Empowering Senior Residents as Leaders and Teachers during Family-Centered Rounds (FCR)

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APPD 2012
Disclosures

• Funding provided by Advancing Healthier Wisconsin Educational Grant
• Research described was approved by Children’s Hospital of Wisconsin’s Institutional Review Board
• We are members of Educational Scholars Program Cohort 3
• We are cheering for __________ to win NCAA tournament
Workshop Timeline

(2 hours of non-stop entertainment)

• Introduction and Objectives (15 minutes)
• During Rounds Behaviors (20 minutes)
• The 4S’s (10 minutes)
• Rounding with the Stars Game (50 minutes)
• Expert role modeling and simulation (20 minutes)
• Conclusions and Wrap-Up (5 minutes)
Objectives

• To recognize senior residents (SR) are important leaders and teachers during FCR
• To learn and understand the concept of senior resident empowerment actions
• To practice using senior resident empowerment actions during a highly competitive and fun rounds simulation game
• To recognize the value of expert role modeling and rounds simulation in senior resident preparation
• To commit to using senior resident empowerment actions in future FCR
Introductions in Small Groups (5 minutes)

- Who are you?
- What was your college mascot/nickname?
- Name something that you are hoping to learn during this workshop about senior resident empowerment during FCR
  ◆ (i.e. why in the world would you come to this workshop?)
- Pick a spokesperson from your small group to tell large group
  ▪ coolest college nickname from group
  ▪ 1 thing your group is hoping to learn today
Large group debriefing

- College nicknames/mascot
- Group learning issues
Background
Children are not “small adults” and senior residents are not “big interns”

- “Residents must be given progressive responsibility under close faculty supervision within a team that fosters peer and supervisory interchange. (IV.A.5.a.3)

- “Residents must demonstrate progressive autonomy over the course of training that affords them the ability to act in a supervisory role under faculty guidance.” (IV.A.5a.5.e.i.)

- “These educational experiences should be graduated so that residents build and maintain skills throughout the training program.” (IV.A.5.a.5.f.ii)
Family-centered rounds provide venue to promote and observe senior resident competencies

- Senior residents are expected to:
  - Demonstrate leadership and management skills
  - Teach students and medical team
  - Communicate and interact with families
  - Formulate a plan for diagnosis and management
  - Direct daily patient care efficiently
Where can you find more information about empowering senior residents?

- Prior medical education research has focused on early learners
  - Medical students
  - Interns
- Many senior residents and faculty struggle with senior resident empowerment
Definitions

• Senior resident (SR)
• Ward teams
  ▪ Purple, Orange, Yellow, Green
  ▪ Blue, Red
• Family-centered rounds (FCR)
  ▪ Blue, red (more to come??)
• The Empowered SR

• **Empowerment** refers to increasing the spiritual, political, social, or economic strength of individuals and communities. It often involves the empowered developing confidence in their own capacities. (wikipedia)
Empowering Seniors in 3 easy Steps

1. Pre-Rounds Preparation
2. During-Rounds Behaviors
   - Senior Resident Empowerment Actions
   - Practice your new skills: Rounding with the Stars Game
3. Long Term Preparation
   - Using expert role modeling, simulation, and workshops
During-Rounds Behaviors for Empowering Senior Residents
Study Aims

FLEA ≠ SREA

Aim 1: Identify SREAs
• Senior Resident Empowerment Actions

Aim 2: Create and perform preliminary validation of a tool for trained observation of SREAs

Faculty SREA: Get a commitment

SR SREA: Demonstrate Exam

SREAs= senior resident empowerment actions
Our Prior Research:
in Search of SREAs
Methods Overview

- Literature Review (medical education and business)
- Structured Group Interviews (medicine faculty, medicine residents, pediatric faculty, pediatric residents)

  QRI core panel discussion

  SREAs identified
Methods: Structured Group Interviews

- **Subjects**
  - Pediatric and medicine residents
  - Pediatric and medicine faculty that serve as attendings on the wards
  - Residents during core curriculum session(s)

- **Survey at start of interview**
  - 4-item open-ended survey
  - “What were the 4 most important things during Family Centered Rounds that SRs and faculty do to:
    - Empower SRs [Do's]
    - Prevent SR empowerment [Don'ts]
Small group activity

- What are the most important things faculty do to empower SR as leaders and teachers during family-centered rounds?
  - Brainstorm a list on your paper
  - Star your top 4 and pick a spokesperson to share with large group
  - You have 8 minutes
Debriefing

- Each group can share their top 4 with the large group
Methods Overview

- Literature Review (medical education and business)
- Structured Group Interviews (medicine faculty, medicine residents, pediatric faculty, pediatric residents)

QRI core panel discussion

SREAs identified

Suspected Observable SREA Checklist (SOS-REACH) created (47 SREAs)

SOS-REACH piloted, revised, and finalized

Trained Observation over 12 months (23 rounds) Program Coordinator + one or both Primary Investigators

SOS-REACH validated, Findings Analyzed

Workshops and promotional materials created to disseminate and promote SREA use. SREA-21 created (checklist with top 21 SREAs),
Analysis of 23 Rounds Leads to SREA-21 which contains:

- Unified SREAs:
  - Similar SREAs collapsed into unifying SREA
- Most frequent SREAs performed
- Most effective SREAs performed
  - Regression analysis
  - As determined by trained observer impressions
APPENDIX 1. SREA-21

SREA-21: © 2010 Medical College of Wisconsin. Version 1. The SREA-21 and Quality Rounds Initiative are funded by Educational Leadership for the Health of the Public, a component of the Advancing a Healthier Wisconsin endowment at the Medical College of Wisconsin.

Instructions for observers: Use the following symbols during observations:

\( \uparrow \) = SREA performed, \( \times \) = no opportunity to perform SREA, \( - \) = SREA not performed

Abbreviations: \( P_1 \) = patient, \( S_R \) = Senior Resident  Color Codes: Senior Resident SREAs.

Shared SREAs for both Senior Residents and Attending: Attending SREAs

Special Situations: \* SREA only possible when family present  \* SREA only possible when patient present \* SREA only possible in special circumstances where appropriate

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<td><strong>SR Asks intern/student for information/clarification</strong></td>
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<td><strong>SR Actively listens to patient/family and talks with them and Attending encourages/promotes/supports this</strong></td>
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<td><strong>SH Gives positive feedback/uses affirmations</strong></td>
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<td><strong>SR uses Gentle corrections/cue-questions</strong></td>
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<td><strong>SH does not use inappropriate interruptions of presenter</strong></td>
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<td><strong>Attending Encourages/Promotes this</strong></td>
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<td><strong>Secret Moves- Senior Resident</strong></td>
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<td><strong>SH uses WWW to teach problem formulation: (What is going on? What should we do? Why?)</strong></td>
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<td><strong>Secret Moves- Shared</strong></td>
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<td><strong>SH/Attending facilitate good team discussion and communication (4+ or more)</strong></td>
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<td><strong>SH and Attending actively involve learners (learners engaged)</strong></td>
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<td><strong>SH/Attending use efficiency moves: (Senior Resident plans order, 1+ teaching points, use hallway, special presentation)</strong></td>
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<td><strong>SH/Attending present exam techniques/findings</strong></td>
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<td><strong>Secret Moves- Attending</strong></td>
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<td><strong>Attending uses WWW to teach problem formulation: (What is going on? What should we do? Why?)</strong></td>
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| **Abbreviations:**  \( P_1 \) = patient, \( S_R \) = Senior Resident  Color Codes: Senior Resident SREAs.

Shared SREAs for both Senior Residents and Attending: Attending SREAs

Special Situations: \* SREA only possible when family present  \* SREA only possible when patient present  \* SREA only possible in special circumstances where appropriate
Assessment

- SREAs are valuable things and should be used whenever possible.
Recommendations

- We recommend using
  - Top 21 SREAs
  - Super-cool framework for thinking about how to use SREAs in your FCR practice
Some clinical applications of what we have learned so far
Rounding Like a Ninja
the 4 Ss

- Silence
- (Be) Second
- Safety
- Secret Moves
Silence
Using your most powerful weapon

- The many forms of silence
  - Redirect eye contact onto senior
  - Avoid inappropriate interruption
  - Wait until the end to give input
  - Opportunity spaces
  - Non-verbal encouragement to answer family’s questions
Be Second
Let seniors be first

- Senior enters room first
- Senior introduces self/team
- Senior talks first: first interrupter
- Senior gives opinion on assessment/plan before attending does
- Attending in non-dominant position
Safety
create a safe environment

• Give positive feedback/Use affirmations
• Have fun
• Gentle corrections
  ▪ Clue-questions
  ▪ Reframing
  ▪ Gentle correction
• No micromanaging
• Senior/faculty back and forth discussion as colleagues
• Validate senior’s ideas to family
Secret Moves

Teaching

- Problem formulation: WWW
  - What do you think is going on? (get a commitment)
  - What do you want to do?
  - Why?
- Encourage SR to demonstrate exam
  - technique or findings
- Facilitate good team discussion and communication
  - Set up SR to teach in area of strength

Efficiency Moves

- Special presentation styles
- 1-2 teaching points / efficient hallway use
- SR plans order
Rounding Like the Karate Kid

the 4 Ss

- Speak, smile and wave
- Steal First
- Safety
- Secret Moves
Speak, Smile, and Wave

• Demonstrate acquired patient knowledge
• Ask intern/student for additional info/clarification
• Guide/redirect presenter
  ▪ Appropriate vs. inappropriate interruption
• Summarize
• Actively listen to the family and talk with them
• Smile/play/interact with the patient (wave hello and goodbye)
Steal First

- Senior enters room first
- Senior introduces self/team
- Senior talks first: first interrupter
- Senior gives opinion on assessment/plan first before attending does
- Make teaching points
Safety
create a safe environment

- Give positive feedback/Use affirmations
- Have fun
- Gentle corrections
  - Clue-questions
  - Reframing
  - Gentle correction
- No micromanaging
- Senior/faculty back and forth discussion as colleagues
Secret Moves

Teaching

- **Problem formulation**: WWW
  - What do you think is going on? (get a commitment)
  - What do you want to do?
  - Why?
- **demonstrate exam**
  - technique or findings
- **Facilitate good team discussion and communication**

Efficiency Moves

- **Special presentation styles**
- **1-2 teaching points / efficient hallway use**
- **SR plans order**
Things people wanted to learn but we have not covered
Efficiency: Outside of Rounds Behaviors

- Team orientation / set expectations
- Give and ask for feedback
- Attending/senior resident meeting
- Immediate pre-rounds preparation
  - SR should plan order
  - Time distribution per patient
Efficiency: During Rounds Behaviors

- During Rounds
  - soAP not SOAP
  - Guiding
  - Rapidly diagnose patient yourself
    - (flow sheets, general exam)
  - Relevant, pertinent teaching points
    - (1-2 per patient)
  - Special presentation styles
    - A/P only, discharge
  - Escape Clause
  - Use hallway, elevators, gowning time well
Rounding with the Stars

- Competitive rounding game
- 4-6 teams with different rounds scenarios
- Each scenario has case-specific and participant-specific factors that should influence SREA choice and use
- 16 minute preparation period
- Your team must act out FCR experience (8 min. max.)
- All team members must participate in an acceptable role
  - Attending, senior resident, intern, student, parent, patient, guest, etc.
Rounding with the Stars

- Rated by 2-3 judges
  - (1-10 rating)
- Required elements
  - 1 SREA from each of the 4 S’s
  - All participants must have a speaking part
  - Use of word of the day
- Artistic elements
  - Some suggested in the vignette
  - All vignettes have a suggested accent of the day
  - Be creative: entertainment rewarded
  - Props can be useful – we have provided some in the props area
Rounding with the Stars
Debriefing

- Great job!!!!
- Thoughts from the large group
- Can anyone share a new SREA they learned
- Take moment and use your pledge card to write down one SREA or category of SREAs you vow to incorporate into your standard rounds practice.
Long Term Senior Preparation using Simulations and Workshops
Megan Aylor, MD
Oregon Health & Science University
“Becoming an Effective Senior Resident” Workshop

• Half day long workshop held with all rising seniors in spring
• Content includes—teaching (5 minute preceptor), supervising skills, feedback and evaluation, leading FCRs
Objectives for senior workshop

- Understand the principles family-centered rounds (FCR)
- Understand the senior resident role in leading FCR
- Practice leading FCR in a simulated environment
“Expert modeling”

...we now turn to an expert on this subject, who doesn't actually know any more than we do, but he looks sincere, sounds convincing and has 'Dr.' in front of his name.
What I hear, I forget
What I see, I remember
What I do, I understand

-Confucius
Simulation—an opportunity to practice!

- Recruited faculty observers, “actors”
- Developed 3 scenarios
  - Challenging learner
  - Family with questions
  - Redirecting critical thinking
- Residents break out in groups of 3 (each takes a turn and other two get to watch and help w feedback)
- Brief descriptor outside of door
- 5-10 min simulation with 10 min debrief using feedback form as guide
Simulation: Intro

Intro: You are about to enter the room of Elly, and 11 mo admitted overnight with an atypical febrile seizure. Her mother is at the bedside and your intern will be presenting the case to you.
Simulation Video
Simulation feedback

Scenario #2: Addressing family concerns

Resident name______________________________

Scenario objectives (comments/notes):

The senior resident ensured that student introduced team to family

The senior resident positioned the team around the patient, including the parent

The senior resident demonstrated compassion for the mother’s concern

The senior resident addressed the mother’s questions/concerns

If senior unable to address all of mother’s concerns within timeframe, the senior resident communicated to mother time that a team member would return to talk at greater length

+ What did the resident do particularly well?

△ What could the resident do differently next time?
Resident feedback

-The role play was fantastic (but scary)
-Great interactive exercises but it was difficult!
-Role playing, while somewhat stressful, was a useful exercise
-Practice in the rooms very useful! Gives good idea on what to practice to be a better senior resident.
-Role playing—observing by fellow classmates
-I thought the peer evaluations were helpful and watching others run rounds was a great learning opportunity
-Felt like real problems with student presentations
-Active learning and opportunity to debrief & learn/share comments with fellow residents
Resident feedback

- Realistic settings made the scenarios feel very real which was helpful. Receiving specific feedback immediately was useful.
- The simulations were helpful to see how different people communicate as seniors and the feedback helped me think on a different level about how to incorporate intern & communicate with family.
- I liked the simulations.
- I hate being videoed & on the spot but it was good to practice prior to actually being a senior.
- I hate being taped, but it was helpful I admit 😊. Good to practice.
- Although I hate simulated experiences, this was great—it made me nervous but gave me a good idea of what it will be like next year.
- The practice cases were extremely helpful (albeit terrifying) and the feedback was constructive and super helpful as well.
- The “doing” part.
Conclusions

• Maximizing senior resident empowerment during FCR can be achieved in 3 easy steps:
  ▪ Careful pre-rounds preparation
  ▪ Using during-rounds SREAs
  ▪ Long term SR preparation using rounds simulation and workshops

• You too can round like a Ninja by utilizing important SREAs!
  ▪ Silence
  ▪ Be Second (not first)
  ▪ Safety
  ▪ Secret moves
Thank You!