

## FISH BOWL DEMONSTRATION: OBSERVATION SHEET

### GENERAL COMMUNICATION SKILLS

### NOTES

1	Allows resident to express self (does not interrupt, expresses interest in hearing more, asks how resident feels)	
2	Communicates in non-judgmental fashion (is respectful and courteous, no patronizing or arrogant comments)	
3	Uses language appropriate to situation (using terms that are unambiguous but not offensive)	

### ELICITING/PROVIDING INFORMATION (6-steps)

1	<b>Asks permission and creates a safe environment for discussion</b> Is this a good time to discuss comments on the evaluations from your students?/ I know that you want to create a positive learning climate for the students and be perceived as a respectful, compassionate and caring towards patients.	
2	<b>Behaviors - Clearly states the behaviors; pauses and allows time for response</b> The residents have said you used words like: “ I have no sympathy for patients that seek pain meds—they are a waste of time and are working the system”	
3	<b>Common responses – Anticipates common responses (denial, discounting, distancing)</b> I understand that you may have a different view of your interactions with the students and I want to understand your perspective./ I know that clinic can sometimes be challenging, but I think it is important to discuss these concerns	
4	<b>Dialogue – Framing the lapse &amp; alternative strategies</b> <ul style="list-style-type: none"> <li>• Elicits and acknowledges contributing factors and emotions from everyone’s point of view</li> <li>• Elicits alternative strategies from resident</li> </ul> What was going on from your perspective, why do you think the students perceived it this way?/ How can you make sure that your frustrations don’t come through in your interactions with students?	
5	<b>Establish a plan, Expect and Encourage - Affirms that behavior change is expected and reinforces purpose.</b> Let’s give this approach a try/I know you can do better/I need you to work on this and I am willing to help	
6	<b>Follow-up - Provide support and a time to follow up</b> Thanks for talking about this, lets meet in a few weeks and see how your strategy is working	



## Communication with Resident After the Event - CASE 1

### FACULTY INSTRUCTIONS

#### Your Role

#### Situation

#### Residency Program Director – Dr. Taylor

- You are meeting with Dr. Shauna Stern, a Medicine resident, to discuss concerns raised by a nurse who reported that she saw Shauna and a surgery resident arguing loudly in the hallway about which service should take a patient in front of the patient's room and later heard from the patient that he was upset.
- Dr. Stern has been an excellent and dedicated resident for the past 3 years. She is known to be an outspoken advocate for her patients.
- As the program director you are a trusted mentor that residents turn to with concerns and you are hoping to address this incident with your resident in a productive way. You recognize that your responsibility is to not only inquire about the disagreement, but also provide guidance on how to navigate situations like these in the future.
- There have been many stresses among the residents due to schedule changes and resident coverage issues due to illness. The hospital census is high and residents have been under increasing pressure to discharge patients.

You ask to meet with Shauna and to help her to reflect on how to be more professional in interactions with other residents.

#### Your Task

1. **You need to give this resident feedback about her unprofessional behavior.**
2. **You need to guide this resident in reflecting and creating a strategy to behave more professionally in the future.**

## Communication with a Resident After the Event – CASE 1

### RESIDENT INSTRUCTIONS

#### Your role

#### Internal Medicine Resident – Shauna Stern

#### The Scenario

- You are an Internal Medicine resident on the wards and the residency program director, Dr. Taylor, asked to meet with you. You are unsure of what this meeting is about. It has been a busy month and you have had very little sleep in the past week.

#### Your Instructions

- At the beginning of the encounter, you express that you are happy to sit down and meet with Dr. Taylor.

#### Your current life situation and past history

- You have felt increasingly overextended on service with a full patient load and some residents out sick.
- You feel frustrated by services that will not take patients that you feel would be best served by their service.
- You see yourself as assertive and a strong advocate for your patients.

#### The Encounter:

- If directly told you were seen being unprofessional outside a patient's room, express defensiveness.
- If asked how your actions might be perceived, you acknowledge they might be misinterpreted as not wanting the best care for the patient and not collaborating with the surgical service.
- If Dr. Taylor does not acknowledge your concerns or is judgmental, say sarcastically that you will take it easy on the surgeons and watch where you are having conversations.
- If your concerns are heard, you acknowledge that your communication could have been different and become open to brainstorming ways you would do this in the future.

**CASE:**

<b>GENERAL COMMUNICATION SKILLS</b>		<b>NOTES</b>
1	Allows feedback recipient to express self (does not interrupt, expresses interest in hearing more, asks how the person feels)	
2	Communicates in non-judgmental fashion (is respectful and courteous, no patronizing or arrogant comments)	
3	Uses language appropriate to situation (using terms that are unambiguous but not offensive)	

**ELICITING/PROVIDING INFORMATION (6-steps)**

1	Asks permission and creates a safe environment for discussion	
2	<b>Behaviors</b> - Clearly states the behaviors. Pauses and allows appropriate time for response	
3	<b>Common responses</b> – anticipates common responses (denial, discounting, distancing)	
4	<b>Dialogue</b> – Framing the lapse and develops alternative strategies <ul style="list-style-type: none"> <li>• Elicits and acknowledges contributing factors/emotions from everyone’s point of view</li> <li>• Elicits alternative strategies</li> </ul>	
5	<b>Establish a plan, Expect and Encourage</b> - Affirms that behavior change is expected and reinforces the purpose.	
6	<b>Follow-up</b> - Provide support and a time to follow up	

## Communication with Faculty Colleague After the Event - CASE 2

### FACULTY INSTRUCTIONS

#### Your Role

**Pediatric Clerkship Director – Dr. Jane Madison**

#### Situation

- You are meeting with Dr. Judy Jones, a pediatric attending, to discuss concerns raised by a medical student, Mark Hernandez, about culturally insensitive comments that Dr. Jones made about a patient and the patient's family.
- According to the medical student, after rounding on the patient, Dr. Jones remarked to the team that she noted that the patient, a toddler, had pierced ears. She said to the team, "They do that, you know," and went on to relate a story about how her own nanny had given her daughter earrings when she was a baby and how odd Dr. Jones thought this was. The student reflected on the fact that his nieces and nephews had their ears pierced as babies and Dr. Jones' remarks made him feel that his culture was being critiqued/devalued. The student came to you asking that you approach Dr. Jones to ensure that Dr. Jones did not make similar remarks in the future.
- As the clerkship director, you feel that it is important to meet with Dr. Jones to speak with her about her remarks and the concerns that were raised by the student.
- Dr. Jones has received good teaching evaluations in the past and generally is well liked by students, residents and colleagues. You have not heard of any students or residents raising concerns in the past about Dr. Jones' cultural insensitivity.

You ask to meet with Dr. Jones and to help her to reflect on how to be more professional and culturally sensitive in interactions with trainees.

#### Your Task

1. **You need to give this colleague feedback about her unprofessional behavior.**
2. **You need to guide this colleague in reflecting and creating a strategy to behave more professionally in the future.**

## Communication with Faculty Colleague After the Event - CASE 2

### FACULTY INSTRUCTIONS

#### Your role

#### The Scenario

#### Your Instructions

#### Your current life situation and past history

#### The Encounter:

#### Anesthesia Attending – Dr. Judy Jones

- You are an anesthesia attending. Dr. Madison, the anesthesia clerkship director, asked to meet with you. You are unsure of what this meeting is about, but assume that it has something to do with your teaching responsibilities.
- At the beginning of the encounter, you express that you are happy to sit down and meet with Dr. Madison.
- You feel that you are a good teacher who takes a personal interest in learners and spends a great deal of time teaching on rounds.
- You value your relationship with the students and try your best to make them feel welcome and comfortable.
- You recall the specific incident in question and think that the student misinterpreted your behavior.
- If directly told you were perceived as being “sexist”, you react defensively, and tell Dr. Madison that your teaching evaluations have always been excellent and that this student was probably just overly sensitive.
- If asked about how your comments/actions might have been perceived by the student, you acknowledge they might be seen as inappropriate.

**CASE:**

<b>GENERAL COMMUNICATION SKILLS</b>		<b>NOTES</b>
1	Allows feedback recipient to express self (does not interrupt, expresses interest in hearing more, asks how the person feels)	
2	Communicates in non-judgmental fashion (is respectful and courteous, no patronizing or arrogant comments)	
3	Uses language appropriate to situation (using terms that are unambiguous but not offensive)	

**ELICITING/PROVIDING INFORMATION (6-steps)**

1	Asks permission and creates a safe environment for discussion	
2	<b>Behaviors</b> - Clearly states the behaviors. Pauses and allows appropriate time for response	
3	<b>Common responses</b> – anticipates common responses (denial, discounting, distancing)	
4	<b>Dialogue</b> – Framing the lapse and develops alternative strategies <ul style="list-style-type: none"> <li>• Elicits and acknowledges contributing factors/emotions from everyone’s point of view</li> <li>• Elicits alternative strategies</li> </ul>	
5	<b>Establish a plan, Expect and Encourage</b> - Affirms that behavior change is expected and reinforces the purpose.	
6	<b>Follow-up</b> - Provide support and a time to follow up	

## Case 3 COMMUNICATION WITH A STUDENT AFTER THE MOMENT

### FACULTY INSTRUCTIONS

#### Your Role

#### Situation

#### Course Director

- You John (Joanna) Jones and are meeting with a student, Tyler Smith to discuss professionalism in electronic communications after a recent email exchange.
- This student is midway through his/her family medicine clerkship. S/he was scheduled to attend a mandatory event at the clinical skills center as part of his/her longitudinal clinical experience that was on the schedule for weeks. You received an email from Tyler the day of the event informing you that s/he was not able to make the event due to getting out of clinic late and not owning a car. You responded to the email stating that the student's missing the event was challenging for all involved and that s/he should have anticipated travel time and made sure to notify his/her family medicine preceptor in advance of the session so that arrangements could have been made to ensure that s/he was present at the session. You send the student times/dates to reschedule the session.
- You receive the attached email from the student and are taken aback by the tone of the email. You request to meet with the student to discuss the email exchange. You do not have any previous experience with this student and have never met Tyler. You have not heard any negative comments from his preceptor.

#### Your Task

1. **You need to give this student feedback about his unprofessional behavior.**
2. **You need to coach this student to communicate more professionally in electronic communication.**



## Case 3 - Communication with Student After the Event

### STUDENT INSTRUCTIONS

#### Your role

#### The Scenario

#### Your Instructions

#### Your current life situation and past history

#### The Encounter:

#### Student – Tyler Smith

- You are a student on your family medicine rotation. The longitudinal course director asked to meet with you after you missed a recent required clinical skills exercise. After missing the exercise, you had the attached email exchange and Dr. Jones requested to meet with you in person.
- You were initially quite reluctant to meet with Dr. Jones initially because of how overwhelmed you feel on your clinical rotations.
- You are under a lot of pressure recently. You are on your third rotation (Family Medicine) and didn't do as well as you wanted to during your first two rotations. The transition to third-year has been somewhat challenging for you.
- After receiving Dr. Jones' email about missing the session, you were quite upset that he/she wasn't more understanding about the challenges you faced in travelling across town to participate in the required exercise.
- Although this may have been inconvenient, it was not your fault as the clinic ran over, the bus was delayed and you don't have a car. You forgot to let your preceptor know that you needed to leave early and then were reluctant to reveal this information during the clinic session because you didn't want to seem disinterested.
- Your initial response is to react mildly defensively *"I'm sorry I missed the required session, but I was taking care of a patient and lost track of time."*
- Express frustration with the system: *"It is hard to have required sessions that begin at 1:00 pm when we are not on campus."*
- If asked about the email exchange: *"I was frustrated when I wrote those emails. Maybe in retrospect, I should have changed the wording."*
- If your concerns are heard, you acknowledge that your behavior was less than ideal and offer that you could be aware of your negative emotions in the moment and not respond immediately to email so you don't say something you might regret. Express appreciation that the director spent time discussing his/her concerns with you and plan to meet in a few weeks to discuss the execution and impact of the plan.

## **Student-Course Director Email Exchange**

### **Tyler email response #1**

If I had anticipated a problem I would have brought it up earlier. That is why I emailed you as soon as I realized I would not make it. My time is scheduled all day everyday and like I said, I don't have a car and with the bad weather public transportation was very slow today. Thank you for your abrupt and rather non understanding response. I'll be sure to get back to you with those dates.

Tyler Smith

---

### **Dr. Jones' response**

Dear Tyler,

I would like to meet with you in person so we can discuss this further. I recognize that you are currently on clinical rotations, but I think we should meet face to face to discuss this rather than by email. Please let me know some potential times that we could meet. I know that you have a period without clinical duties coming up and there may be opportunities for us to meet then.

Dr. Jones

---

### **Tyler email response #2**

As you mentioned I am very busy with clinical rotations right now. I also have many other obligations to fulfill during the little free time I will have after that. Like I said, I will look at my schedule and let you know which of the remaining dates works best and will let you know asap. Email is the best way to reach me but you are welcome to call me as well if you feel like that is more appropriate. The number is listed below.

Tyler Smith

**CASE:**

<b>GENERAL COMMUNICATION SKILLS</b>		<b>NOTES</b>
1	Allows feedback recipient to express self (does not interrupt, expresses interest in hearing more, asks how the person feels)	
2	Communicates in non-judgmental fashion (is respectful and courteous, no patronizing or arrogant comments)	
3	Uses language appropriate to situation (using terms that are unambiguous but not offensive)	

**ELICITING/PROVIDING INFORMATION (6-steps)**

1	Asks permission and creates a safe environment for discussion	
2	<b>Behaviors</b> - Clearly states the behaviors. Pauses and allows appropriate time for response	
3	<b>Common responses</b> – anticipates common responses (denial, discounting, distancing)	
4	<b>Dialogue</b> – Framing the lapse and develops alternative strategies <ul style="list-style-type: none"> <li>• Elicits and acknowledges contributing factors/emotions from everyone’s point of view</li> <li>• Elicits alternative strategies</li> </ul>	
5	Establish a plan, <b>Expect</b> and <b>Encourage</b> - Affirms that behavior change is expected and reinforces the purpose.	