

Using Simulation to improve Equity-based communication

Session 3

Using the checklist

Equitable or equity-based communication: using language and behaviors that provide the other person with what they need to understand and participate fully in the conversation, rather than using the same language and behaviors with all people



Roadmap

- Checklists
- Learning the checklist
- Using the checklist

Experts need **checklists**—literally—written guides that walk them through the key steps in any complex procedure.



(HSE) Tychable Test Communication (Deadline: 09/04/2020) (Max: 100%)

GNAT Participants _____ Channel _____

Scenario: (links and ...) collage - external research participant

Identify identified behavior - score per Event 6, 7, 8, 9 and 10 per Event 6 and 9, 10 (if not applicable 0/100)

Case	Assessment	Yes	No	Yes	No
1	1. I understand how this problem is to be addressed				
2	2. I understand the individual's own perceptions				
3	3. I am prepared to talk with the individual				
4	4. I have access to the individual				
5	5. I understand the individual's needs (Vulnerability)				
6	6. I understand the individual's needs (Vulnerability)				
7	7. I understand the individual's needs (Vulnerability)				
8	8. I understand the individual's needs (Vulnerability)				
9	9. I understand the individual's needs (Vulnerability)				
10	10. I understand the individual's needs (Vulnerability)				
11	11. I understand the individual's needs (Vulnerability)				
12	12. I understand the individual's needs (Vulnerability)				
13	13. I understand the individual's needs (Vulnerability)				
14	14. I understand the individual's needs (Vulnerability)				
15	15. I understand the individual's needs (Vulnerability)				
16	16. I understand the individual's needs (Vulnerability)				
17	17. I understand the individual's needs (Vulnerability)				
18	18. I understand the individual's needs (Vulnerability)				
19	19. I understand the individual's needs (Vulnerability)				
20	20. I understand the individual's needs (Vulnerability)				


Note the overall quality of the student's responses. Review the discussion and note that both students

Addressing a concern	2	3	4	5	6	7	8	9	10
1. I understand how this problem is to be addressed									
2. I understand the individual's own perceptions									
3. I am prepared to talk with the individual									
4. I have access to the individual									
5. I understand the individual's needs (Vulnerability)									
6. I understand the individual's needs (Vulnerability)									
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17. I understand the individual's needs (Vulnerability)									

Now apply the checklist on your own




- Observe
- Select responses
- Make notes of specific examples



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What was different in your experience by using a checklist?

- How did you James' description make you feel?
- What were your questions or muddy points in using the checklist?



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Applying the checklist to the whole encounter

- How did it feel to use the checklist and focus throughout with the encounter?
- What are your muddy points in using the full checklist?
- What other questions do you have about using the checklist or the simulation?

Let's move to the simulation!

- The checklist assists in specific, organized and objective observation
- Aids feedback, identifying areas for deliberate practice and improvement
