

Appendix 1

Lesson plan and summary of taught content during the initial teaching session. The second session started from level 6. This lesson plan was modelled on Gagne's events of instruction structure¹ and developed from literature review and personal professional experiences of the authors.

Level and timings	Activity
1. Gaining attention (5mins)	<p>Title slide of presentation on the board. Introductions between teacher and learners. Start the session with a pre-teaching confidence questionnaire which covers: previous experience; confidence conducting virtual consultation (opening, discussion, decision making, and closing).</p>
2. Informing learner of objectives (5mins)	<p>Learning objectives:</p> <ul style="list-style-type: none"> - Discuss why virtual consultations are important. - Identify the challenges and benefits of virtual consults. - Be able to select an appropriate virtual format for consultation. - Outline how to conduct a video consultation including setting up, opening the consultation, discussion and body language, decision making and directing patients for follow up, closing the consultation. - Have the opportunity to practice conducting a virtual consultation. - Provide useful peer feedback. <p>As this session uses practice scenarios and simulation type consultation, at this point establish ground rules with the students e.g. what is said in the room stays in the room, confidentiality, ensure constructive feedback, can take a time out if finding it too stressful.</p>
3. Stimulate recall of prior learning (5-10mins)	<p>Discussion on previous experience observing or conducting a virtual consultation, in what manner and how they found it.</p> <ul style="list-style-type: none"> - Outline different methods used (e.g. phone, video, messaging). - What did the students take away from that experience, what were the challenges and benefits? - Discuss what they know about where and why virtual consults are used. <p>Learner prerequisites for the lesson are:</p> <ul style="list-style-type: none"> - To be able to conduct a basic patient history to the level expected to have passed fourth year. - Knowledge of common O&G presentations. - Can outline basic first-line investigations and management for common O&G presentations.
4. Presenting stimulus (20mins)	<p>PowerPoint presentation on how to conduct a virtual consultation.</p> <ul style="list-style-type: none"> - How to choose a mode (e.g. telephone vs video), setting up/testing and what to prepare prior to starting (confidential setting, imaging/results/letters/previous notes to hand). - Opening the consultation (consent, identifying, safeguarding, confidentiality) and agreeing a back-up alternative e.g. phone call instead of video). - Carrying out a history including appropriate body language and note-taking.

	<ul style="list-style-type: none"> - Making a decision and informing the patient of next steps including further management or follow up options (to attend emergency department, face to face clinic, remote prescribing, follow up virtual clinic, discharge). - Finally how to close the consultation: summarising, signposting/worsening advice, final questions, an ending sentence and hanging up.
5. Providing learning guidance (5mins)	Students watch an example clip of a video consultation ² between a general practitioner and a patient and critique what they think went well or not, discuss what things they think they would have done differently. Here they can ask any questions they have from the video.
6. Eliciting performance (50mins)	<p>Students take it in turns to call a patient actor (fellow clinical teaching fellow) via Microsoft teams whilst the rest of the group observe and make notes for feedback.</p> <p>Students are given an “OSCE-style” information sheet with patient details and background on the call including setting and relevant history (Figure 1). They are also given instructions on what they are expected to do e.g. “you have 10 minutes to take a full history and outline any further investigations or follow up for the patient.”</p> <p>The facilitator will remind the students of the ground rules we had established as a group at the beginning prior to starting the simulation consults.</p> <p>The computer is connected to a smartboard projector so that observing students can see the patient actor on the large screen.</p>
7. Providing feedback (50mins)	<p>Throughout the presentation students have the opportunity to ask questions.</p> <p>After each student has conducted their practice scenario, the tutor facilitates a debrief asking the student how they felt it went and dealing with any questions/concerns the student has.</p> <ul style="list-style-type: none"> - Teacher and the group provide constructive feedback to the student verbally. - Written feedback form from the teacher. - General discussion about the case e.g. ectopic pregnancy/post-menopausal bleeding. - Students can identify any further learning needs they have.
8. Assessing performance (done in second 2 hour session)	The students have a second session for virtual consultations two weeks after the initial session where they are given a different scenario to their previous one. The teacher will provide feedback again and can assess whether they have met their previous learning points. Following the second session they are given a post-teaching confidence questionnaire (similar to the pre-teaching one) which assesses any change in their confidence for each part of the consultation.
9. Enhancing retention and transfer (5mins in session, to continue throughout)	<p>Recap learning objectives and cover main “take home messages” from the debriefing/feedback.</p> <p>Students are on a four week block with the opportunity to go to clinics, some of which are virtual. They should practise history taking with patients in virtual clinics if possible. Following their obstetrics and gynaecology block they have their GP rotation where they are given further opportunity to practise virtual consultation skills.</p>

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References

1. Gagne, R., Briggs, L. & Wager W. (1992). Principles of instructional design (4th ed). Fort Worth: Harcourt Brace Jovanovich. Retrieved 29th Mar 2022 from <https://www.niu.edu/citl/resources/guides/instructional-guide/gagnes-nine-events-of-instruction.shtml>
2. Better video consultations - how to improve your website manner. (Date uploaded: 30th April 2020). Youtube video, added by eGPEarning [online]. Available at: https://www.youtube.com/watch?v=uC_gmmoGvWY. Accessed 29th Mar 2022