

A Capacity and Consent Workshop as part of the Medical Humanities curriculum in undergraduate medical education

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Project method

A clinician and a non-medical humanities practitioner work together to deliver this workshop to 4th year medical students. The work shop, as part of the educational strategy for Medical Humanities, helps medical students appreciate complexity, tolerate ambiguity and manage uncertainty; foster empathy, narrative intelligence, ethical and political sensitivity; exercise critical reflection, contextual awareness and reflexivity; develop and practise 'intelligent kindness'; balance personal, professional and patient agendas; develop communication repertoires for challenging situations and manage the mental and physical wellbeing of their patients.

The clinician brings their clinical experience and expertise in the area and works with the non-medical humanities practitioner and their arts skills to inform students of the legal aspects of the Mental Capacity Act and to challenge previous thoughts and ideas. The Mental Capacity Act is discussed along with how to assess capacity, capacity to consent, protecting children and young people specifically the under 16s and 16-17 age groups, Gillick competence and Fraser guidelines. Complex situations are discussed regarding children, specifically around decisions to treat eg parental disagreement, treatment in an emergency with no-one able to give valid consent. The doctrine of necessity, deprivation of liberties and restraint are also described. These are referenced from GMC guidance and journal articles. With the skills of the non-medical humanities practitioner real case studies are presented in a forum theatre style to challenge the students' practice, decision making and uncertainty using the knowledge of the guidance already discussed. This is undertaken in a situational judgement test teaching style and students are supported throughout.

Project results/evaluation

Professionalism, including Medical Humanities and Ethics, is included in their formative and summative clinical assessments throughout medical student training.

Project area classification

Hospital care	x	Emergency care	x
GP care	x	Dementia	x
Social care		Learning disability	x
Voluntary sector		Other mental health	x
Financial services		Palliative care	
Police		Advance planning, LPAs	
Legal	x	Commissioning	
Community health care	x	Training	x
Nursing and care home	x	For professionals?	x
Acute care	x	For public and service users?	
Chronic care	x		