Professionalism and Communication Skills
Scrubs:
Domains of Professionalism

- Adherence to ethical principles
- Interactions with patients and families
- Interactions with health care team members
- Reliability
- Commitment to excellence and continuous improvement in self, others, and systems

Adapted from Wilkinson, Academic Medicine 2009
Assessing Remedial – Advanced Learners: Applying the Stages of Change Model

Levinson, Annals of Internal Medicine, 2001
Assessing Remedial – Advanced Learners: Applying the Stages of Change Model

Levinson, Annals of Internal Medicine, 2001
Pre-contemplation

“I’ve never had this problem; other attendings have said I’m fine.”

• Features:
  – Denial, lack of awareness
  – Resists discussion
  – Denies responsibility
  – Blames external forces
Contemplation

“I do want to participate and do well in pediatrics, but I also need to get my manuscript submitted ...”

• Features:
  – Tension, debate or uncertainty about own level of competence, responsibility or ability to change
  – Ambivalent but resists concrete plan for change
Preparation/Action

“I need to work on this and I’m ready to try.”

• Features:
  – Insight
  – Awareness
  – Belief that there is a problem and change is possible
# Situational Leadership

<table>
<thead>
<tr>
<th>Pre-contemplation</th>
<th>Contemplation</th>
<th>Preparation</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Telling</strong></td>
<td><strong>Selling</strong></td>
<td><strong>Participating</strong></td>
<td><strong>Delegating</strong></td>
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<tr>
<td>guiding</td>
<td>explaining</td>
<td>collaborating</td>
<td>observing</td>
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<tr>
<td>directing</td>
<td>persuading</td>
<td>facilitating</td>
<td>monitoring</td>
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<tr>
<td>structuring</td>
<td>clarifying</td>
<td>encouraging</td>
<td></td>
</tr>
</tbody>
</table>

Long, Stuart, Blankenburg, Johnstone, Butani, Scirica, COMSEP, 2010
Adapted from Hersey, Blanchard, Management of Organizational Behavior 3rd Edition– Utilizing Human Resources, 1977
Long, Stuart, Blankenburg, Johnstone, Butani, Scirica, COMSEP, 2010
Pre-contemplation

• Teacher’s goals:
  – Understand learner’s point of view
  – “Telling strategies”
    • State opinions
    • Clarify expectations
  – Create tension, awareness of the gap between present behavior and professional goals/standards

• Desired outcome:
  – Increased awareness - move toward contemplation
Contemplation

- Teacher’s goals:
  - “Selling” strategies
  - “Roll with resistance”
    - Empathize with the dilemma
    - Explore pros and cons
    - Identify barriers to change

- Desired Outcome:
  - Increased tension, discomfort
  - Reduced perception of barriers to change
  - Move towards preparation/action
Preparation/Action

- **Teacher’s goal:**
  - “Participating” strategies
  - Support commitment
  - Help develop an individualized action plan
    - Learner identifies specific strategies and goals

- **Desired outcome:** Behavioral change
## Tools Table
(Refer to Handout For Details)

<table>
<thead>
<tr>
<th>Observer Type:</th>
<th>Precontemplation —&gt; Contemplation</th>
<th>Contemplation —&gt; Preparation</th>
<th>Preparation —&gt; Action</th>
<th>&quot;Telling&quot;</th>
<th>&quot;Selling&quot;</th>
<th>&quot;Participating&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Behavior Checklist</td>
<td>++</td>
<td>(-)</td>
<td>(-)</td>
<td>Faculty, Residents</td>
<td></td>
<td></td>
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<tr>
<td>2. Comparative Performance Table</td>
<td>++</td>
<td>+</td>
<td>(-)</td>
<td>Program/Clerkship Director</td>
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<td></td>
</tr>
<tr>
<td>3. Professionalism Mini-Evaluation Exercise (P-MEX)</td>
<td>++</td>
<td>+</td>
<td>+</td>
<td>Faculty</td>
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<tr>
<td>5. Verbatim Recording and Debriefing</td>
<td>++</td>
<td>++</td>
<td>++</td>
<td>Faculty, Residents</td>
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<tr>
<td>6. Peer Assessment</td>
<td>++</td>
<td>++</td>
<td>++</td>
<td>Peers</td>
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<tr>
<td>7. Pro/Con Sessions on Grey-Area Scenarios</td>
<td>(-)</td>
<td>++</td>
<td>+</td>
<td>Faculty Coach</td>
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<tr>
<td>8. Reflective Writing</td>
<td>+</td>
<td>++</td>
<td>++</td>
<td>Faculty Coach</td>
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<tr>
<td>9. Explicit Role Modeling</td>
<td>+</td>
<td>++</td>
<td>++</td>
<td>Faculty Coach</td>
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<tr>
<td>10. Deliberate Practice</td>
<td>+</td>
<td>++</td>
<td>++</td>
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Approach to Problem Learner with Professionalism Issues

1. Assess strengths
2. Create a problem list
3. Assess stage of readiness for each problem
4. Identify goals, desired outcomes
5. Select strategies, tools
6. Assess, document outcomes
Small Group Plan

- Develop an individualized learning plan for the learner in your assigned case
  1. Assess strengths
  2. Create a problem list
  3. Assess stage of readiness for each problem
  4. Identify goals, desired outcomes
  5. Select strategies, tools
  6. Assess, document outcomes
Professionalism/Communication Skills

References

Professionalism/Communication Skills
References continued

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References continued

- Toolbox of Assessment Methods© 2000 Accreditation Council for Graduate Medical Education (ACGME), and American Board of Medical Specialties (ABMS). Version 1.1.
- AAMC assessment of professionalism project (ideas, no tools) [http://www.aamc.org/members/gea/professionalism.pdf](http://www.aamc.org/members/gea/professionalism.pdf)
- ACGME outcome project: Advancing Education in Medical Professionalism (Residents) [http://www.acgme.org/outcome/implement/profm_resource.pdf](http://www.acgme.org/outcome/implement/profm_resource.pdf)
- Advancing Education in Interpersonal and Communication Skills