

### **Ethics and Professionalism 3 – Notes for Candidate**

**ETHICS + PROFESSIONALISM: 8 minutes + 2 minutes questions**

**You are the FY1 working in a GP practice on a busy Friday afternoon.**

**Your next patient is 14-year-old Jess Brookes who is coming to see you regarding contraception.**

**Please take a history from Laura and determine whether contraception is appropriate or not.**

## Ethics and Professionalism 3 – Notes for Actor

PC: 14 year old Jess Brookes here to seek contraception.

HOPC: Sexually active with boyfriend who is 16, seeking contraception because you don't want to get pregnant. You will remain sexually active regardless and you have the capacity and knowledge to make this decision.

SH: Lives with parents, currently in school, no smoking or alcohol abuse.

**Only reveal the following narrative if you are explicitly asked if everything is consensual and if you are being forced into anything.**

- Appear hesitant to divulge details at first, but tell the student that your boyfriend is forcing you and that he is making you get contraception so that you don't want to get pregnant. You would rather not go through with this but you fear what might happen if you don't. Only state this information if the student specifically asks.
- No physical abuse sustained.

On being offered help such as from the police:

- you refuse to get the police involved, ask the doctor to keep things in between yourselves, you do not want him arrested or to be separated from him.
  - On being asked to tell your parents, you refuse stating that you do not want them to know at all because you fear their reaction. They are safe and protective but you think they will be angry.

On being offered information and further questions:

- You want to get help but you do not want your parents to find out.

Ultimately, if the student does not inquire about the details of the relationship, and simply proceeds to assess Gillick competence and prescribe contraception, you should accept and end the station without saying anything.

## Ethics and Professionalism 3 – Examiner marksheet

<b>MARKING RUBRIC</b>	<b>✓</b>
<p><b>Opening:</b></p> <ul style="list-style-type: none"> <li>• Introduce with full name and grade</li> <li>• Check patient identifiers</li> <li>• Set out the purpose of the conversation</li> <li>• Gain consent to proceed</li> </ul>	
<p><b>Main Consultation</b></p> <ul style="list-style-type: none"> <li>• Determines PC and HOPC - quick SOCRATES</li> <li>• PMH: any recent visits to hospital</li> <li>• Determines social history: who is at home, employment, alcohol, substance abuse, smoking</li> <li>• <b>Determines whether partner has ever been abusive towards her</b></li> <li>• Determine the type of abuse: verbal, emotional, physical, sexual, financial</li> <li>• Determine the extent of abuse: required hospitalisation?</li> <li>• Determine if patient feels safe at home</li> <li>• Determine mental health symptoms: low mood, lack of energy, not wanting to do things,</li> <li>• Thank patient for sharing this with you.</li> <li>• Ask if they would like any help from the police? Suggest everything within this conversation will stay confidential unless specific circumstances arise.</li> <li>• Once patient refuses any help from the police, reassure her that you will ensure she gets the help she needs. Maintain her confidentiality but tell her where you will need to break it, for example with safeguarding and child protection services. Since she is under 13 and she acknowledges her parents are safe and supportive, they would also need to be involved. However, it would be sensible to get the advice of a senior or the safeguarding team before involving the parents.</li> </ul> <p>Agree a joint plan to keep her safe and involve the required teams such as safeguarding.</p> <ul style="list-style-type: none"> <li>• Safety nets, provides contact details for organisations she can contact such as NSPCC and childline and also tell her to call or text 999 if she is in a dangerous situation with the boyfriend.</li> </ul> <ul style="list-style-type: none"> <li>• Listens attentively - uses person centred approach</li> <li>• Responds well to cues, verbal and non-verbal.</li> <li>• Is empathetic, sensitive and compassionate - considers the needs of the patient</li> <li>• Does not blame the patient</li> </ul>	
<p><b>Closing:</b></p> <ul style="list-style-type: none"> <li>• End consultation with a summary of the discussion and safety netting.</li> </ul>	
<p><b>Questions:</b></p> <p>1) What is confidentiality?</p> <ul style="list-style-type: none"> <li>• <b>Patients legal right to have any information they share with their doctor remain private.</b></li> </ul> <p>2) What frameworks are used to assess an under 18's ability to consent to contraception?</p> <ul style="list-style-type: none"> <li>• <b>Fraser guidelines specifically for contraception, and Gillick competence for general consent.</b></li> </ul> <p>3) When would the Gillick competence and Fraser guidelines not apply – <b>nonconsensual situations, or if the patient was under the age of 13</b></p>	

**Global Impression:**

- Excellent
- Good
- Pass
- Borderline
- Fail

**Patient Impression/comments:**