Professionalism and Leadership in Practice
SEL in Action in the Clinical Learning Environment

Presenter

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• Board Certified Coach, CCE
• Associate Certified Coach, ICF
• Professional focus
  – Redefining professionalism and integrating leadership development
Disclosure

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Objectives

- **Describe** the value of a professionalism and leadership in practice training program.
- **Appraise** the challenges and action planning involved in bringing such a program into your clinical learning environments.
- **Assess** your needs and strengths for social, emotional, and conversational intelligence development.
Practice Gap Equation

Informed perspectives professionalism

+ expecting leadership in CLEs

!= systemic and explicit engagements on these topics

!= social, emotional, and conversational IQ

Recommended Practice Changes

1. Explicitly incorporate Professionalism and Leadership in Practice training into existing meeting structures.

2. Cultivate champions (trainers and coaches) for social, emotional, and conversational intelligence at all levels of practice in your organization.

3. Make explicit organizational commitment to these practices by consistently making the time to engage in training and continuous coaching.

4. Close that gap in a way that also addresses the ACGME CLER pathways.
Ok cool, but how?

• CLER Pathways
• Embodiment
• MAT-C
• Practice, practice, practice

What now?

Professionalism and Leadership in Practice
• How power, biology, and interaction impact the effectiveness of the clinical learning environment.
  – Team organization
  – Team dynamics
  – Team work
• Active learning
• Participants discuss feedback on the training project
• How best to bring their learnings back into their program environments including the drafting of short-, mid-, and long-term action steps.
Active Learning

• Polleverywhere
  – Polleverywhere.com
• Kahoot
  – Kahoot.it
  – Create.Kahoot.it

In one word, how should we engage with this session and with one another?
Relationship of PLP to ACGME/IPEC Competency Domains and ACGME CLER

<table>
<thead>
<tr>
<th>Competency</th>
<th>PLP Section</th>
</tr>
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<tbody>
<tr>
<td>ACGME</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>All</td>
</tr>
<tr>
<td>Interpersonal and Communication Skills</td>
<td>All</td>
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<tr>
<td>Systems-based Practice</td>
<td>All</td>
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<tr>
<td>Practice-based Learning and Improvement</td>
<td>All</td>
</tr>
<tr>
<td>Patient Care</td>
<td>2B, 3B</td>
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<tr>
<td>Medical Knowledge</td>
<td>None</td>
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<tr>
<td>IPEC</td>
<td></td>
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<tr>
<td>Interprofessional Communication</td>
<td>All</td>
</tr>
<tr>
<td>Values/ Ethics</td>
<td>All</td>
</tr>
<tr>
<td>Teams and Teamwork</td>
<td>All</td>
</tr>
<tr>
<td>Roles/ Responsibilities</td>
<td>All</td>
</tr>
<tr>
<td>CLER Facets/ Pathways</td>
<td></td>
</tr>
<tr>
<td>Patient Safety</td>
<td>Metric Dependent</td>
</tr>
<tr>
<td>Health Care Quality</td>
<td>All</td>
</tr>
<tr>
<td>Care Transitions</td>
<td>Metric Dependent</td>
</tr>
<tr>
<td>Supervision</td>
<td>None</td>
</tr>
<tr>
<td>Duty Hours, Fatigue, Management, Migration</td>
<td>None</td>
</tr>
<tr>
<td>Professionalism</td>
<td>All</td>
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How familiar are you with the CLER Pathways? (pre)
How important are interpersonal dynamics to a clinical learning environment?

3 Modules

Team Organization
- I-WE
- Roles
- Responsibilities

Team Dynamics
- Power
- Trust
- SEC-IQ

Team Work
- Navigating the nexus
  - MAT-C
  - Action steps
Team Organization

Roles and Responsibilities

Team Charter
- Context
- Mission and Objectives
- Composition and Roles
- Authority & Boundaries
- Resources and Support
- Operations
- Negotiation and Agreement

CLE Team Charter
- Context = Clinic
- M and O = CLE and metric

https://www.mindtools.com/pages/article/newTMM_95.htm
CLER Alignment

Supervision

S Pathway 1: Education on supervision
Formal educational activities that create a shared mental model with regard to supervision are necessary for residents/fellows to work consistently in a safe manner.

PROPERTIES INCLUDE:
- The clinical site educates residents/fellows and faculty members on the expectations for supervision and progressive autonomy throughout the residency/fellowship experience at the clinical site.
- The focus will be on the clinical site providing basic education on its expectations for resident/fellow supervision, including use of simulated team training, and involvement of staff members other than physicians in these educational activities.
- The clinical site provides education to residents/fellows and faculty members on how to provide effective supervision.
- The focus will be on the proportion of individuals taught to provide effective supervision at the clinical site.

Team Dynamics: POWER

POWER
Positional
Charismatic
Hard
Soft

Power changes the brain (mirror neurons)
Atlantic article on the topic
Team Dynamics: SEC-IQ and Trust

CLER Alignment

CT Pathway 1: Education on care transitions
Formal educational activities that create a shared mental model with regard to care transitions are necessary in order for residents/fellows to work in a consistently well-coordinated manner.

Properties include:
- Residents/fellows and faculty members know the clinical entry, transitions of care policies and procedures.
- The focus will be on the degree to which individuals are aware of the clinical entry, transitions of care policies and procedures.
- Residents/fellows participate in simulated or real-time interprofessional training on communication to optimize transitions of care on the clinical site.
- The focus will be on the proportion of care provided by residents/fellows who participate in training as described above.
- Faculty members participate in simulated or real-time interprofessional training on transitions of care at the clinical site.
- The focus will be on the proportion of care provided by faculty members who participate in training as described above.

S Pathway 2: Resident/fellow perception of the adequacy of supervision
It is important to elicit resident/fellow perceptions as an indicator of the adequacy of supervision.

Properties include:
- Residents/fellows perceive that they are receiving adequate supervision at the clinical site.
- The focus will be on the proportion of residents/fellows who perceive adequate supervision.
- Residents/fellows perceive that the clinical site provides a supportive culture for requesting assistance.
- The focus will be on the proportion of residents/fellows who perceive a supportive culture for requesting assistance.
Strictly Professional

Person A
- Ambitious
- Energetic
- Punctual
- Cold
- Self-directed
- Motivated
- Quiet

Person B
- Ambitious
- Energetic
- Punctual
- Warm
- Self-directed
- Motivated
- Quiet

Which person is more trustworthy?
### Strictly Professional

<table>
<thead>
<tr>
<th>Person A</th>
<th>Person B</th>
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<tr>
<td>• Ambitious</td>
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### Team Work: Navigating the nexus

![Image of medical professionals and laboratory beakers with dopamine, serotonin, and oxytocin labels.](image-url)

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**AMERICAN ACADEMY OF FAMILY PHYSICIANS**
Mentors are sought after or offer to provide occasional modeling and advice to someone who is less experienced in the mentor’s field.

Advisors:
- are assigned to learners and required to meet with them about their performance,
- can be held partially accountable for a learner’s performance if the requirements of advising have not been met,
- give advice on what should or needs to be done to improve performance.

Teachers:
- provide direct instruction on specific topics in specific disciplines
- hold learners accountable with formative and summative assessments and examinations, and are not always beholden to advising or mentoring.

Coaches:
- ask open-ended questions about their client’s goals and the action steps the client thinks s/he needs to take to reach those goals.
- Coaches are tested and credentialed by the International Coach Federation (ICF) and the Center for Credentialing and Education (CCE).
  - If you want a credentialed coach, look for designations such as BCC, ACC, PCC and MCC.

Clinical Learning ENVIRONMENT
- Communication – 9 mentions
- Interprofessional – 11 mentions
- Team – 14 mentions
Want More Info?

See our project website
• www.serveteachlearn.org
  – Program guide, ppts with tools and notes

Email me
• ruddym@thewrightcenter.org

Please complete the session evaluation.

Thank you.
References


