

## *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.



STREK Equitable Team Communication Checklist (SPARC Team AY19/20)

**SPARC Participant** \_\_\_\_\_ **Observer** \_\_\_\_\_

**Scenario:** **Single case** **colleague** **potential research participant**

**Identify alternative behavior – answer if you can see it, see no if you do not see it, or N if not applicable (2 items)**

Item	Description	Yes	No	N
1	Advises how they order to be addressed			
2	Advises how to be addressed by others directly			
3	Advises someone to talk with the individual			
4	Provides feedback to the individual			
5	Provides context for research/strategy			
6	Provides feedback to the individual, elicited, valued			
7	Provides individual with correct information			
8	Allows the individual to ask questions or speak without interrupting			
9	Allows the individual to speak			
10	Shares own feelings and body language			
11	Shares own knowledge			
12	Asks every technical question or refers it when used			
13	Specifies individual's question and/or concern (raised)			
14	Provides feedback to the individual			

**Rate the overall quality of the speaker's interaction:** Review the description and circle the number that best matches.

1	2	3	4
Extremely poor quality	Fairly poor quality	Good quality	Excellent quality
1	2	3	4
Very poor quality, lacks "bearing", behaved oddly or rudely, or was unkind. There was no respect for the other person's perspective.	Fairly poor quality, behaved oddly or rudely, or was unkind. There was some respect for the other person's perspective.	Good quality, individual was effective, considerate, and responsive. There was a lot of respect for the other person's perspective.	Excellent quality, individual was effective, considerate, and responsive. There was a lot of respect for the other person's perspective.

**Overall Communication:**

1	2	3	4
Extremely poor quality	Fairly poor quality	Good quality	Excellent quality
1	2	3	4
Very poor quality, frequent interruptions, lack of eye contact, poor listening, poor use of language, poor sentence structure. These prevent the speaker from being understood.	Fairly poor quality, frequent interruptions, lack of eye contact, poor listening, poor use of language, poor sentence structure. These prevent the speaker from being understood.	Good quality, individual was effective, considerate, and responsive. There was a lot of respect for the other person's perspective.	Excellent quality, individual was effective, considerate, and responsive. There was a lot of respect for the other person's perspective.

**Rate (Comments):** Please rate comments on the chart.

**Focus on the top 17 questions**

If you see it, check yes if not or unsure, make notes or check no

**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

