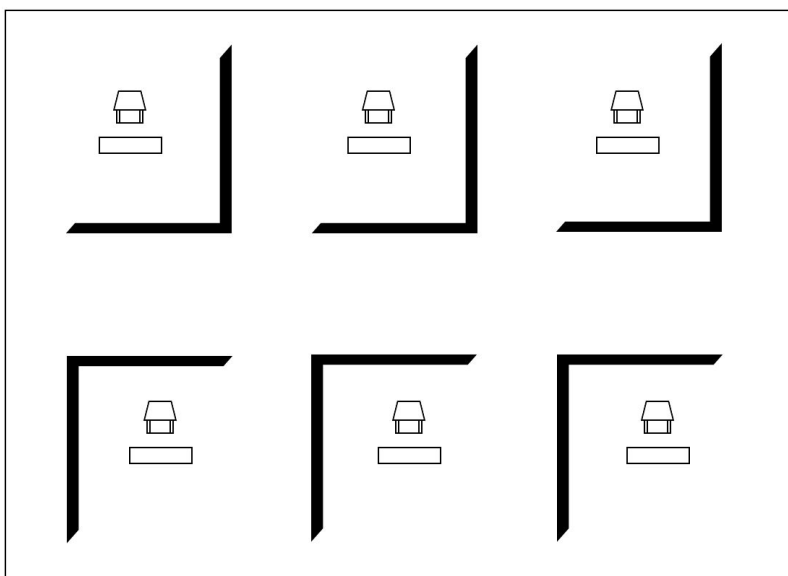
**Age:** This game can be adapted to suit students of any age range and ability. The example is aimed at students aged 13-14. To simplify for students of lower ability, simply remove stations.

### Equipment and Set-up:

To print:

- **Appendix 1:** Station briefs x 1
- **Appendix 2:** Station cards x (number of teams)
- **Appendix 3:** Student packs x (number of teams)
- **Additional materials** (not required to be printed if fruit and chocolate are to be used in the game instead)

This lesson should be undertaken in a location where there are six separate spaces for each station; these can be six different rooms or six areas within one room separated by screens. Each of these areas should be designated to one of the six stations. An example of how the room can be arranged is depicted below:



The five students who are playing the roles should be given the station briefs which contain information about their role and what they are required to do. They should remain at their respective stations for the entirety of the game.

The 'station cards' should be cut-up and left with the appropriate role playing student e.g. The cards for station one should be left with the 'receptionist' at station one as they will be distributing these cards to teams as they approach the station.

The pictures of fruit and chocolate for station six should be cut-up and left in two distinct piles - one of fruit and one of chocolate. These can be found in the additional materials document. Real alternatives can be used in place of pictures.

The pictures of organs for station five should be left in station five. These can be found in the additional materials document.

The student packs should be distributed to teams - one per team.

Those organising the game are encouraged to set-up the game in order to gain a better understanding of game-play and structure. More information can be found in the FAQ section.

**Time:** 35 minutes

- Student briefing and rules - 5 minutes
- Game time - 20 minutes
- Conclusions and summary of learning outcomes - 10 minutes.

**Aim:**

The aim of the game is for teams to play against one another to complete the 'patient profile' (in student pack, appendix 3) in a treasure-hunt style activity, centered on a Diabetes case study.

The patient profile has six sections that need to be completed. For each section, teams must perform a series of tasks to acquire the relevant information, from a role-playing healthcare professional, learning about different aspects of general practice in the process. Five of the stations are manned by students in the role of healthcare professionals. The remaining station is unmanned. On successful completion of each station, the team will receive a small card (station cards, appendix 2) with the information on it. On this card, some of the letters will be written in **bold**. After completing all of the stations, collecting the cards and filling in the profile, the emboldened letters can be unscrambled to identify a hidden word. The first team to identify the word will be the winning team. The word should ultimately spell diabetes, an illness which will serve as a central theme in the game and will act as a learning point during the summary.

**Summary:**

After 20 minutes of gameplay (this can be extended or abbreviated as appropriate), students should reconvene to discuss what they have learnt.

The facilitator on the day should go through each station and summarise the relevant learning points. Some suggestions are outlined below.

**Station 1:** What is confidentiality? Why is it important in Medicine?

**Station 2:** What is the role of the pharmacist? Why do doctors have to co-sign prescriptions? How often do doctors write prescriptions?

**Station 3:** Why do you think it was important to play articulate? Do you think it's easy for doctors to understand symptoms? How do doctors understand what patients are trying to say?

**Station 4:** What is the role of nurses? What do they do?

**Station 5:** How are all of these organs connected? Are diseases often contained just to one part of the body? How do doctors solve problems which related to multiple organs and health problems? What kinds of issues might this create for doctors?

**Station 6:** How many other healthcare professionals can you name? Why is healthy eating important? Is teamwork important in medicine?

**Rules:**

There is no allocated time per station, teams are free to move between stations as they please once the timer begins.

There is no order to the stations but students **cannot** enter a station if there is already a team present.

There must be no running between stations.

Teams are not allowed to exchange answers or give clues.

Station details

**Station One:**

Manned by: Receptionist

In this station, students must try to fill in the patient details (name, DOB, address) on the patient profile. They will ask the receptionist for these details however he/she will not reveal this information due to 'confidentiality issues'. The receptionist will prompt students to fill in the confidentiality form (found in student pack). Students must take the initiative to complete this 'confidentiality form'. They must then hand this to receptionist. Only after completing the form should the receptionist hand over the 'station card' to the team which contains the patient details.

**Station Two:**

Manned by: Pharmacist

In this station, students must complete the drug chart for the patient. They must hand the prescription in their student pack to the pharmacist. However, the pharmacist will not accept an incomplete prescription therefore the students must ensure they have 1) filled in the patient details (station 1) and 2) asked the doctor (station 3) to sign the prescription. Once completed, students should hand in the prescription to the pharmacist in order to acquire the required information. The student playing the role of the pharmacist will prompt students to fill in the prescription if required.

**Station Three:**

Manned by: Doctor

In this station the teams will be asked to acquire symptoms and risk factors of the patient. This challenge is made difficult as the doctor will be restricted from giving the students the words they require but can only offer clues in the form of related words, descriptions and synonyms. Essentially, teams will have to play in an 'articulate' style game till they get the required words. In doing this, students will learn the difficulties of articulating symptoms from patients.

**Station Four:**

Manned by: Nurse

In this station, students must complete the exercise regime of the patient profile. However, in order for them to acquire the information card from the nurse, they must **perform** the exercise regime themselves. This regime will be dictated by the nurse and on completion, he/she can give them the information card.

**Station Five:**

Unmanned.

This station requires students to identify investigations that are going to be conducted on other parts of the body. Students will have to name the organs seen in pictures. There will be images of kidneys, eyes and nerves in the room.

**Station Six:**

Manned by: Dietician

This station is a lifestyle station which will include that patients with diabetes must either increase or reduce in their diet. These items will be a plate of fruit and a plate of chocolate. In the station will be a sign stating 'Are you hungry? Help yourself.' If the students choose the fruit over the chocolate, the person manning the station can give them the station card. If they choose the chocolate, they will not be able to receive the station card.

## Appendix 1: Station briefs

### Station one: Receptionist

In your role, you will be acting as a receptionist at your GP surgery. Your aim is to give teams cards containing critical patient information. The most important part of your role is to ensure that you **do not** give out any patient information cards unless teams hand you a '**confidentiality form**' which has been signed by **one** member of the team (more can sign it if they want but one is the minimum) Once you have received the form you can hand them a patient information card. Only hand out one card per team.

### Station two: Pharmacist

In your role you will be acting as a pharmacist at your GP surgery. Your aim is to give teams cards detailing medications (metformin and Insulin). You can only give out these cards to teams who supply you with a '**prescription form**'.

When a team hands you a prescription form, you must check two things:

- 1) The form has been filled in with the correct patient information
- 2) The form has been signed by the doctor in the 'signature box'

You **must not** give out any cards to teams who do not give you an appropriately filled out form.

### Station three: Doctor

In your role you will be acting as a Doctor at your GP surgery. Your aim is to give teams cards detailing symptoms and risk factors for the disease. Your task is made difficult as you will be playing 'articulate' with teams. In this game you will have to convey the words '**obesity, thirsty and tired**' to the teams **without** saying any of the following words:

**Obesity/Obese/Overweight**

**Thirsty/Thirst/Drink**

**Sleepy/Tired**

You are allowed to use hand gestures and other words including synonyms.

Once the team guesses all three of the correct words you can give them a card with the answers on it.

**Station four: Nurse**

In your role you will be acting as a Nurse at your GP surgery. Your aim is to give teams cards detailing an exercise regime.

Students will come and ask you for an exercise regime. Your response should be:

**'I can only give you the regime once you've completed it'**. You can then instruct teams to do the following regime:

- 10 sit ups
- 10 push ups.
- 10 star jumps

All members of the team must complete the exercise regime. Once the entire team has done this you can give them a card. Feel free to be as scary as you would like!

**Station five: Unmanned**

Identify the parts of the body which can be affected by this disease using the pictures below. Fill in your answers on the patient information form.

**Station six: Dietician**

In your role you will be acting as a Dietician at your GP surgery. Your aim is to give teams cards emphasizing the role of healthy eating in preventing this disease.

In your room you will find two small bowls. One will contain chocolate/scraps of paper representing the word chocolate. The other will either have fruit or paper representing fruit.

Invite students to 'have a break' and 'take a snack'.

If all the students on the team choose the fruit they can have the answer card. If some of the students choose the chocolate do not give them the card.

If students are stuck, give them a clue by reminding them that it's important to eat healthily.

# STATION ONE

**DAVID RICHARDSON**

**DOB: 04/11/1964**

**13 KIPLING STREET**

**LONDON**

**SE1 1PT**

# STATION TWO

INSULIN

DOSE: 5 UNITS

TAKE ONCE DAILY

METFORMIN

DOSE: 500MG

TAKE ONCE DAILY



# STATION THREE

THIRSTY

TIRED

OBESITY

# STATION FOUR

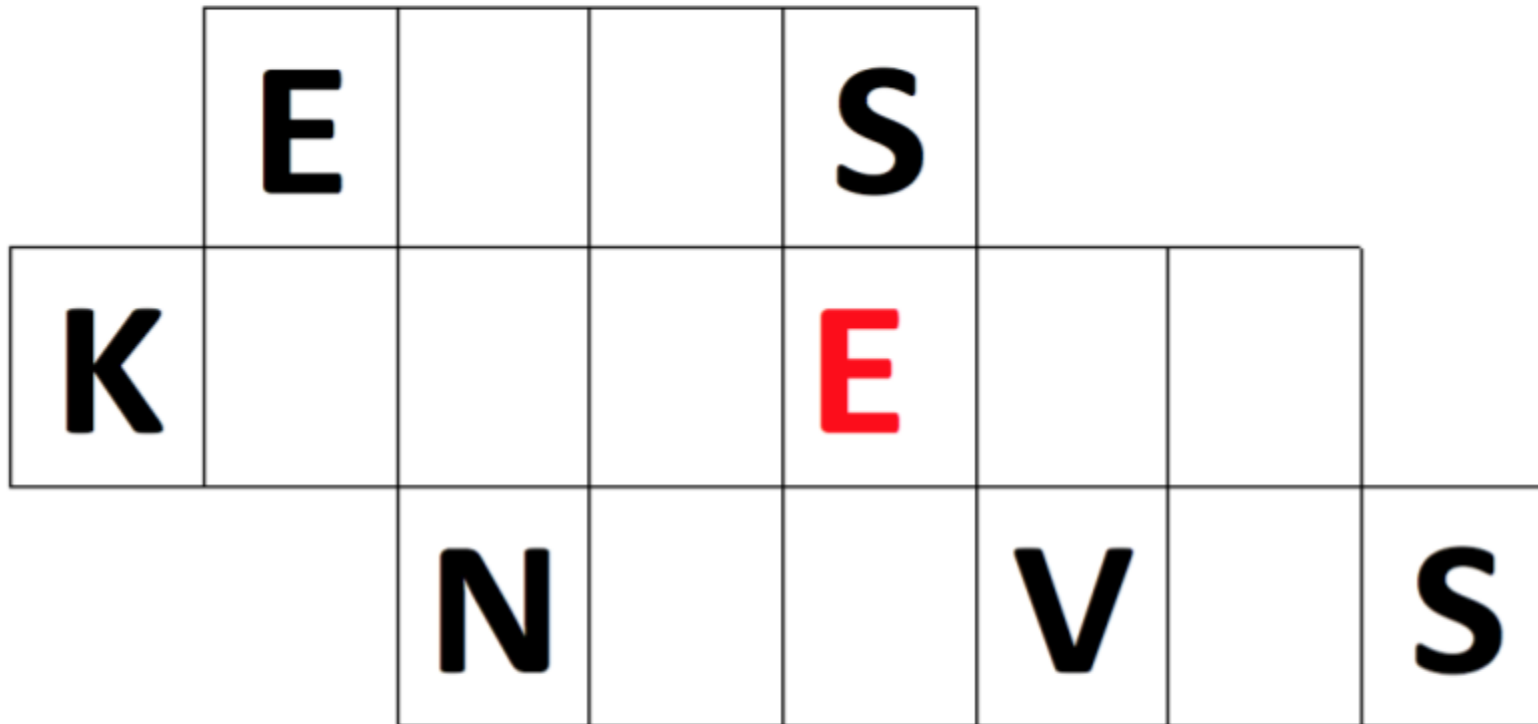
Exercise regime:

10 SIT UPS

10 PUSH UPS


10 **STAR** JUMPS

# STATION FIVE



STATION SIX

**HEALTHY  
EATING**

<b>Pharmacy</b>	Age  D.O.B	Name (including forename) and address
List medications here. Include dose and instructions.		
Signature of doctor	Date	
	GP Practice 5 Long Lane London SE1 1TG	

## Patient profile

### PATIENT INFORMATION

Full name: \_\_\_\_\_

Date of birth: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### MEDICATION CHART

MEDICATION	DOSE	INSTRUCTIONS

### PATIENT SYMPTOMS

- \_\_\_\_\_
- \_\_\_\_\_

### PATIENT RISK FACTOR

- \_\_\_\_\_

### DIET AND EXERCISE PLAN

- REDUCE SUGAR AND SALT INTAKE
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Code of Confidentiality

Confidentiality is crucial in the doctor-patient relationship and is part of the professional code of being a doctor. Patients are entitled to expect that healthcare professionals will not share their personal or medical information without their consent, except to other healthcare professionals who care for them.

What is confidential information?

Anything which can be used to identify a patient is confidential information. This includes their name, address and postcode. This information should never be shared without a patient's consent to anyone outside the healthcare team. This includes verbally and in writing. It is important that you do not discuss patient details in public spaces such as hospital corridors and cafes. Medical information regarding a patient can **only** be discussed, for example in teaching, if the information is anonymised and the patient cannot be identified.

Confidentiality may only be breached in certain circumstances such as:

- If required by law
- In the interests of the public
- A patient does not have the capacity to make their own decisions

### **Confidentiality agreement**

- You must be very cautious when discussing patients with other healthcare professionals to ensure that the patient cannot be identified and that others cannot hear your conversation
- You must not give out any information over the telephone
- You must not discuss any patient details on social media
- You must ensure that all patient details are anonymised if you would like to discuss a case in an educational setting
- Any unlawful breach of confidentiality will be treated seriously and your medical school will be informed

**I confirm that I have read the confidentiality agreement and I understand the implications should I breach this agreement**

Signed \_\_\_\_\_ Date \_\_\_\_\_

