Modelling Comfort in Decision-Making
Part 2: CONNECTING BACK
What is Decision-Making?

- Information Gathering
- Clinical Reasoning
- Clinical Judgment
- Decision
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”

Ilgen et al. 2019
Three Strategies

1. Debriefing after deferral of decision-making
2. Forward planning
3. Reframing negativity associated with uncertainty
So Now What?
Which strategy have you tried?

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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?

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

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THANKS!

Any questions?
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