

Successful remediation of unprofessional behavior in a preclinical medical student

A case study

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From left to right:

Monica Kinde, PhD Phase I Director – Kansas City

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Robert Rogers, PhD Phase I Director – Joplin

Angela Pierce, DC, PhD Phase II Director – Joplin

Case presentation

- *“Placed a patient in needless jeopardy.”*
- *“Behavior provides a lack of respect as fitting or health care professional.”*
- *“Does not demonstrate compassion (awareness of suffering and the wish to relieve it) for others.”*

Holistic approach

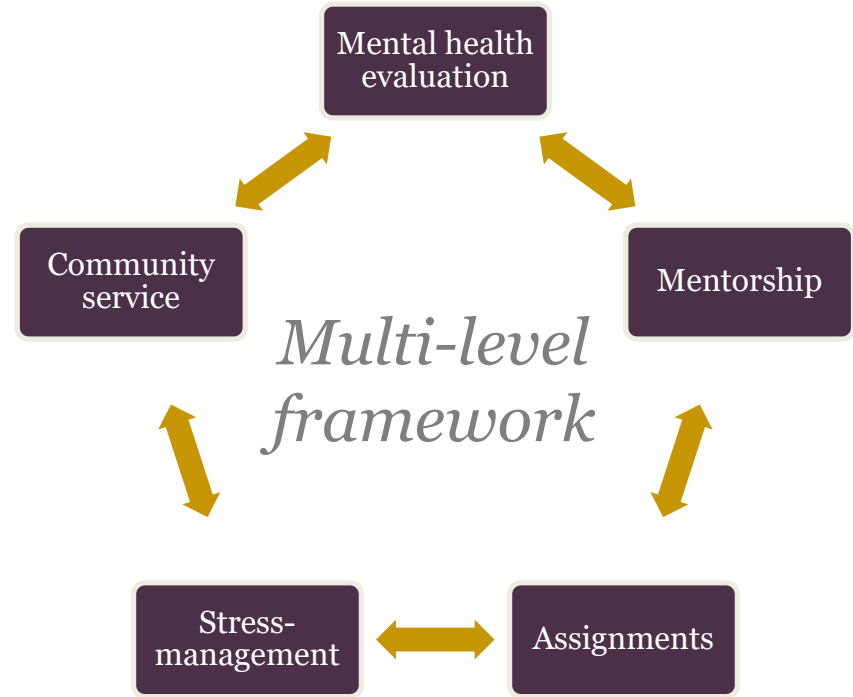
Best practices

1. Holistic approach
2. Multi-level framework
3. Criteria for success

- *Remediate lapses in unprofessionalism rather than punish behavior*
- *Students are not yet professionals*
- *Cognitive component of professional behavior requires explicit teaching*
- *Address internalization of self and external socialization with others*

Best practices

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Best practices

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3. Criteria for success

*Criteria for success
difficult to define*

Systematic approach

1. Characterize lapse
2. Identify goals of remediation
3. Generate multi-pronged approach
4. Provide consistent mentorship and feedback
5. Create long-term plan
6. Articulate clear assessment plan
7. Report results

Characterization of lapse

- Align lapse to Osteopathic Core Competencies & Entrustable Professional Activities for Entering Residency
 - *V.2. Humanistic Behavior*
 - *Core EPA 1, 6, 9, 12*
- Utilized professionalism rubric developed at KCU
 - *Kruse, S.W., Getch, S., Cox, W.J., Winslow, R. **An evaluation of professionalism and how it is assessed in medical students by an interprofessional team** (included in Readiness for Residency: Collaborating Across the Continuum panel discussion). American Association of Colleges of Osteopathic Medicine Annual Conference, Washington DC, April 2019.*

V.2. Professionalism: HUMANISTIC BEHAVIOR

- **V.2.a.** *Provide polite, considerate, and compassionate treatment to every patient.*
- **V.2.c.** *Exhibit elements of altruism and empathy by listening to patients and respecting their views.*
- **V.2.d.** *Demonstrate openness, honesty, and trustworthiness during direct communication with patients and their families and in the writing of reports, the signing of forms, and the provision of evidence in litigation or other formal inquiries.*
- **V.2.f.** *Demonstrate respect for colleagues and other health care professionals and their practices (e.g. avoid making inappropriate remarks and taking inappropriate action).*

Goals of remediation

“To acquire the self-awareness and specific strategies regarding behaviors identified by the Student Progress Committee that negatively impact patient care in order to practice the conduct and bearing befitting a competent medical professional and successfully transition from student to doctor.”

Self-awareness Strategy

Approach

- Counseling
- Professionalism research
- Self-awareness and betterment
- Mentorship and role-modeling

Counseling

- Specific behavioral change goals
 - *To develop personal insight and self-awareness of how actions and behaviors affect others, take responsibility for such actions, learn communication skills and develop coping skills in order to reduce impulsive behaviors.*
 - *To rule out issues with impulsivity and provide appropriate medical management if needed.*
- Requirements
 - *Biweekly appointments*
 - *Psychological evaluation*
 - *Follow provider management recommendations*

Professionalism research

- Specific behavioral change goals
 - *To learn long-term impact lapses in professionalism have on one's career and future patient care.*
 - *To acquire professional development in communication skills and active listening.*

Professionalism research

- Requirements
 - *Write reflection report of paper*
 - *Disciplinary action by medical boards and prior behavior in medical school* (Papadakis, 2005)
 - *Read and write reflection report of book*
 - How to Win Friends and Influence People (Carnegie, 1981).

Self-awareness and betterment

- Specific behavioral change goal
 - *To gain knowledge of one's strengths and limitations, practice reflection, and remain open to receive feedback.*
 - *To specifically identify encounters that were handled effectively and encounters that remain in need of improvement.*
 - *To reflect on how one's behaviors negatively impact others.*
- Requirements
 - *Self-assessment report due monthly on professional behavior*
 - Simulated, real, or peer-patient encounters
 - *Meet with faculty mentor following patient encounters*

Mentorship and role-modeling

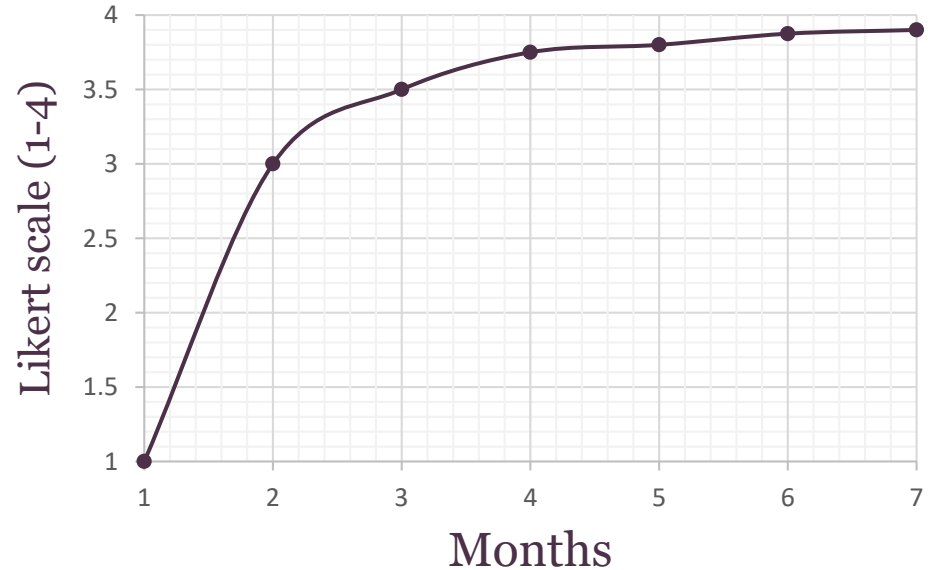
- Specific behavioral change goals
 - *To solicit faculty feedback about specific encounters that were handled effectively and instances that are in need of improvement, and learn strategies about how to improve such encounters.*
 - *To remain accountable for ongoing professional development and behavioral improvements.*
- Requirements
 - *Debrief performance*
 - *Develop performance improvement plan*

Plan for assessment and monitoring

- Schedule and keep all counseling appointments and psychological evaluation.
- Submit reflection essay on Papadakis paper by due-date
- Submit reflection essay on Carnegie book by due-date
- Provide monthly self-reflection reports
- Schedule and keep all appointments with faculty mentor
- **Professionalism rubric** on humanistic behavior updated following each meeting with faculty mentor

Case outcomes

- Humanistic behavior
- Met with faculty mentor 1x month
- Submitted monthly self-assessment reports



1	2	3	4
<ul style="list-style-type: none"> Does not display initiative to help others Unable to articulate concepts of confidentiality, privacy, and informed consent Does not demonstrate compassion (awareness of suffering and the wish to relieve it) for others 	<ul style="list-style-type: none"> Sometimes displays initiative to help others Unable to consistently articulate concepts of confidentiality, privacy, and informed consent Infrequently demonstrates compassion (awareness of suffering and the wish to relieve it) for others 	<ul style="list-style-type: none"> Displays initiative to help others Articulates concepts of confidentiality, privacy, and informed consent Demonstrates compassion (awareness of suffering and the wish to relieve it) for others 	<ul style="list-style-type: none"> Always displays initiative to help others Clearly articulates concepts of confidentiality, privacy, and informed consent Consistently demonstrates compassion (awareness of suffering and the wish to relieve it) for others

Scale

1	Fails to demonstrate expected behavior <i>Fails to demonstrate the behavioral benchmark</i>
2	Inadequately demonstrates expected behavior <i>Inadequately demonstrates the behavioral benchmark and requires remediation.</i>
3	Demonstrates expected behavior – developmentally appropriate <i>Level of competency demonstrated through meeting behavioral benchmarks</i>
4	Demonstrates behavior that exceeds expectations <i>Advanced level of competency demonstrated through consistently meeting behavioral benchmarks</i>

Case outcomes

- Met all behavioral counseling expectations
- Reflection essays submitted on time
 - *All of this data was quite eye opening for me. The most jarring piece of information was unprofessional behavior can be associated with nervousness. This made me realize that I have obviously been affected by professionalism issues. I hope to not become a statistic...*
- 1 year later:
 - *Passed clerkship rotations*
 - *Behavior improved throughout clerkships, willing to improve, admits faults*

Important points of consideration

- Interprofessional approach among institutional teams
- Create a contract
- Consequences for relapse
- Consistent contact
- Long-term contact
- Presentation of results