



MODELLING COMFORT IN DECISION-MAKING

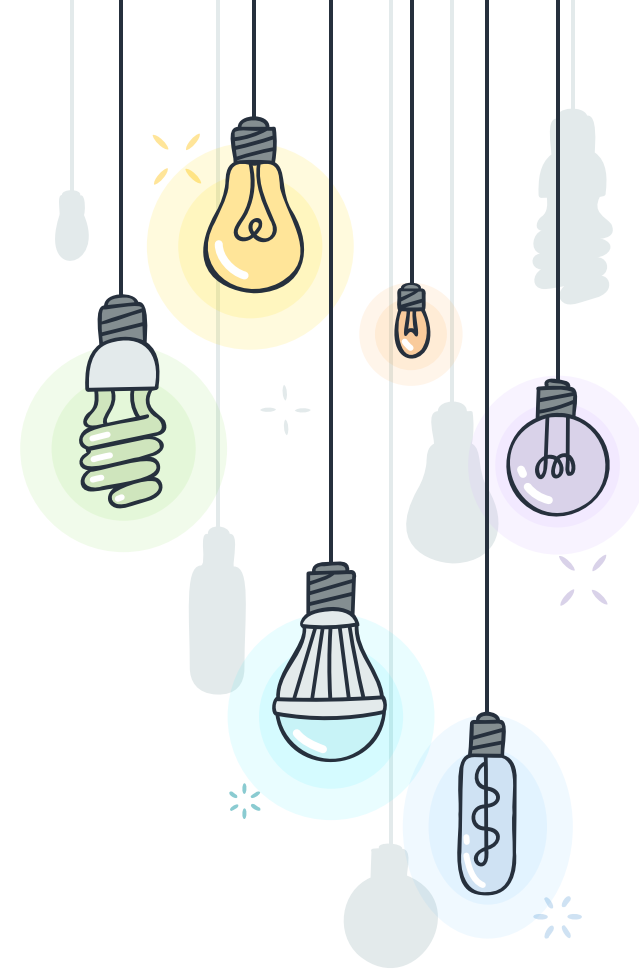
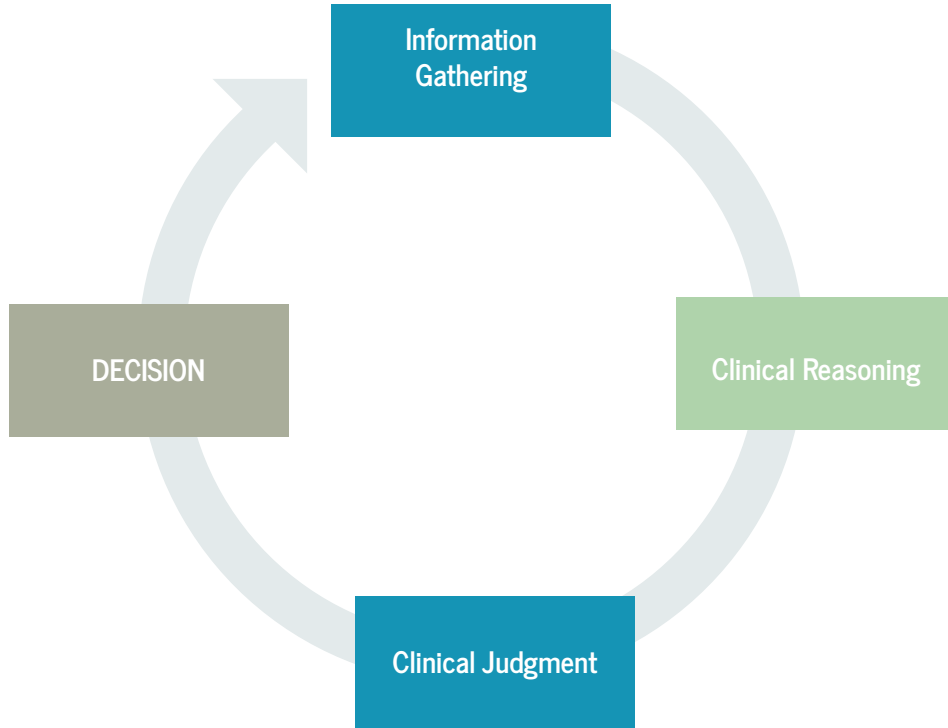


PART 2: CONNECTING BACK

QUICK REVIEW



* WHAT IS DECISION-MAKING?



* UNCERTAINTY ARISES FROM...

The Patient

Complexity

Acuity

Medical conditions

Social factors and Context

Physician perceptions

Organization

Team dynamics

Responsibility taking

Experience

Familiarity

Previous experience

Novice/Advanced



* WHAT HAPPENS IN HESITANT CDM?

Lack of Responsibility taking

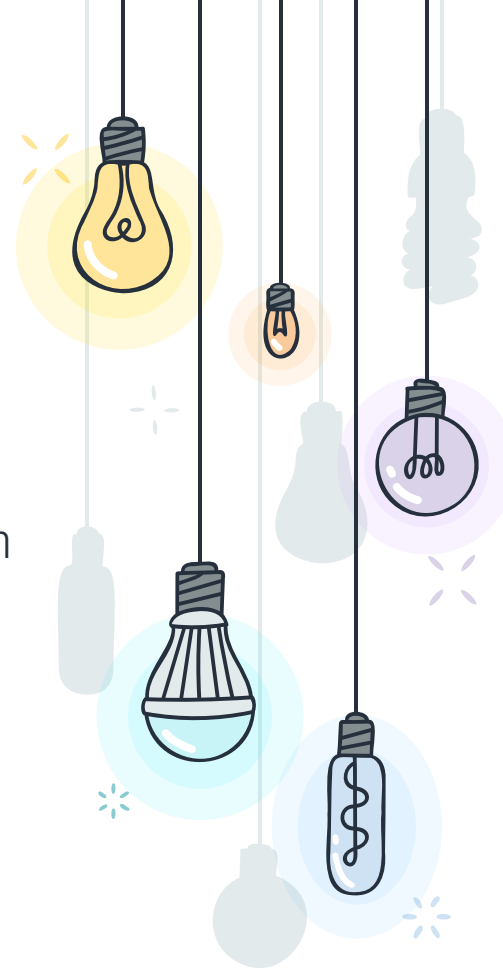
Defer to others
Delays in care

Lack of Autonomy

Linked with job
satisfaction, feeling
like you're practicing
to full scope

Create a Fearful Culture

What do the
students take from
that?



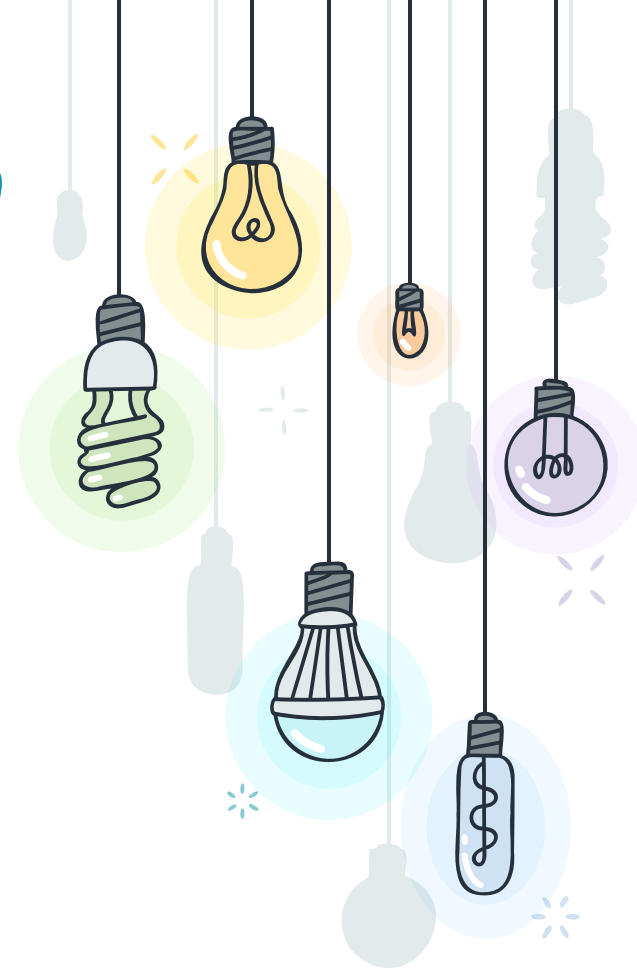
* WHAT HAPPENS WHEN STUDENTS ARE UNCERTAIN?

They question whether their uncertainty is from:

1. Just not knowing, or
2. There is actually a good reason to be uncertain

In these situations they look for cues from preceptors to determine whether the situation is in control

“Borrowing Comfort”





“To act with confidence while simultaneously remaining uncertain is a paradox that epitomizes expert practice”

* THREE STRATEGIES

1.

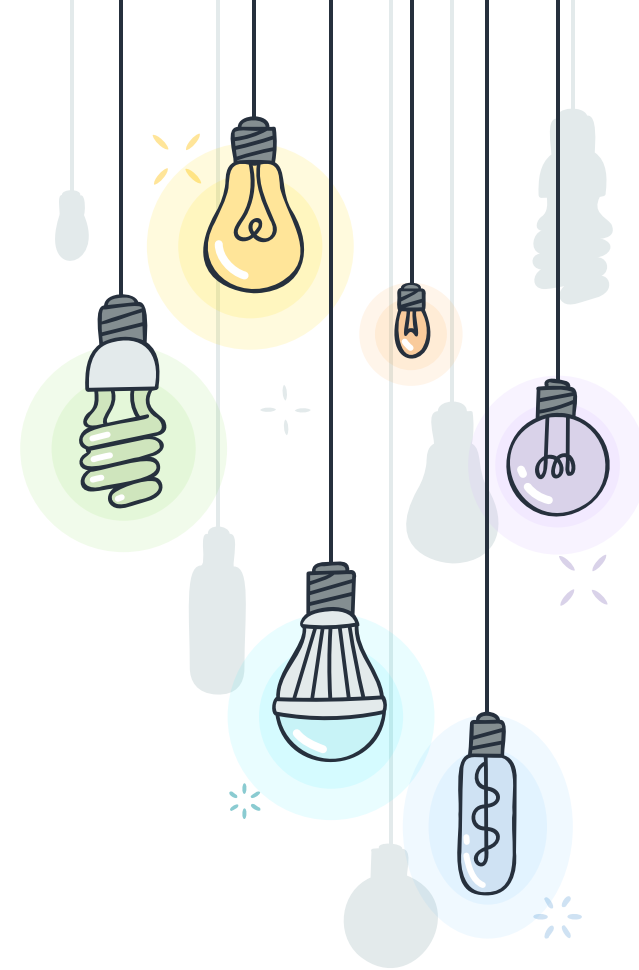
Debriefing after deferral of
decision-making

2.

Forward planning

3.

Reframing negativity
associated with uncertainty



SO NOW WHAT?



slido



Which strategy have you tried?

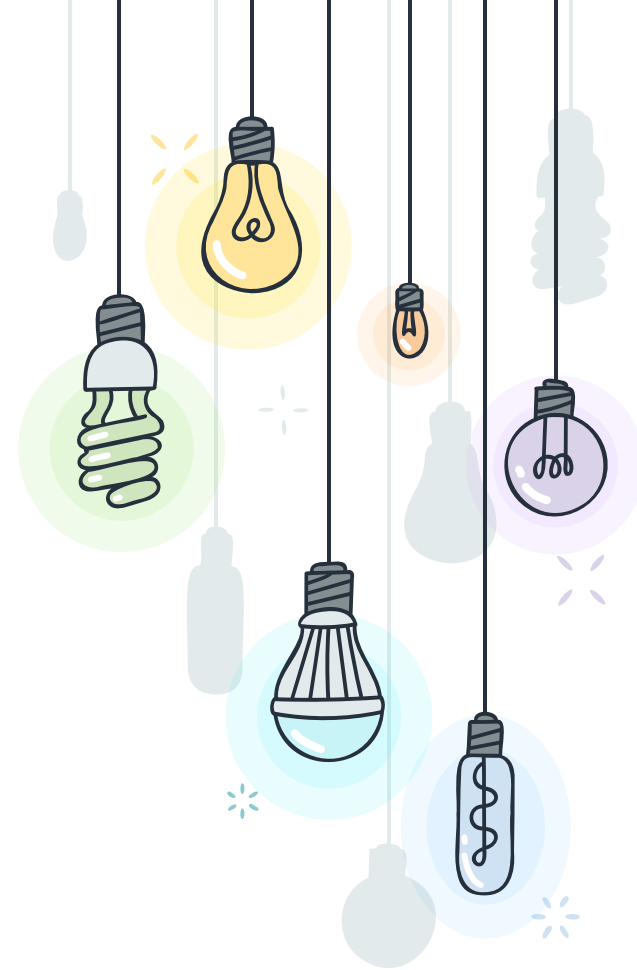
① Start presenting to display the poll results on this slide.



✧ BREAK-OUT ROOMS - SHARING STORIES

I know! It's not everyone's favourite thing...
But best way to learn is from each other!

Remember - be vulnerable! It's ok if
something didn't work...



* PICK A ROOM WITH A STRATEGY TO DISCUSS

Break-out Room 1:

Debriefing after deferral

Break-out Room 2:

Forward planning

Break-out Room 3:

Reframing negativity associated with uncertainty

*Will report back to larger group



* REPORTING BACK - ANY WINS? LOSSES?

Debriefing after
deferral

Forward planning

Reframing negativity
associated with
uncertainty



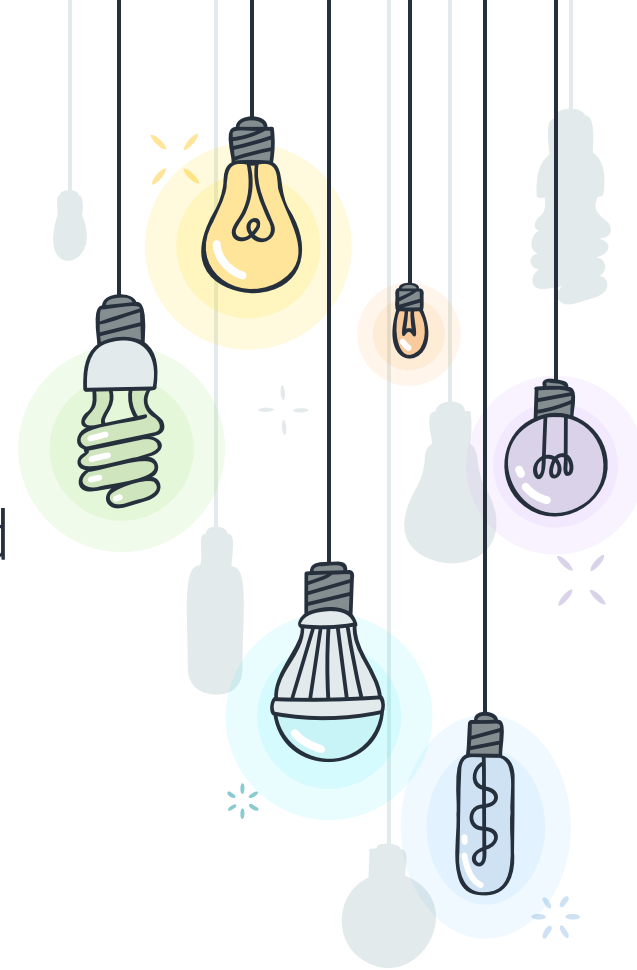
COMFORT AND UNCERTAINTY



* HOW CAN YOU JUDGE YOUR UNCERTAINTY?

Comfort is a dynamic state

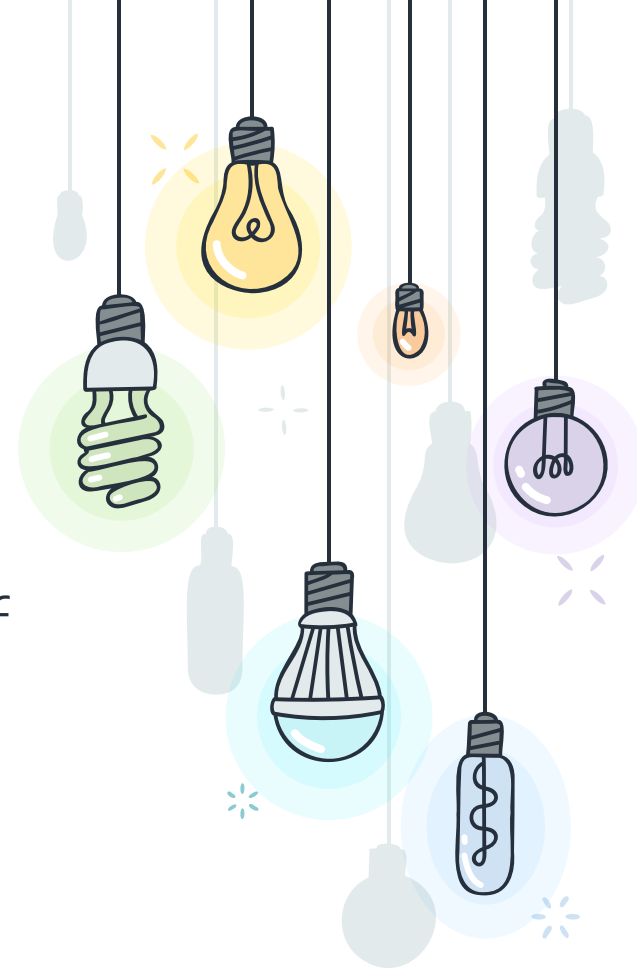
- + Set boundary conditions
 - × Signals when a problem goes beyond your capacity to manage



* HOW CAN YOU JUDGE YOUR UNCERTAINTY?

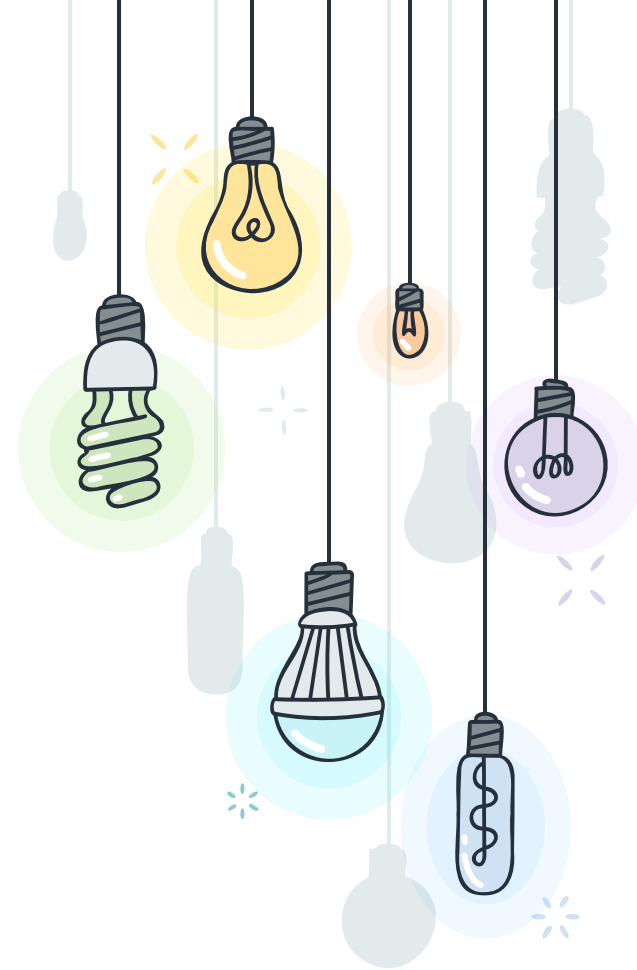
Comfort is NOT dichotomous

- + You can have competing feelings in your mind
- + You can be comfortable with elements of your plan, but not others



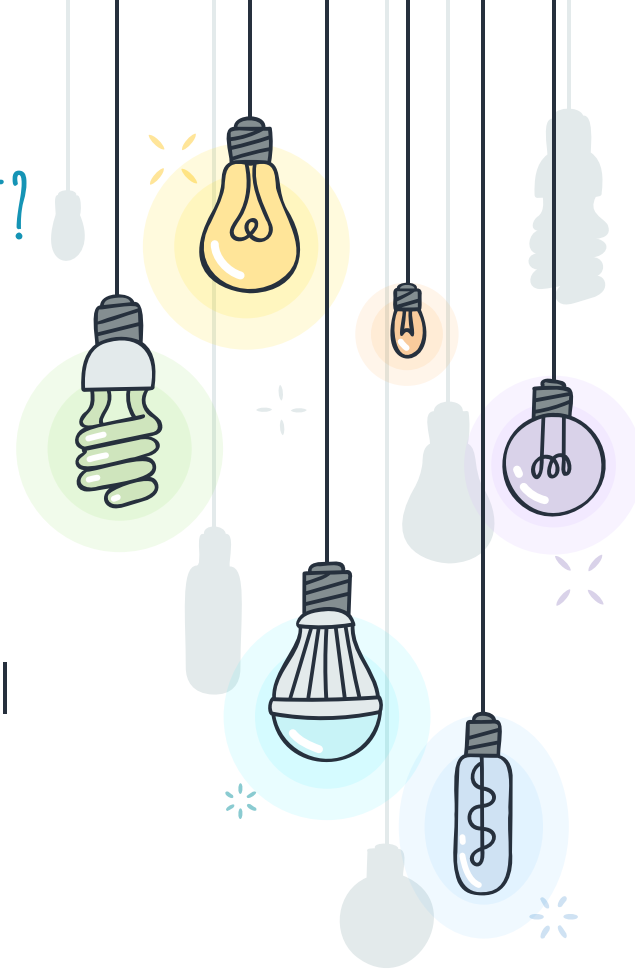
* MAINTENANCE OF UNCERTAINTY

- + Motivating and enabling
 - × Continual assessment and reassessment of your comfort
 - × ...*reflection*...



* SO WHAT DOES THIS MEAN TO YOU AS YOU PRECEPT?

- + Low stakes, quick metacognitive activity
 - × What did you learn today?
- + Don't respond with feedback to a student's reflection
 - × Encourage the process, not the actual reflection
 - × Ask follow-up questions instead...



* EXAMPLE

End of day discussion with a student about a challenging patient. The student explains that they kept quiet during rounds about a potential drug interaction because they weren't sure if it was truly clinically significant, and they didn't have a chance to discuss it with you before rounds.

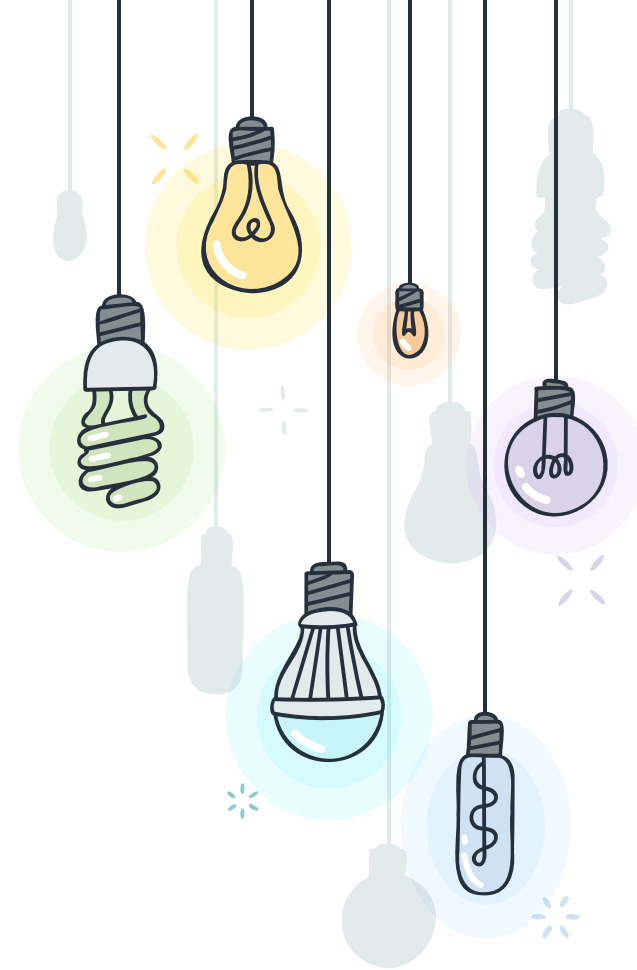


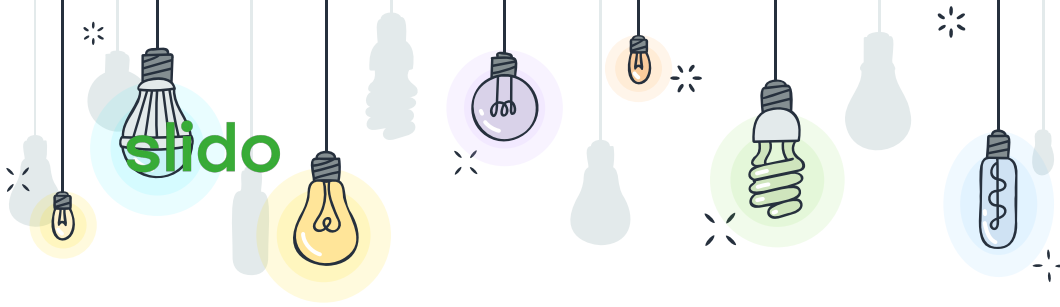
* SEND YOU OFF!

New skills

- + Metacognition
- + Open reflection

June 1st - next session





How would you address this with the student?

① Start presenting to display the poll results on this slide.



What topics related to CDM would you like to discuss next session?

① Start presenting to display the poll results on this slide.

THANKS!

Any questions?

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