

## Case 4

### Unprofessional communication with staff

You are on service with the Pediatric Hospitalist medicine team. Your team is being led by Lara who is a senior with whom you have worked with as an intern and is very capable clinically. On a few occasions, you have observed the resident being very curt with the nursing staff when they had questions about management and questioned some of the plans. You especially noticed it more when things were busy and stressful. You just witnessed an incident where you think that she may have come off as “too harsh” with an intern. She raised her voice and asked the intern why she hadn’t checked the labs sooner. After checking in with the team for midpoint feedback, it seems like this is a consistent theme that is brought up by the co-senior, interns and nursing staff.

## Feedback Script Template

### Case 4 – Unprofessional Communication with Staff

<p><b>Step 1:</b> Identify the Trigger Behavior</p> <ul style="list-style-type: none"> <li>• <i>Describe specific examples</i></li> </ul>	<p>Under times of stress, interactions with others (residents, staff) are perceived as curt and at times harsh (e.g., interaction with intern where she raised her voice when asking why the intern hadn't checked labs sooner)</p>
<p><b>Step 2:</b> Identify Milestone-based correlation</p> <ul style="list-style-type: none"> <li>• <i>Correlate behavior to milestone anchor</i></li> </ul>	<ul style="list-style-type: none"> <li>• SBP3: Tends to dismiss input from other professionals aside from other physicians (Level 1)</li> <li>• PROF3: Has a pattern of conduct that demonstrates a lack of sensitivity to many of the needs of others (Level 2)</li> <li>• PROF2: Demonstrates lapses in professional conduct under conditions of stress or fatigue, that lead others to engage in reminding about and, enforcing professional behaviors as well as resolving conflicts; there may be some insight into behavior, but an inability to modify behavior when placed in stressful situations (Level 2)</li> <li>• ICS2: Does not yet have the ability or insight to moderate behavior to effectively manage the emotions (Level 2)</li> </ul>
<p><b>Step 3:</b> Target High Yield Feedback Points</p> <ul style="list-style-type: none"> <li>• <i>Real issue behind behavior</i></li> <li>• <i>Identify impact of behaviors</i></li> </ul>	<ul style="list-style-type: none"> <li>• Particularly when stressed unable to express frustration or handle questions about management in an appropriate manner.</li> <li>• Behaviors lead to team members who don't feel comfortable expressing their views or are intimidated, which can cause a breakdown in patient care.</li> </ul>

<p><b>Step 4:</b> Create Brief Script</p> <ul style="list-style-type: none"> <li>• <i>No more than 3-4 sentences</i></li> <li>• <i>Neutral language</i></li> <li>• <i>Focus on behaviors and actions</i></li> </ul>	<p>Lara, I would like for you to focus on the manner in which you interact with others, such as nursing staff and residents. Particularly in times of stress, your language (i.e., the way you phrase responses) and tone (e.g., raising your voice) are perceived as curt and even harsh. Ensuring smooth communication with all team members allows for the lines of communication to remain open for safe patient care.</p>
<p><b>Step 5:</b> Describe Possible Plan for Improvement</p> <ul style="list-style-type: none"> <li>• <i>Create 1-2 specific methods for improvement</i></li> </ul>	<ul style="list-style-type: none"> <li>• Recognize when you are stressed and take 5 deep abdominal breaths before speaking</li> <li>• Once a week, reflect on a situation that was stressful or didn't go smoothly and write down how you would do it differently in the future.</li> <li>• Review the associated Milestones and write down a strategy (or two) on how you can move yourself to the next level.</li> </ul>