Professionalism and Interpersonal Skill Self-Development Exercise

Prepared for:

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Table of Contents

Professionalism Competency Model 3
Feedback Report Overview 4
Competency Summary 4
Comparison with Other Groups 4
Competency Details 5
Scenario-Level Report 12

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Professionalism Competency Model

This report is intended to provide developmental feedback to help you improve your standing on seven key professionalism and interpersonal dimensions that are critical to success as a resident or fellow. These dimensions are shown below.

As this figure illustrates, each professionalism dimension is aligned with several important lower-level facets. In addition, each of the facets is aligned with a set of specific, observable, behaviors. These behaviors are described later in this report.

This model was developed and validated at the University of Minnesota Medical School in a series of workshops with faculty members and Ph.D. educators. The model was validated to ensure the behaviors measured the intended facets and were viewed to be important for successful performance as an independent physician.

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Feedback Report Overview

This report presents two sources of feedback related to the seven professionalism and interpersonal dimensions.

The first source of feedback is a set of scores on each of the seven dimensions. Scores are presented for each dimension on a scale of 1-100. In general, higher scores represent higher expected performance on each dimension.

The second source of feedback is a comparison of your responses on the scenarios with those of faculty members and other respondents.

Competency Summary

Dimension	Interpretation
Conscientiousness	Below Average
Aspiring to Excellence	Below Average
Integrity	Below Average
Accountability	Above Average
Teamwork	Below Average
Patient-Centered Care	Average
Stress Tolerance	Below Average

Comparison with Other Groups

Percentile scores indicate how you compare to all other respondents. You scored equal to or better than the fraction of respondents indicated by the percentile.

Group	Percentile	0 10 20 30 40 50 60 70 80 90 100
Overall	68th	

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Competency Details

Dimension 1: Conscientiousness

Conscientiousness is defined as demonstrating a high degree of reliability by following through on commitments, approaching work in a methodical manner, and completing work tasks thoroughly and systematically. Conscientious individuals display high standards of attendance, punctuality, enthusiasm, and vitality in approaching and completing tasks.

Behaviors demonstrated by high scorers	Behaviors demonstrated by low scorers
• Demonstrates regular and punctual attendance (e.g., at rounds, conferences, and other work-related meetings). • Arrives for work well-prepared and focused on the tasks at hand. • Follows through on commitments (e.g., returns family's phone calls, enters information in EMRs, etc.). • Demonstrates a systematic approach to completing tasks and solving patient problems.	• Fails to attend promptly to clinical responsibilities, including but not limited to calls and pages. • Does not recognize or act on work that contains significant errors. • Does not follow through on commitments (e.g., does not return family's calls, keep up with chart completions). • Is not thorough in approach to work tasks (e.g., takes abbreviated, incomplete histories).

Your score for Conscientiousness is Below Average. Here are some developmental activities related to the Conscientiousness dimension.

Recommended developmental opportunities

- Create a timetable for your day with recurrent activities always completed in a consistent sequence.
- Create a priority list of required tasks and allocate time to each task.
- Create a system of checks to ensure all necessary tasks and paperwork (e.g., op notes, progress notes, discharge summaries) are completed on time and well. Observe others who complete tasks efficiently and ask them for their advice.
- Consider the reasons you may be late for meetings. Develop a plan to improve attendance (e.g., start ending meetings five minutes before their conclusion; allow sufficient travel time between meetings).
- Develop a plan to adequately communicate the cross-coverage plan when you are not available.
- For at least one task each day, do more than what is absolutely necessary (e.g., put a journal reference in one of your notes; talk to someone rather than emailing them; spend more time with one of your patients than you typically do). Reflect on these activities and consider how they make you feel about your work.

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Dimension 2: Aspiring to Excellence

Aspiring to Excellence is defined as exerting a high level of effort and perseverance toward goal attainment; working hard to become excellent at doing tasks by setting high standards; setting goals for personal improvement; striving to continuously learn and share the products of that learning with others.

Behaviors demonstrated by high scorers	Behaviors demonstrated by low scorers
• Remains focused and persists, even when working on boring or repetitive tasks (e.g., administrative tasks such as duty hour logging, completing evaluations). • Reflects on obstacles or setbacks, and learns from them. • Seeks feedback about how to improve and develop as a physician. • Looks for opportunities to share knowledge with others (e.g., at conferences).	• Does not show initiative (e.g., avoids work, defers unnecessarily to attending physician or fellow trainees). • Lets major errors in work go uncorrected or unaddressed. • Is unprepared for scholarly discussions (e.g., journal clubs, grand rounds, etc.). • Does not demonstrate an interest in personal learning and development.

Your score for Aspiring to Excellence is Below Average. Here are some developmental activities related to the Aspiring to Excellence dimension.

Recommended developmental opportunities

- Reflect on recent interactions or procedures in which your performance was lower than expected and identify one thing you could improve upon next time. Meet with a coworker to discuss specific instances where your work didn't meet your own or other's expectations and what the consequences were for the patient.
- Learn one new thing each day - in a way, be your own personal trainer and document progress.
- Seek constructive feedback from at least one person each day. Seek feedback about your behavior or skill in a specific setting, its consequences, and how you can improve. Vary the role of the person selected (faculty, nurse, social worker, student, etc.).
- Offer to provide constructive feedback to a peer or mentee. If invited to do so, provide feedback that is specific and actionable.
- Ask yourself a clinical question and look up the answer.

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Dimension 3: Integrity

Integrity is defined as showing consistency between principles and values, and behavior; choosing an ethical course of action and doing the right thing; being truthful and direct; maintaining confidentiality; remaining free from substance abuse; avoiding conflicts of interest; obeying health system and regulatory policies.

Behaviors demonstrated by high scorers	Behaviors demonstrated by low scorers
• Demonstrates honesty in interactions with patients, families, and other health care professionals (e.g., presents facts accurately and impartially, accurately reports content of patient communications). • Displays personal appearance and composure consistent with professional expectations (e.g., maintains clean appearance, does not dress in an overly casual manner). • Fosters dialog about ethically challenging situations. • Demonstrates an understanding of the importance of disclosing conflicts of interest to patients and professional associates (e.g., acceptance of gifts).	• Knowingly includes erroneous information in the electronic medical record (e.g., misrepresents services that were provided to patient, fails to correct inaccurate information). • Disregards the privacy of patient information (e.g., discusses patients' situations in public, does not de-identify sensitive patient data in reporting, etc.). • Displays obvious signs of substance abuse (e.g., binge drinking, misuse of prescription drugs, etc.). • Wastes, mismanages, or abuses organizational resources (e.g., takes supplies, tools, scrubs home without permission, produces inaccurate expense reports).

Your score for Integrity is Below Average. Here are some developmental activities related to the Integrity dimension.

Recommended developmental opportunities

- Practice sharing difficult and sensitive information in a role-play session with co-residents and faculty facilitators.
- Consider you are a patient – List information you would NOT like to be shared publicly. Make sure you do not do it with patient information.
- Get 360 evaluations of your everyday personal conduct. Do not disregard feedback; consider it a realistic reflection of how you are perceived by others. Adjust behaviors accordingly.
- Avoid gossip or other subversive behavior. Aim to “talk TO people, not about people.”
- Imagine one of your patients is one of your family members. Consider if your treatment would be different. If it would be, create a plan to alter your treatment accordingly.

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Dimension 4: Accountability

Accountability is defined as accepting responsibility for individual and group performance; accepting the consequences of one's behavior; admitting mistakes and attempting to learn from mistakes.

Behaviors demonstrated by high scorers	Behaviors demonstrated by low scorers
• Informs those who need to know about errors that have been made. • Welcomes constructive criticism. • Requests to debrief bad outcomes. • Readily acknowledges limitations in clinical skill and/or knowledge (e.g., asks for supervision and/or assistance when it is desirable/required).	• Fails to take responsibility for decisions, or does not admit to mistakes (e.g., blames others when errors occur as a result of one's work). • Fails to address personal, psychological, and/or physical limitations that may affect professional performance (e.g., fatigue, substance abuse, burnout). • Fails to acts on feedback provided. • Does not attempt to learn from mistakes.

Your score for Accountability is Above Average. Here are some developmental activities related to the Accountability dimension.

Recommended developmental opportunities

- Make a list of 3 strengths and weaknesses related to accountability and provide actions you will take to improve your weaknesses. Plan for follow up.
- Identify one thing you really enjoy outside of work and assign a specific time in the day/week to do the activity.
- Make a list of times you HAVE and you HAVE NOT taken responsibility for your own actions each week (for work and non work-related events). Provide a description how you felt when you have taken responsibility and how you felt when you have not taken responsibility.
- Identify a task that is typically performed by a more senior person. Ask to be responsible for that task.
- Identify a situation where the team did not perform as anticipated. Meet with team members and discuss how the team could perform better next time and what improved contributions individuals could make.
- Time how long it takes you to return pages. Monitor your performance week to week.

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Dimension 5: Teamwork

Teamwork is defined as collaborating and coordinating with others to achieve work goals; showing concern for and providing assistance and support to others; interacting respectfully with others; creating a desire for team accomplishment.

Behaviors demonstrated by high scorers	Behaviors demonstrated by low scorers
• Helps coworkers learn new skills (e.g., willingly shares knowledge and expertise). • Provides help when asked to do so. • Shares credit with coworkers for team accomplishments. • Encourages other coworkers to talk about their ideas in team situations.	• Demonstrates lack of respect towards coworkers (e.g., criticizes coworkers in public in a non-respectful manner, spreads rumors, ignores coworker input, attempts to make coworkers look bad). • Demonstrates abusive behavior towards coworkers (e.g., verbally abuses coworkers, threatens coworkers, sexually harasses coworkers). • Discriminates against or shows favoritism towards coworkers. • Acts without appropriate inclusion of others (e.g., does not include interprofessional team members in patient care).

Your score for Teamwork is Below Average. Here are some developmental activities related to the Teamwork dimension.

Recommended developmental opportunities

- Create a list of times you have volunteered or offered help to others. Review the list weekly.
- When you disagree with someone about something, write down the event and the topic of disagreement and all the possible solutions you can think of, including the one proposed by a person with whom you disagree. Collectively consider the positive and negative implications of all options.
- In disagreements, try to walk in the other person's shoes. Assume best intentions. Ask yourself: "Why would a reasonable person do this?"
- When possible, ask all present for their opinion. Have everyone weigh all options and discuss the merits of each option.
- Find an opportunity to say something positive about the actions of individual team members. Be sincere. Be specific about what you observed and its positive impact on the team.
- Celebrate a team success. Do something non-work related with the team.
- Help your peers and don't be afraid to ask them to help you accomplish what needs to be done.
- Get up in the morning, think about something nice you can do for someone, and do it.

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Dimension 6: Patient-Centered Care

Patient-Centered Care is defined as understanding patients' needs and feelings and treating them with respect; focusing one's efforts on discovering and meeting patients' needs; handling challenging patient solutions effectively; promoting and striving to create a workforce and environment that represents and values diversity of people and ideas.

Behaviors demonstrated by high scorers	Behaviors demonstrated by low scorers
• Provides opportunity for patients to ask questions. • Forthrightly admits lack of knowledge to patients when circumstances call for it. • Advocates on behalf of patient or family member. • Pays attention to how patient is responding and changes approach if necessary.	• Demonstrates lack of respect or abusive behavior towards patients (e.g., verbally abuses patients, uses vulgar or inappropriate language in front of patients, does not listen to patient concerns, ignores patients' concerns or criticism). • Fails to keep patients up-to-date about condition or decisions that affect them as new information becomes available. • Puts own needs above needs of patient. • Does not employ safe patient care transitions (e.g., ineffective or absent hand-offs).

Your score for Patient-Centered Care is Average. Here are some developmental activities related to the Patient-Centered Care dimension.

Recommended developmental opportunities

- Sit in a quiet room and put yourself in the position of the patient you are caring for or the family. Analyze how you would feel in their situation. Write down the feelings you may feel, such as fear, pain, etc.
- Ask a faculty member or senior resident to evaluate your interaction with patients or families, specifically as it relates to listening, clear communication, respect, and body language.
- Do an Internet search of culture and ethnicity-specific habits of the different groups of people you encounter in your practice. Create a presentation about it.
- Review the last challenging patient with whom you interacted. Identify your emotions and assumptions, and what you can do to be more effective next time.
- Identify someone you are working with who handles patient interactions well. Reflect on how they do it. Ask them for feedback on your patient interactions. Ask them to tell you about one of their difficult patient interactions and what they learned.

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Dimension 7: Stress Tolerance

Stress Tolerance is defined as effectively handling stressful situations and interactions, even when under time pressure; making effective decisions under time pressure.

Behaviors demonstrated by high scorers	Behaviors demonstrated by low scorers
• Maintains composure and keeps emotions in check during difficult situations. • Remains polite, civil, and respectful to people when under stress. • Deals calmly and effectively with coworkers who are having difficulty. • Demonstrates tact and self-control when faced with interpersonal conflict.	• Displays faulty thinking and/or poor-quality decision making when under pressure (e.g., does not prioritize appropriately in emergency or high-pressure situations). • Becomes flustered when working on procedures requiring high attention to detail. • Panics in emergency or high-pressure situations. • Lashes out when confronted with a frustrating patient.

Your score for Stress Tolerance is Below Average. Here are some developmental activities related to the Stress Tolerance dimension.

Recommended developmental opportunities

- Create scenarios of stressful situations you encounter more or less frequently and create a strategy, which you would use in such situations.
- Listen to yourself.
- Pause, take a breath, and mentally reset before returning to your work.
- Take three long deep breaths every hour.
- Consider whether there are certain types of people with whom it is difficult for you to get along. Create a strategy for how you will interact successfully with these people and implement it.
- In a stressful situation where you are trying to help others, use the sentence: “What can I do for you in this moment?”
- Identify signs of stress in yourself and others. Ask others to let you know when they think you are stressed. Be conscious of when you are acting in a manner that shows you are stressed.
- Make a list of situations that predictably cause you stress. Strategize (alone or with a peer) about how to mitigate that stress the next time it occurs.

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Scenario-Level Report

For each of the 15 scenarios in the developmental exercise, the report below compares your effectiveness ratings to those of faculty members and other respondents.

The report also indicates the action you indicated you would take in each scenario.

As you review your responses, keep in mind that there are no “right” answers to these scenarios, only more effective and less effective ways of responding.

Use these comparisons to reflect on the best ways to approach these types of situations in the future.

- Where your effectiveness ratings are very different from those of faculty or other respondents, consider why this might be so.
- If the action you would take in a situation was judged by you to be less effective than other responses, consider why this might be so. For instance, did you say you would perform an action that was less optimal in your eyes due to a specific situational constraint at your institution (e.g., you know the attending at your institution would not be responsive to a suggestion you viewed to be effective)?

The purpose of this section is to provoke thought, reflection, and discussion. Ultimately, the goal is to get you thinking about effective ways to handle these and similar simulations when they arise in the future.

Report Preparation Notes

- Sim ID: 6735-2, Key: 0-0, Product: 2771

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