

Coaching Conversation with Student After a Professionalism Lapse

CASE 1

FACULTY INSTRUCTIONS

Your Role

Attending Dr. Cisneros

Situation

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.

Your Task

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

- 1) **A**sk for permission
- 2) Describe the **B**ehavior
- 3) Anticipate **C**ommon Responses
- 4) **D**ialogue (Framing the lapse, Learner perspective)

Coaching Conversation with Student After a Professionalism Lapse

CASE 1

STUDENT INSTRUCTIONS

Your role

The Scenario

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.

OBSERVATION FORM

COMMUNICATION WITH A LEARNER AFTER A LAPSE

		Notes
1.	Asks Permission and creates a safe environment for discussion	
2.	Behaviors - Clearly states the behaviors without judgment	
3.	Pauses and allows appropriate time for response (Pause 10 seconds)	
4.	Common responses – Anticipates common responses including denial, discounting, distancing	
5.	Acknowledge the point of view of the learner <i>("I understand that you may have a different view and I want to understand your perspective.")</i>	
6.	Dialogue – Set the goal and reinforce the purpose <i>("The goal of this meeting is for us to work through this together to see how you might be more effective next time.")</i>	
7.	Dialogue – Understanding Professionalism values at risk	
8.	Dialogue – Self-awareness Elicits and acknowledges contributing factors/emotions to the behavior from the point of view of the learner <i>("What were you feeling?")</i>	
9.	Dialogue – Empathy Elicit learner opinion about what the other parties involved may have been feeling <i>("How do you think others on the team were feeling?")</i>	



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

1. _____

2. _____

3. _____

4. _____

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

Situation

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.

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.

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CASE 2

STUDENT INSTRUCTIONS

Your role

The Scenario

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.***

Workshop: Debriefing After Professionalism Lapse

COMMUNICATION WITH A LEARNER AFTER A LAPSE

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Coaching Conversation with Learner After a Professionalism Lapse

CASE 3

FACULTY INSTRUCTIONS

Your Role

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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."

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Coaching Conversation with Learner After a Professionalism Lapse

CASE 3

STUDENT INSTRUCTIONS

Your role

The Scenario

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 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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