
AAPD Spring Meeting 2019

ELS 2

Teaching **R**esidents to **M**itigate
Prejudice (**TRMP**):

Use of an Experiential Communications
Course with Role Play to Prepare Residents to
Address Prejudice in the Workplace

Presenters

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**None of these presenters
have any conflicts of interest
to disclose.**

Agenda

- ✧ **Workshop Goals**
- ✧ CHP Communications Course
- ✧ Facilitator Method
- ✧ Simulated Parents (SPs)
- ✧ Demonstration
- ✧ Practice group roles
- ✧ Implementation: Take Home Points

Workshop Goals

- ✧ Demonstrate a learner-centered experiential approach to teach communication skills
- ✧ Develop skills to teach trainees how to respond to discriminatory comments in the workplace

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An Unmet Need

- ✧ We aim to provide **culturally effective care** in an **inclusive environment**
 - “The ACGME expects that participants in the greater graduate medical education community will be able to work and study in an atmosphere that **discourages discrimination and harassment by colleagues, supervisors, teachers, peers, other staff members, and patients.**”
- ✧ 77% of our residents have witnessed and 56% have directly experienced a discriminatory comment from a patient or family during residency

Communications Course

- ✧ Interactive course utilizing role-play in a safe environment
 - Simulated parents express prejudice about a member of the care team based on race, ethnicity, religion, or gender
 - Simulated parents, peers, and facilitators provide feedback

Trainee Objectives

- ✓ Enhance communication skills by noticing and responding to emotion and conveying empathy.
- ✓ Identify available resources to help negotiate challenging interactions.
- ✓ Recognize their emotions during the encounter while responding in a firm yet respectful manner.
- ✓ Develop scripts to employ when encountering discriminatory comments in the clinical setting.

Tools for Trainees

NURSE Mnemonic

- ✧ **N**ame the emotion
- ✧ **U**nderstand the emotion
- ✧ **R**espect
- ✧ **S**upport
- ✧ **E**xplore

Hospital Code of Conduct

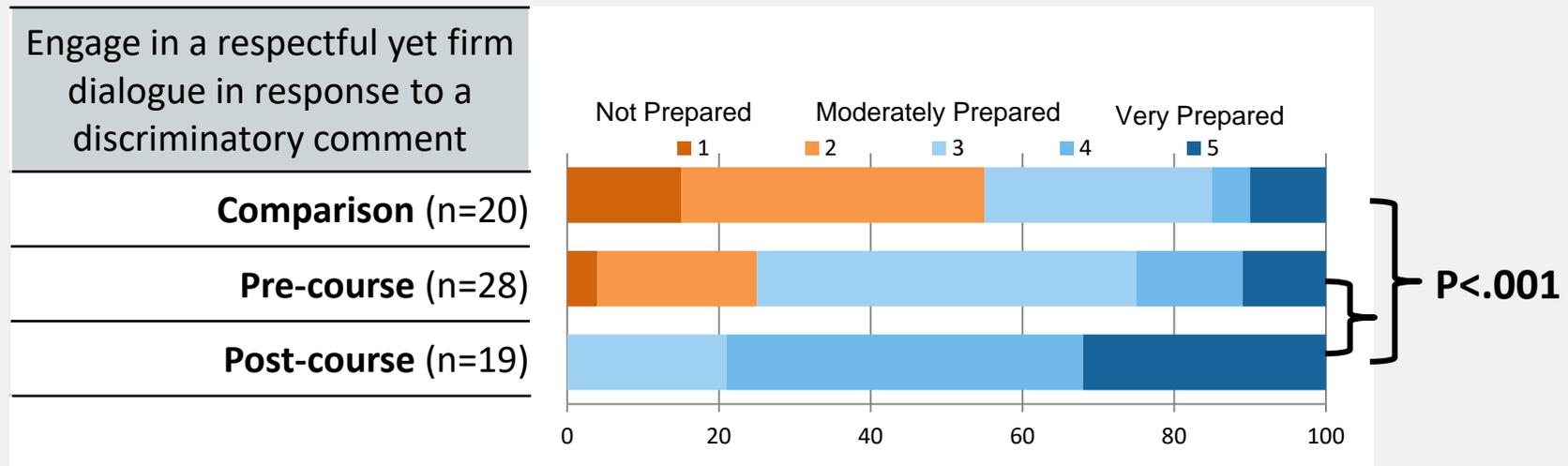
- ✧ Hospital policy
- ✧ Tangible tool
- ✧ Prohibits *“rude, profane, racist, or culturally offensive remarks”*

Common Ground

Mutual goal: best care for child

Course Effectiveness

- ✦ Pre- and post-course surveys assessed residents' preparedness to respond to discriminatory comments



- ✦ **All** residents felt moderately to well-prepared following the course

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Facilitator Tasks

- ✧ Introduce communications course
- ✧ Review trainee tools
- ✧ Provide ground rules for a safe learning environment
- ✧ Promote a productive and collaborative group discussion
- ✧ Reinforce goals and learning objectives throughout the course

The Primary Teaching Method

- ✧ Ground Rules establish **safe learning environment**
 - “Vegas” rule: experiences never leave the room
 - Ability to time out or rewind
 - ✧ Emotional awareness
 - ✧ Ask permission to provide feedback
 - ✧ Comments and suggestions, not criticisms
 - ✧ Learner drives practice of the interaction

Facilitator Skills

- ✧ Facilitate the learning process: be a Traffic Cop, not an expert
- ✧ Monitor the time to allow all trainees to participate
- ✧ Call “Time Out” at key points
- ✧ Wrap-up & Debrief: “What did we learn today? What skills will you take with you?”

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Simulated Parents

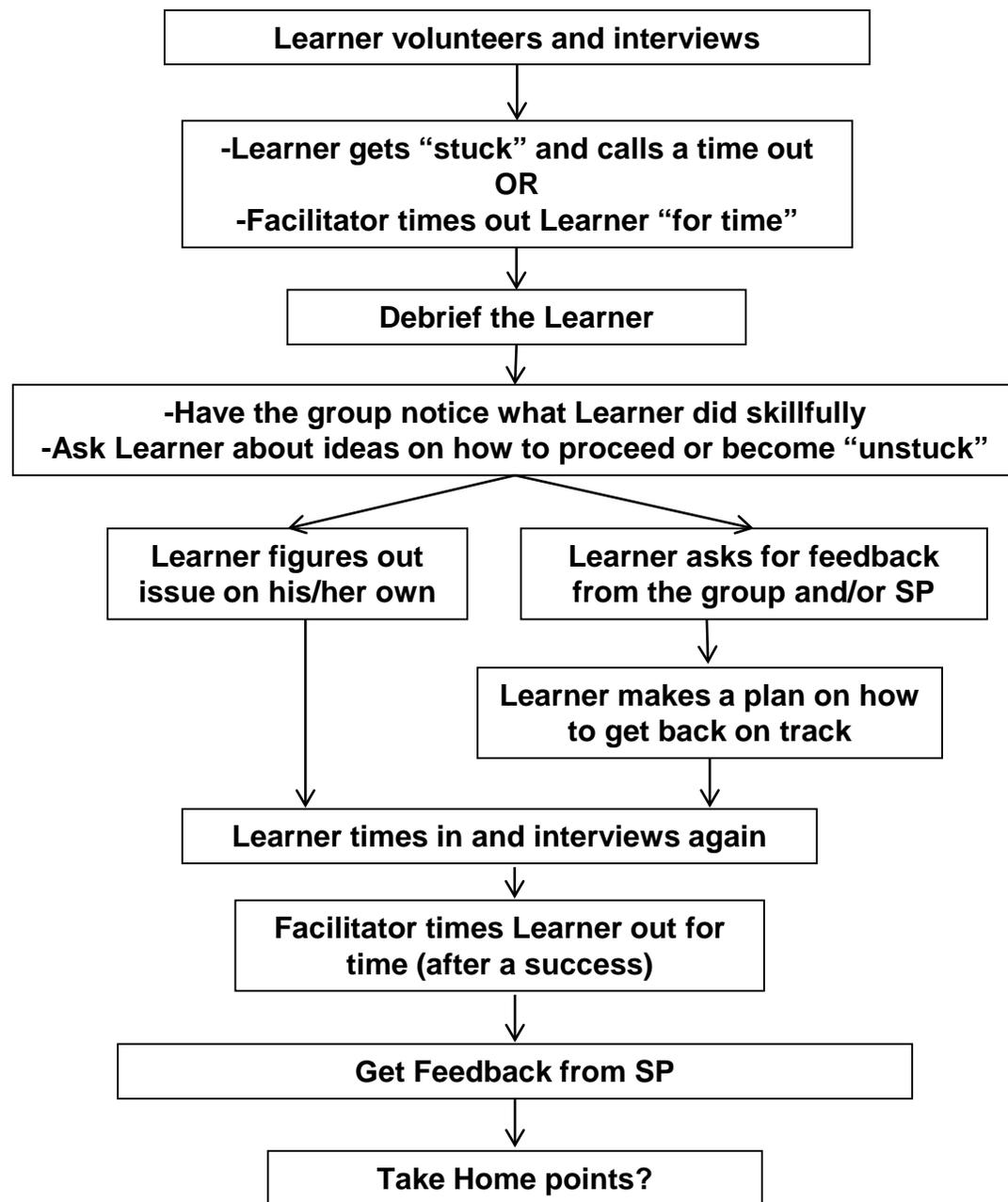
	Standardized Patient	Simulated Parent
OVERVIEW	Content-focused <ul style="list-style-type: none">• Testing• Clinical diagnosis• Physical exam	Skill-focused <ul style="list-style-type: none">• Interpersonal skills• Better results
PREPARE	Emphasis on details rather than emotion	Emphasis on goals, cogent details, and emotion
ACT	Standard responses	Facilitate flow, provide hints
REACT	Straight forward	Reward learner or respond to errors
FEEDBACK	Content checklists	Learner-centered, specific, constructive

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Case 1

- ✧ 3-year-old girl with cervical lymphadenitis.
- ✧ Plan is IV antibiotics, NPO, and ENT evaluation in the morning.
- ✧ The patient was fussy overnight due to discomfort and her NPO status.
- ✧ She was frequently assessed by the resident, who is black.
- ✧ The white parent blames the overnight resident for not doing enough. She does not want the overnight resident again and states as an additional reason that the resident is black.



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- ✧ **Implementation: Take Home Points**

Implementation

- ✧ Identify stakeholders: PDs, Dept chair
- ✧ Obtain support from stakeholders
 - Financial support: space, SP funding
 - Protected time for faculty and trainees
- ✧ Recruit facilitators
 - Identify key teaching faculty, including behavioral health and social work
- ✧ Identify SPs
 - Standardized patients from local medical schools may be trained as simulated parents
 - Local actors' guild

Implementation

- ✧ Hold facilitator training sessions
- ✧ Develop case scenarios
 - Review with SPs, facilitators
- ✧ Course Outline
 - Timing: 1 week, 12-2 pm each day
 - Divide into small groups by class year
 - Cases vary by class year
 - Residents participate on their clinic day, go to clinic afterwards

Resources

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Selected References

- ✧ Christine March, Lorne W. Walker, Regina L. Toto, Sylvia Choi, Evelyn C. Reis, and Stephanie Dewar. Experiential Communications Curriculum to Improve Resident Preparedness When Responding to Discriminatory Comments in the Workplace. *Journal of Graduate Medical Education*. June 2018, Vol. 10, No. 3, pp. 306-310.
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Evaluation

We welcome your feedback!