Coaching Conversation with Student After a Professionalism Lapse

CASE 1

FACULTY INSTRUCTIONS

Your Role

Attending Dr. Cisneros

You are meeting with PJ, your sub-intern, to discuss concerns about his performance and professionalism.

He has shown up late to team huddle before rounds for the last 5 days. He always rushes in and says, “I'm so sorry,” and rapidly explains that he has had an issue with transportation. He then takes a while to settle in – getting things out of his backpack and pulling out a breakfast bar. During rounds, he is quiet and constantly shuffling his papers. While presenting, he has all the information but looks at the ground and reads from notes. You notice from reviewing his charting that he hasn’t been writing notes on his patients every day.

You ask the attending who was on service prior to you about PJ’s performance and learn that the previous week PJ was on time and incredibly engaged with the team. She mentioned that PJ wanted to work on efficiency and prioritizing. She said that he was open to feedback.

Situation

Your Task

Host a coaching conversation with this student to address your concerns about his professionalism using a 4-step framework:

1) Ask for permission
2) Describe the Behavior
3) Anticipate Common Responses
4) Dialogue (Framing the lapse, Learner perspective)
Coaching Conversation with Student After a Professionalism Lapse

CASE 1

STUDENT INSTRUCTIONS

Student PJ

- You are a sub-intern on the internal medicine team and are 4 weeks into your rotation.
- Your attending, Dr. Cisneros, asked to meet with you today to discuss feedback. You have been working with her for the past week.
- You are worried and a bit apprehensive about this meeting and feel badly that you haven’t been pulling your weight on the team.
- Your 4-month old is not sleeping through the night. Although your wife is supportive, you feel badly for not contributing at home and have been trying to take more of the nighttime feedings.
- You recently moved farther from school due to housing costs and now have an hour-long commute each way.
- You spoke with your wife last night to come up with a plan that would allow you to get more sleep on the nights you need to be in early, and leave early enough to miss traffic.
- You know you need to improve your oral presentations and ask for specific guidance about how to do this.
**COMMUNICATION WITH A LEARNER AFTER A LAPSE**

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Developing a Remediation Plan: GROWS Model
Learner participation in plan development is key to success.

**G = Aspirational Goal**
What is the goal for behavior change around this specific issue?

**R = Reality** What do things look like now? What are internal or external obstacles to meeting the goal?
1. 
2. 
3. 

**O = Options** brainstorm or develop 3-4 options of what they might do to achieve the goal
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**W = Way forward** Which options feel right? How confident is learner that change will happen? If under 85%, try again.

**S = Success** How will you know you have achieved your goal? What is the plan for accountability?

Adapted from Massachusetts General Hospital and Institute of Coaching at McLean Hospital
Coaching Conversation with Learner After a Professionalism Lapse

CASE 2

FACULTY INSTRUCTIONS

Your Role

Attending Dr. Cisneros

You are meeting with PJ, your sub-intern, to discuss concerns about his performance and professionalism.

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The previous week PJ was on time but always seemed a little overwhelmed. He would listen to presentations from others but during the discussion of the plan for the patient he rarely contributed. When asked direct questions he initially froze but usually could arrive at the right answer with coaching.

You run into one of the student academic advisors who knows PJ and explain your concerns. She says he was in the middle of the pack during the pre-clinical years but he did not do well on step 1 of the boards. He passed all of his third-year rotations but has not received any honors grades.

Your Task

Host a coaching conversation with this student to address your concerns about his professionalism using a 4-step framework:
1) Ask for permission
2) Describe the Behavior
3) Anticipate Common Responses
4) Dialogue (Framing the lapse, Learner perspective)
Coaching Conversation with Learner After a Professionalism Lapse

CASE 2

STUDENT INSTRUCTIONS

Student PJ

- You are a sub-intern on the internal medicine team and are 4 weeks into your rotation.
- Your attending, Dr. Cisneros, asked to meet with you today to discuss feedback. You have been working with her for the past two weeks.
- You feel that things have been going okay but even after 4 weeks on wards you still feel a little overwhelmed by the workload. It takes over an hour to pre-round on your patients.
- You want to do well on this rotation and in medical school so that you can serve your community.
- You are the first in your family to go to college, let alone medical school. You are older than most of the other students because you worked for a few years before going back to school, and sometimes feels like you don’t belong here.

NOTE: You will only reveal this if you feel safe in your discussion with Dr. Cisneros.
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How will you know you have achieved your goal? What is the plan for accountability?

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## Coaching Conversation with Learner After a Professionalism Lapse
### CASE 3

### FACULTY INSTRUCTIONS

**Your Role**

### Attending Dr. Cisneros

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The previous week PJ was on time but seemed a little aloof. He frequently checked his smart phone while others were presenting and would sometimes make distracting comments that weren’t related to the case being discussed. His presentations were clear and concise but did not always include the full problem list.

You ask your colleague who was on service before you if he noticed any issues with PJ when he was on the team. He admits that the service was busy so he wasn’t really paying attention, but he thinks PJ was usually prepared for rounds and didn’t really notice anything in particular. He notes that PJ seemed very chummy with the residents, and that “he has a pretty casual attitude.”

### Situation

**Your Task**

Host a coaching conversation with this student to address your concerns about his professionalism using a 4-step framework:

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Coaching Conversation with Learner After a Professionalism Lapse

CASE 3

STUDENT INSTRUCTIONS

Student PJ

Your role

The Scenario

- You are a sub-intern on the internal medicine team and are 4 weeks into your rotation.
- Your attending, Dr. Cisneros, asked to meet with you today to discuss feedback. You have been working with her for the past two weeks.
- You are excited about the upcoming match day and start the session by reminding her about the upcoming match day and the fact that you have been recruited by a number of top residency programs in radiology, your chosen field.
- Your goal is to “pass” not “honor” this rotation because you already have a residency spot and don’t think that the learning on this rotation is that relevant to your professional goals.
- If asked about being late to rounds multiple times, you tell her that you have been up late at night planning your upcoming wedding and that you have noticed that sometimes the interns are late too.
- If Dr. Cisneros advises you that one of the expectations of the clerkship is for you to come to rounds on time and prepared, you say something to the effect of, “No offense, but I really just need to pass this rotation.”
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