

BRAINSTORMING IDEAS FOR FACULTY DEVELOPMENT CF AND BEYOND

Small group process

How do you create safety?

How do you deal with common problems?

- **silent member**
- **dominating member**
- **lack of constructive criticism**
- **lack of reinforcement**
- **“bad” behaviors (chronically late, missed assignments)**

Patient-centered medicine

- **Pogo-e presentation (modified)**
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Penetrating Assumptions about Elderly Patients (geriatric)

- **Combination of reading poetry, first person narratives, role-play, reflective writing to consider assumptions and stereotypes**
 - o **Medically complicated, but ultimately not interesting**
 - o **Long-winded**
 - o **Out of touch**
 - o
- **Emphasis on development of close reading and interpretive skills**

Writing the Difficult Patient (geriatric)

- **Reflective writing about a difficult patient encounter**
- **Point of view writing about a difficult patient encounter**

Parallel Chart (geriatric)

- **Start keeping a “parallel” chart about patients you see**
 - **Things you notice about the pt/family member that are too trivial, tangential, irrelevant to be entered into the “real” medical chart**
 - **Feelings of pt/family member that do not belong in the chart**
 - **Your own feelings about the pt/family member**
 - **Your ideas, imaginings about pt/family (how does the pt feel about her diagnosis? What questions do you think she has that have not been answered?)**
 - **Questions you have about the pt, her situation, her diagnosis that have not been answered**

Moving Closer to the Patient’s Experience (geriatric)

- **Close reading and interpretation: poetry, first person narratives by patients, family members, physicians**
- **Readers’ theater**
- **Special topics: Alzheimer’s/dementia; end-of-life decision-making; stereotypes/assumptions about geriatric pts**

Breaking Bad News (geriatric)

- **What the patient feels**
- **What the family members feel**
- **What the doctor feels**
- **Guiding principles**

Working with Emotions in Medicine

- **Positive emotions/attitudes**
 - o **caring, patience, compassion**
 - o **how positive emotions can go wrong**
- **Negative emotions**
 - o **helplessness, resentment, anger, guilt**
 - o **loss and grief**
- **Finding emotional balance**
- **Emotional connection vs. emotional detachment**

Communication Skills

- **Listening skills**
 - o **active listening**
 - o **listening for the patient's story**
- **Empathy/understanding other perspectives**
- **Engaging disagreement (noncompliance)**
- **Brief debriefing:**
 - o **What did patient like about encounter?**
 - o **Any needs not met? Questions not answered?**
 - o **Suggestions for improvement**

Narrative Typologies

- **Listening for different types of stories**
- **Chaos – dry for help**
- **Restitution – find it and fix it**
- **Journey – illness as testing and personal transformation**
- **Witnessing – bearing witness to suffering**

Other possibilities (not faculty development)

- **In-vivo small group student-pt interviewing followed by reflection session**
- **In-patient sessions**
- **Involvement with CF IV - Through the Eyes of the Patient**