



FLAG Rounds:

Session 5 Recording Guidance

Ideas for use, discussion, and facilitation:



Watch the Recordings

- On your own.
- With students, trainees, and learners:
 - › Show the entire session or select family faculty stories with teaching points during pediatric clerkship, academic and/or didactic sessions with residents, or as part of any health profession class.
- With your interprofessional care team:
 - › Show all or part of a FLAG session as part of a team meeting, retreat, or workshop.



Generate Discussions

Use the questions below for each story to generate discussion.

- **Story 1: The First One is a Freebie - Family Faculty, Adenike Chon**
 - › Can you recall a time you used or witnessed the use of an off-handed comment or disrespectful language in response to a patient and family concern? What was the response? Did it affect care? Did it affect the clinician-patient/family relationship?
- **Story 2: ER Visit Day 9 - Family Faculty, Ida Winters**
 - › Have you ever reached out to a member of a child's care team, such as their pediatrician, to help bridge communication gaps with families? What other communication strategies or tools have you used? How do these strategies change interactions and relationships with patients and families?
- **Story 3: It is Not the End of the World - Family Faculty, Ellie Acuna**
 - › Think about how you respond to difficult or unexpected news. Think about how you have seen patients and families respond to difficult or unexpected news. How can you express empathy and compassion in these situations?



Write and Reflect

The prompts offer opportunity for written reflection on each story.

- **Story 1: The First One is a Freebie - Family Faculty, Adenike Chon**
 - › Write about a communication with a patient and/or family that you wish could have gone differently. Reflect on tools, methods and forms of respectful communication you are confident using in patient and family interactions. Are there any you can work to develop?
- **Story 2: ER Visit Day 9 - Family Faculty, Ida Winters**
 - › Write about a time you sought help and were dismissed. How did that make you feel? What do you wish would have happened? How can you learn from that experience to inform how you deliver care in a professional, compassionate manner?
- **Story 3: It is Not the End of the World - Family Faculty, Ellie Acuna**
 - › Write about a time you received unexpected, shocking or bad news. How did you react in the immediate moment? How did you react as time moved on? How can you learn from that experience to inform how you deliver care in a professional and compassionate manner?



FLAG Rounds Family Faculty Q&A

What is one way that families and clinicians/health care professionals can learn to correct a communication or interaction gone wrong in a way that will preserve continued partnership?

- Start by taking a step back to self-check (what happened-how did it go wrong?), then take a step forward to check-in by inviting others to respond to the situation, listen and validate your understanding/impact of the situation and how it affected them. If you're still not recognizing the issue, it's okay to ask a colleague or trusted person who will give honest non-biased feedback on "where did this go wrong?".
- Clarify your intent and own your response- with no excuses. State what you did/said. State what "should have" happened- what could have prevented the incident.
- Lastly, focus on repair by agreeing, together, on what to do differently moving forward; keep in mind the tone used, the speed of communication, the effectiveness of the timing to address the communication, and the ability to follow through and follow up with consistency.
- Remember you can only control yourself, not how you are perceived. Your perception will always be favorable when you remove bias from your lenses and consider others first by assuming positive intent with compassion and dignity. Partnering with clinicians is like air; we all need it, to breathe and we must do whatever it takes to sustain it- together!