



## Misunderstanding into Insights

### Roundtable session

### Practical approaches for teaching and assessing clinical communication skills for neurodivergent medical students.

This roundtable focused on four topics of discussion to share ideas, practices and knowledge within UK medical education

#### Topic 2: Delivery

Participants were asked: During teaching what practical adaptations can be made?

#### Information provided:

##### *Rooms:*

- A lack of rooms and suitability of rooms were highlighted as barriers.
- The number of students in a session may be a barrier. Is 10 too many, should there be a maximum of 6?
- Need to consider heating and ventilation of rooms, outside noise etc.
- Give students a choice of where to sit, make sure there is enough room for students to move their chair to an angle for comfort.
- Make sure it is clear as to what rooms they are allocated to and that there is some information in the prep as to how the rooms are set up.
- A solution is be-spoke rooms for communications skills that would benefit all students.
- Also to use only a handful of rooms for the comms session in order for students to develop familiarity with.
- Could also keep the same students within the same groups
- A welcome person from the administration team meets the students and guides them to their rooms.
- For first year students they are welcomed at classes. Every morning a staff member stands at the door to scan their cards and bring them to the space they are allocated.

- Could also use a welcome board with info of where we are and the rooms.
- Each school would adapt according to the layout

#### *Roleplays:*

- Extending triadic roleplays in early years to normalise role plays and create a sense of safety.
- Students could consult and decide who goes first, next, etc.
- Feedback could be given from the tutor at each session as to who volunteers to do roleplay.
- Log could be kept on who has done, even if students don't know about the log
- Roleplays can be done in online sessions, where they roleplay with each other. This is done in year 4.

#### *Other*

- Breaks every 15 minutes
- Time out highlighted
- Educators can work with students beforehand
- Some participants felt that we don't cater well for neurodiversity in sessions.
- Yellow background for slides is better but schools mandate own style of slides and the colours.
- Add visual schedules within slides or on whiteboards
- Offer choice of seating location and angle for sensory regulation
- Clearly map room assignments; use visual boards to guide students.
  - Have blu-tac on the tables for students to fiddle with. Other fidget items could be available. Have available in all groups
  - Do a creative activity during talks and discussion