Session 3: Sims 2, 3, 4 & the Fishbowl
UMMS Lead developers: Annie Delaney-Magee, Melissa Fischer, Fred Jenoure, Mary Philbin

**Session 1 Key Points**

- Simulation can expand knowledge and improve behavior
- STRIDE seeks to increase the diversity of participants in clinical trials
- People of color may mistrust medical staff and researchers
- Current research protects human subjects (i.e. Informed Consent)
- Checklists help raters focus on relevant behaviors
- STRIDE raters use "yes/no" to score if specific behaviors occurred:
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  - Show Respect, Assess Understanding, Show Empathy
- STRIDE raters use "1-5" to score how effective behaviors:
  - Establish rapport
  - Respond to emotion

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- CI raters share nuanced insight about regional effectiveness with RAs
- Scoring enables feedback
- Effective feedback relies on direct observation, self-assessment and is:
  - Limited and prioritized (by time and learner performance)
  - Gentle, not subtle
- Feedback in the Fishbowl
  - Safe for the learner (non-judgmental language and permission-seeking)
  - Promotes brief targeted practice of a specific skill or word choice
- RAs have a hard job: complete a process and build a relationship
- Empathetic communication saves time, increases patient understanding
- RAs can improve communication skills via deliberate practice to:
  - Show respect
  - Assess understanding
  - Show empathy
Session 2 Key Points

- Conscious Deflection
- Conscious Awareness
- Unconscious Awareness

Cultural Competence

- Knowledge:
  - Organizational systems
  - Cultural resources to facilitate care
  - Understanding local demographics

Cultural Humility

- Awareness:
  - of personal bias
  - Behaviors:
    - Listen rather than assume
    - Identify what is beneath the surface

Goal:

- Discover what the patient, family, community brings to the encounter
- Understand and pay attention to what the patient, family, community take away from interactions

What do you remember?

Informed Consent

- Inform
- Greet
- Close

Reminder - Facilitator Will:

- Lead debriefing & deliberate practice cycles
- Focus discussion on checklist
- Elicit feedback from RA, SP, CI
- Manage time, and ensure a supportive learning environment for RA
Let’s do Sim #2!

Sim #2 - Debrief: RA Self Reflection

Sim #2 - Deliberate Practice
Sim #2 – Debrief: Patient Perspective

Sim #2 - Deliberate Practice

Sim #2 - Debrief: Community Investigator Perspective
Sim #2 - Deliberate Practice

Let’s try it now.

Sim #2 - Key Points

<table>
<thead>
<tr>
<th>Checklist Domain</th>
<th>Case Challenge</th>
<th>Effective Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show Respect</td>
<td>Juanita is confused, afraid for her baby, emotional, and very vulnerable</td>
<td>• Take time to acknowledge her concern and communicate that this call is not related to her baby’s health</td>
</tr>
<tr>
<td>Assess Understanding</td>
<td>Juanita answers the phone in Spanish</td>
<td>• Ask if she is comfortable speaking in English, learn what resources you have for other languages</td>
</tr>
<tr>
<td>Show Empathy</td>
<td>Juanita wants to engage with the RA, but simply can’t complete the discussion</td>
<td>• Be encouraging and supportive, offer her the option of scheduling another time to talk</td>
</tr>
</tbody>
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Let’s do Sim #3!

Sim #3 - Debrief: RA Self Reflection

Sim #3 - Deliberate Practice
Sim #3 - Deliberate Practice

Let’s try it now.

Sim #3 - Key Points

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<tr>
<td>Show Respect</td>
<td>Bodriyah is very interested in compensation for her participation</td>
<td>• Meet the patient where she is, be open to people’s motivations as long as they have clear understanding</td>
</tr>
<tr>
<td>Assess Understanding</td>
<td>Bodriyah seems dismissive of the study risks</td>
<td>• Use teach-back to help assess her understanding</td>
</tr>
<tr>
<td>Show Empathy</td>
<td>Bodriyah recently got health insurance</td>
<td>• Acknowledge and support her goal</td>
</tr>
<tr>
<td></td>
<td>Bodriyah has a plan and goal she is attempting to fulfill</td>
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Let’s do Sim 4!

Sim #4 - Debrief: RA Self Reflection

Sim #4 - Deliberate Practice
Sim #4 - Debrief: Patient Perspective

Sim #4 - Deliberate Practice

Sim #4 - Debrief: Community Investigator Perspective
Sim #4 - Deliberate Practice

Let's try it now.

Sim #4 - Key Points

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<tr>
<td><strong>Show Respect</strong></td>
<td>Dennis is well-educated and financially secure</td>
<td>Repeat his name to get it right, and use it several times in the discussion</td>
</tr>
<tr>
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<td>He is annoyed by others mispronouncing his name, and treating him as though he is not intelligent</td>
<td></td>
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<tr>
<td><strong>Assess Understanding</strong></td>
<td>Dennis is concerned about the security of his personal information</td>
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<tr>
<td><strong>Show Empathy</strong></td>
<td>Dennis is self-conscious about engaging in physical activity that does not seem masculine to him</td>
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Assess

Understanding

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Show Empathy

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Assess

Understanding

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Understanding

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This is What We Have Learned...

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Please complete

STRIDE Research Assistant Post-Intervention Questionnaire
Session 3: Wrap Up!

- What did you learn that you will bring forward?
- How will you apply what you learned?
- Any remaining questions?

- Please take a minute to complete the commitment to change letter – and share your email if you are interested in receiving these your our collected key points.

Thank you for your time and engagement.
It has been wonderful working together.

Citations

• Knowles, The Adult Learner, 1984
• McLaughlin et al, Simulation in Graduate Medical Education…; Acad Em Med 2008, 15(12): 1117-1129
• Morgan et al, Simulation technology…Anesthesiology 2002 Jan; 96(1): 10-6.