

Background

ELI® has a long-standing relationship working with one of the world's most prestigious healthcare institutions to help it maintain professionalism, respect, and excellence in the workplace. This institution has been a pioneer in connecting teamwork and collegiality with the delivery of quality patient care. As a part of its efforts, the institution has mandated that all staff physicians must attend training in ELI's Just Doctors® program to ensure consistent communication of policies and behavioral expectations.

After analyzing recent trends, both internally and in the broader healthcare industry, the institution determined that a complementary program for residents and fellows would enhance efforts to maintain its reputation for professionalism, collaboration, and world-class care.

Project Overview

ELI partnered with the organization to develop a program for residents and fellows using data culled from internal and external complaints, feedback from patient satisfaction surveys, and the results of focus groups ELI conducted with physicians and residents to help identify content needs.

The project's goal was twofold:

- (1) To complement the institution's Just Doctors® implementation, ensuring that everyone would receive a consistent message about values, individual roles and responsibilities, and how behavior impacts the organization's ability to meet patient needs.

This prominent healthcare institution is recognized throughout the world for its collaborative and integrated approach to patient care, research, and education. The institution employs a total staff of more than 42,000, including approximately 1,400 clinical residents and fellows and 2,700 staff physicians and medical scientists.

- (2) To ensure compliance with the ACGME's (Accreditation Council for Graduate Medical Education) general competencies addressing Patient Care, Interpersonal and Communication Skills, and Professionalism.

"After working closely with this institution for so many years," says ELI President Stephen M. Paskoff, "we've seen firsthand that their commitment to respect, professionalism, and teamwork has made them what they are today. We designed this program with that commitment in mind."

Interactive, Experiential Learning

To achieve the program's objectives, ELI developed two one-hour conferences that are delivered to incoming residents during the orientation period. Using interactive, experiential video- and text-based scenarios and exercises, the conferences give real-life examples of relevant issues to communicate key messages. Additionally, the learning methodology is specifically designed to anticipate and answer challenges participants might have to the program's content, philosophy, and message.

The first conference, **Professionalism: Mutual Respect**, addresses resident interactions with staff, colleagues, allied health, and others in the healthcare workplace. This conference addresses the ACGME's *Interpersonal and Communication Skills* and *Professionalism* competencies by discussing resident responsibilities and building practical skills related to issues such as:

- Sexual, racial, and other harassment
- Inappropriate banter and joking
- Offsite conduct
- Abusive behavior
- Speaking up/raising concerns about workplace issues

The second conference, **Professionalism: Interacting with Patients**, addresses a variety of issues related to the ACGME's *Patient Care* competency, including:

- Examination etiquette – gowning, draping, respectful communications, chaperones
- Cultural competency – dealing with translators; patient issues based on religion, ethnicity, etc.
- Acceptance of gifts
- Patient-physician dating
- Handling inappropriate patient behavior and vulnerable adults



Interactive, Experiential Learning

(continued)

The program's scenarios, which provide realistic examples of situations that may occur during a busy day in the hospital, help illuminate the potential impact and consequences of seemingly innocuous behavior by residents.

"Residents must learn to deal with many difficult patient boundary and interaction issues once they enter the patient care realm," notes the institution's Graduate Medical School Dean and this program's sponsor. "We knew we couldn't create a program that would address every single issue they might encounter, but we wanted to give them behavioral tools they could use to handle virtually any difficult situation that could arise."

Program Development and Delivery

ELI developed this program with input from the institution's program directors, and further refined the content by incorporating feedback from the pilots ELI conducted with staff physicians and residents. ELI certified a group of physician leaders to facilitate the conferences, which fit easily into existing educational conference schedules. As a result, the institution is able to further integrate the concepts into everyday medical practice and expectations.

Does the learning make a difference?

Residents complete evaluation forms at the end of each program. **Based on eleven measures of quality, 92% of the residents rated the program excellent or good on a four-point scale.** The highest ratings (99% excellent or good) were in the following categories: faculty course leader, opportunity to interact with faculty, and opportunity to ask questions.

"These positive evaluations of the faculty reflect the importance of having program directors teach this course to residents," says the graduate school dean. "The faculty physicians act as role models to engender professionalism in residents."

Because of the overwhelmingly positive response to the physician instructors, three years after the initial implementation the institution brought ELI in to certify additional physicians and provide more opportunities for interaction and role-modeling.

ELI and the institution co-presented a poster presentation about this program, its development, and outcome data at the ACGME's annual conference in 2003, which focused on effective methods for fostering physician professionalism.

According to the graduate school dean:

"Residents model the standards set by their attending physicians. If residents are taught to behave professionally, but staff and leadership contradict the message through their conduct, educational efforts will fail. We've found that this comprehensive approach, which includes commitment from the top, reinforcement, and holding faculty and residents accountable to consistent standards, is crucial for achieving positive results."

For more information, please contact your sales representative at 800-497-7654.



Does your learning make a difference?™

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