Communication, Teaching & Evaluation of Professionalism Throughout Fellowship Training

“All I really need to know I learned in Kindergarten”

~Robert Fulghum
Who are we?

- Workshop facilitators:
  - Angela Myers, MD, MPH
    - Program Director for PID fellowship
  - Christine Sullivan, MD
    - Program Director EM residency
    - RRC member for EM residencies
  - Amber Hoffman, MD
    - Associate PD for Pediatric residency
Workshop Syllabus

- Introduction ~ 3 minutes
- Professionalism Principles ~ 5 minutes
- Curriculum ~ 10 minutes
- Evaluations ~ 15 minutes
- Barriers ~ 10 minutes
- Crucial Conversations ~ 10 minutes
- Small group discussion ~30 minutes
Principles of Professionalism

1. Professional competence
   - Self improvement

2. Ethics/Confidentiality
   - Honesty/Integrity

3. Communication skills/ Collegiality/ Language use/ Discretion
   - Respect for others

4. Excellence & Quality of Care
   - Reliability/responsibility
Principles of Professionalism

5. Altruism
   - Altruism

6. Humanism
   - Compassion/empathy

7. Initiative/Leadership
   - Advocacy

8. Stress management/Well being
   - Self awareness/knowledge of limits
Take a minute to reflect on the teaching methods you currently utilize.

- How do you incorporate professionalism education into your fellows’ training?

- How is what you are currently doing received among your group / trainees?
Curriculum

- Case vignettes
  - Fellows with PD
  - Entire section/division
  - Incorporate into other scholarly activity
    - Journal club, research conference, etc.

- Clinical stem
- 2-3 talking points
Vignette

- A faculty member uses the data from your research project for their own abstract at a national meeting.

  - Is this an ethical/professional dilemma?
  - If so, what method should you use to resolve this issue?
  - What if they have told you that they will put your name on the abstract as well?
Curriculum

- Fellow’s core curriculum
- Workshop
  - Across subspecialties
  - Case scenarios with role reversal
  - Reflective practice leadership
- Simulation lab
  - Work through actual situations
Leadership Role

- Leading by example
- Leadership buy-in
  - Professionalism education as a scholarly activity
  - Incorporation into curriculum
  - Signed agreements
Leadership Role

- Office of faculty development
  - New/young faculty
  - Refresher for more senior faculty
- Faculty workshops
- Leadership meetings
  - Section/Division chief meetings
Changing Your Environment

- If you could choose one new method to teach professionalism, what would it be?
- How would you go about getting buy-in from your colleagues & trainees?
Evaluation Tools

- Address all areas
- Include:
  - Faculty
  - Nursing
  - Staff
  - Peers
  - Patients/parents
  - Community physicians/leaders
Evaluation Tools
ABP recommendations

- Critical Incident card
  - Praise or early concern
  - Faculty or peer

- Peer evaluations
  - 6-11 for inter-rater reliability
  - Anonymity important
Evaluation Tools
ABP recommendations

- Professional mini-evaluation exercise (P-mex)
  - Requires training and faculty observation of patient-trainee interaction
  - Need 6-8 for inter-rater reliability

- Multisource assessment
  - Core and selected items
  - 50 patient evaluations = 10-20 nursing
Evaluation Tools

- Consensus evaluations
  - Inpatient/outpatient settings
  - Panel discussions
  - Nurses
  - Staff
    - Fellowship program coordinator, care assistant, administrative assistants
Evaluation Tools

- Peers
  - Must ensure anonymity
  - Include self evaluations (ILP)
- Parent/patient
  - Short 5 question survey
  - Distributed to families at check in
- Community
  - Brief email tool through survey monkey
  - Sent by AA answering phone call
Examples of evaluation statements

“Good under stress”

VS

“Remains calm and focused during stressful situations”
Do your current assessment tools adequately pick up on deficiencies?

What could be one new evaluation tool that you could add (or a new aspect to an existing tool) in order to improve your current assessment methods?
Barriers to Crucial Conversations Regarding Unprofessional Behavior

Take a moment to consider the following which we will discuss as a group

- When do you hesitate to hold a crucial conversation?
- What has to happen so that you pick up the phone and arrange to meet with the individual?
- How do you decide on the urgency of this meeting?
Barriers Regarding Conversations about Professionalism & Possible Solutions

Program/Fellowship Director

- Uncertainty about what defines professionalism, what attributes are most important, what behaviors can be “tolerated”
  - Develop & use policy defining professionalism

- Lack of knowledge of procedure
  - Learn the procedures

- Time: investigating the report and conducting the conversation
  - Make the time
Barriers Regarding Conversations about Professionalism & Possible Solutions

- Lack of reliable data
  - Root cause analysis approach (look at the system)
  - Don’t ignore “Curbside” consult
  - Understand that trainees with a pattern of “less serious” issues often have “serious” issues as well

- Fear of blame
  - Frame conversation around your concern for the individual and their performance

- Fear of litigation
  - Follow standards and policy
  - Due process
  - Know that courts have upheld faculty decisions
Barriers Regarding Conversations about Professionalism & Possible Solutions

The Resident/Fellow

- “Ownership”
  - Is the most important factor in successful remediation of professionalism issues
  - Multiple meetings, feedback, self-assessment
  - Listen to the individual’s perspective, focus on behaviors

- Willingness to change
  - Crucial to long-term behavioral modification
  - Multiple meetings, goal setting and consequences, discover contributing factors
Barriers Regarding Conversations about Professionalism & Possible Solutions

- Individual becomes defensive/lays blame/wants to confront accuser. This response can impede effective listening and education
  - Frame discussion around facts and behaviors
  - Multiple meetings, retelling the message, goal setting, discover contributing factors
  - Be prepared for this response to the conversation!!!!

- Mental health/substance abuse issues
  - Providing resources, counseling, referral to Wellness Program
Barriers Regarding Conversations about Professionalism & Possible Solutions

The Environment/System

• Lack of reporting. Reporter fears retribution, doesn’t want to “get involved”, believes it an isolated incident or not important
  • Educate & use policy defining professionalism
  • Reassure the individual reporting incident that their concern will be addressed, maintain confidentiality/anonymity (when possible) AND provide reporter feedback
Barriers Regarding Conversations about Professionalism & Possible Solutions

- Is there a hidden agenda?
  - Investigation and documentation critical
  - If agenda discovered, may need to refer reporter to their supervisor

- Did the system lead to or contribute to the problem?
  - Use root cause analysis approach
  - Address system issues, define expectations, require accountability of the individual AND the system
Develop a systematic approach to conducting a crucial conversation

Consider the following which we will discuss as a group

- What strategies have you found useful when conducting this conversation?
- What didn’t work?
Conducting a Crucial Conversation: Preparation

- **Investigate**: fact find and document
- **Identify the real issue(s) and any contributing factors**
- **Define the goal/outcome:**
  1. Change behavior
  2. Ownership of the issue by the individual
  3. Motivate the individual to genuinely desire to change their behavior
Conducting a Crucial Conversation: The Meeting

- Begin with addressing your genuine concern and willingness to help
- State the facts and what the issue is
- Be prepared for the individual’s response:
  1. Anger
  2. Denial
  3. Silence-Detached
  4. Crying
- Ask for the individual’s perspective
- Assess if there is mutual understanding
Conducting a Crucial Conversation: The Approach

- Clarify issues
- Engage the individual in the process
- Define goals/desired outcomes
- As individual responds, arrive at mutual understanding of issue and solution
Conducting a Crucial Conversation: The Approach

- Agree on the next steps to address issues:
  1. Educate to address gaps in knowledge, skills, judgment
  2. Acknowledge and address systems problems
  3. Counseling referral, Wellness programs, etc.

- Follow Up meeting—set timeframe and what will be discussed

- *State expectations and consequences clearly so they are transparent to all*
Root Cause Analysis
Approach

- Considers problematic behavior as something that can happen to anyone

- Strives to understand cause of lapse
  - Knowledge
  - Judgment
  - Skills
  - Systems
Root Cause Analysis Approach

- Coach individual to succeed in addressing cause(s)
- Tailors “intervention” to the cause(s)
- Endeavors to prevent future occurrence
- Requires accountability- of both the individual and the system
Follow Up Conversation: Results and Consequences

- In cases of relapse, a more formal remediation process is indicated
  - Crucial to discuss in initial conversation

- Disciplinary action: in cases in which the lapse is severe and/or formal remediation fails and/or if there is a relapse

- *Due process is crucial to process*
Crucial Conversation Exercise

Consider a couple of professionalism vignettes

- We will divide the room to work through scenarios to share with the group
- Use the outline provided to guide the approach
## Crucial Conversation

<table>
<thead>
<tr>
<th>Beginning the Conversation</th>
<th>How will I express concern and reassure them that I am supportive?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism Issue</td>
<td>What are the facts and clearly define the issue</td>
</tr>
<tr>
<td>Anticipate Response</td>
<td>What facts will I need to re-state? How will I determine understanding?</td>
</tr>
<tr>
<td>Desired Outcomes</td>
<td>Define: Change what behaviors? How will I engage the individual?</td>
</tr>
<tr>
<td>Next Steps</td>
<td>How will I educate the individual? Do I need to provide resources? Address system issues?</td>
</tr>
<tr>
<td>Follow Up</td>
<td>Expectations Follow Up: How, when? Consequences?</td>
</tr>
</tbody>
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Take Home Message

- Professionalism must be taught
  - Leadership buy-in is a must
  - Leading by example is an important element

- Evaluating professionalism is key
  - Ideal to gain consensus evaluations & to include more than one tool

- Recognition/addressing unprofessional behaviors is key
  - Trainees must be taught that unprofessional behavior has consequences
  - Root cause analysis
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On the disk

- References
- Written professionalism vignettes
- Case scenarios
- Assessment methods
- Code of conduct
- Presentation slides