

RESIDENT AS ROLE MODEL WORKSHOP

Scenario 1: Dealing with a difficult inter-professional interaction

GENERAL

- Simulation focus: Role modelling difficult inter-professional interactions
- Simulation duration: 10 minutes
- Simulation objective: Demonstrating positive professional behaviors while using strategies for effective role modelling
- Setting: Inpatient hospital ward conference room
- Physical exam: None
- Number of standardized patients: 2 (medical student and nurse)

EXPECTATIONS OF THE CANDIDATE

The participant should:

- Be aware of themselves as a role model in this situation
- Focus the learner on how they are going to approach the situation with the nurse and what to watch for
- Demonstrate positive personal and professional behaviour in their interaction with the nurse
- Reinforce what they have demonstrated to the learner
- Help the learner reflect on what they have demonstrated
- Offer the learner an opportunity to observe them deal with a similar situation should it arise again

SUGGESTED QUESTIONS FOR DEBRIEFING AFTER THE SCENARIO IS COMPLETE

1. Were you a role model in this situation? For whom?
2. Were you aware that you were role modelling in this situation?
3. What did you role model?
4. How did you role model it?
 - a. Did the student learn from you? How do you know?
 - b. What did you do to help them learn?
5. What could you have done to make your role modelling more effective?

*** The debrief needs to be focused not on how the resident handled the conflict but rather, how they taught the student about managing inter-professional conflict through modelling. This will likely requiring a lot of redirecting.*

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Instructions for the candidate

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SETTING

Inpatient hospital ward, conference room

OBJECTIVE

Help a medical student learn how to deal with a difficult inter-professional interaction through role modelling (showing).

SCENARIO

You are the senior resident on an inpatient hospital ward. One of your medical students (John) just paged you because a nurse was quite upset about the management of one of his patients. The student is waiting to meet you in the conference room. You have asked the unit coordinator to have the nurse meet you in the conference room to discuss the situation when she is available.

TIME LIMIT

10 minutes

You will have 2 minutes alone with the medical student before the nurse enters and the nurse will exit 2 minutes before the end of the scenario.

Scenario 1: Dealing with a difficult inter-professional interaction

Medical student (*standardized patient #1*)

CHARACTERISTICS OF THE MEDICAL STUDENT

- Name: John Dorion
- Age: 25
- Gender: Male
- Language: English
- Notable physical characteristics: None
- Clothing: Buttoned up shirt, lab coat, stethoscope
- Marital status: Single
- Children: None
- Occupation: Junior medical student
- Education: Medical school
- Socioeconomic status: Middle class
- Attitude to candidate and nurse: Uncomfortable, timid
- Opening statement: "Thanks for coming. Let me tell you what's going on."
- Closing statement: "Thanks again for helping me with this."

Presentation:

- Body language: Uncomfortable
- Affect: Anxious but eager to learn
- Appearance: Anxious
- Info given spontaneously: The medical student describes the patient situation (*adapt to your specialty*). The patient is very sick and the nurses are worried about their ability to manage the patient on the inpatient floor. They were upset with the student's response to this concern. [Example from pediatrics: The patient is Jason, a 1-month old boy with bronchiolitis. The nurse got very upset with the student when he told her that the baby needs to be suctioned every hour so that he doesn't choke on his secretions. She said she doesn't have time to babysit the patient.]
- Information given when prompted: The student didn't know how to handle the situation and simply walked away without saying anything. He is very anxious and feels uncomfortable talking to the nurse.

OPENING SCENARIO FOR THE STUDENT

Background: You are a junior medical student on an inpatient ward. One of your patients is [*adapt to your specialty as above*]. After rounding with the team in the morning, you asked your patient's nurse [*adapt to specialty*] (this was the advice of the attending physician). The nurse became very upset with you, proclaiming that she doesn't have time to provide that kind of care to 1 patient. You have called your senior resident (candidate) to help with the situation. He is to meet you in the conference room, and the nurse is to come shortly after. Before the nurse arrives, you will explain what happened with the nurse and ask for the residents' help in dealing with the situation. You feel very anxious and uncomfortable, but eager to learn. You will observe the interaction between the resident/candidate and the nurse once she arrives. When the nurse exits the room (with 2 minutes left in the scenario), you will thank the resident for helping you and open the door for him/her to discuss/debrief the interaction with you in the remaining time.

Additional notes on attitudes, concerns, expectations: You are anxious about the situation and unsure of what to do. At the same time you are eager to learn from the resident.

Scenario 1: Dealing with a difficult inter-professional interaction Nurse (*standardized patient #2*)

CHARACTERISTICS OF THE NURSE

- Name: Carla Turkleton
- Age: 32
- Gender: Female
- Language: English
- Notable physical characteristics: None
- Clothing: Scrubs
- Marital status: Married
- Children: One
- Occupation: Nurse
- Education: Bachelors of nursing
- Socioeconomic status: Middle class
- Attitude to candidate and student: Overwhelmed and frustrated but willing to collaborate if she feels that her concerns are being heard
- Opening statement: "What can I do for you?"
- Closing statement: "I have to get back. I have lots of patients to see."

Presentation:

- Body language: Busy/tired
- Affect: Frustrated/overwhelmed
- Appearance: Tired and frustrated
- Info given spontaneously: The nurse feels it is unreasonable to ask her to do what the student has asked her to do. She is worried about the safety of the patient. *[Pediatrics example- She feels it is unreasonable to ask her to suction the baby every hour. She has other patients to look after too. She feels that if the baby needs this much care that he should be in the ICU. She is worried he's going to deteriorate.]*
- Information given when prompted: There was a sick call by another nurse and she is already taking care of 2 extra patients in addition to her usual 4 and the acuity on the unit is higher than usual. In addition, the nurse had a similar patient recently and it did not go very well. She is very worried about the wellbeing of the patient.

OPENING SCENARIO FOR THE NURSE (*arrives at 2 minutes*)

Background: You enter the room to discuss with the medical team. You feel that the request of the medical student was unreasonable as you have other patients to look after, one of which is also very sick [adapt to specialty]. There was a sick call and you are already taking care of 2 extra patients and are overwhelmed. If the candidate asks about your concerns, you will also tell him/her that you are anxious because your last patient with similar issues ended up with complications and you feel the situation is unsafe. You don't feel you can keep up with the care the patient needs and are very worried about his wellbeing.

Additional notes on attitudes, concerns, expectations: You will remain frustrated until the candidate acknowledges your concerns and engages you in coming up with a solution to make sure the patient is well cared for. If you feel that your concerns are being heard, you become more collaborative. Possible solutions are giving one of your other patients to a nurse with more stable patients, consulting a service, reviewing with the attending, etc.). You will exit the scenario after 6 minutes (8 minutes into the scenario) by saying that you need to return to your patients.