

Name: \_\_\_\_\_

PGY \_\_\_\_\_

Date: \_\_\_\_\_

Assessor: \_\_\_\_\_

Context: \_\_\_\_\_

**DIRECTIONS:**

1. Orient trainee to Martin’s Communication Map
2. Use direct observation, simulated scenarios or case presentations to identify problem areas (check box(es))
3. Use results to provide formative feedback and guide educational plan

Martin’s Communication Map: Diagnostic Tool (Red indicates case presentation markers.)			
	<b>Content</b> (Knowledge: <b>WHAT</b> to Ask)	<b>Process</b> (Interview Skills: <b>HOW</b> to Ask)	<b>Perceptual</b> (Attitude: What the trainee is <b>THINKING</b> and <b>FEELING</b> )
<b>BEGINNING</b>	<input type="checkbox"/> Narrowly focused <input type="checkbox"/> Vague questions, patient floundering <input type="checkbox"/> Inappropriate focus <input style="color: red;" type="checkbox"/> <b>Overly narrative</b> <input style="color: red;" type="checkbox"/> <b>Not focused—no sense of key problem /reason(s) for the encounter</b>	<input type="checkbox"/> No structure <input type="checkbox"/> No/poor agenda setting <input type="checkbox"/> Patient-controlled approach <input type="checkbox"/> Doctor-controlled approach <input type="checkbox"/> Poor questioning skills	<input type="checkbox"/> Poor relationship building <input type="checkbox"/> Inappropriate boundaries <input type="checkbox"/> Non-verbal (body language, facial expressions) <input type="checkbox"/> Tone <input type="checkbox"/> Avoidance of topic areas (e.g. sexual history) <input type="checkbox"/> Assumptions influencing encounter/ decision making
<b>MIDDLE</b>	<input type="checkbox"/> Over-inclusive history <input type="checkbox"/> Disjointed history <input type="checkbox"/> Incomplete history <input type="checkbox"/> No /limited differential <input type="checkbox"/> Time management	<input type="checkbox"/> Awkward word choice <input type="checkbox"/> Poor question construction <input type="checkbox"/> Limited use of interview skills (e.g. no bridging statements) <input type="checkbox"/> Disorganized <input type="checkbox"/> Time management <input type="checkbox"/> Ignores patient cues	<input type="checkbox"/> Misses patient cues <input type="checkbox"/> Unable to integrate feedback <input style="color: red;" type="checkbox"/> <b>Debates feedback</b> <input style="color: red;" type="checkbox"/> <b>No mention of patient’s perspective</b>
<b>END</b>	<input type="checkbox"/> Inappropriate diagnosis <input type="checkbox"/> Poor synthesis <input type="checkbox"/> Incomplete/inaccurate management <input type="checkbox"/> Inappropriate follow-up	<input type="checkbox"/> Rx/Management (Run on sentences) <input type="checkbox"/> Poor sharing of information <input type="checkbox"/> No finding of common ground <input type="checkbox"/> “One size fits all” approach to advice	

**COMMENTS:**

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**EDUCATIONAL GUIDE**

<b>Knowledge (DIDACTIC)</b>	<b>Process (EXPERIENTIAL)</b>	<b>Perceptual (REFLECTIVE)</b>
<input type="checkbox"/> <b>Role-play</b> (E.g. Sexual history)	<input type="checkbox"/> <b>Role-play</b> (E.g. Skill build using simulated/ standardized scenarios)	<input type="checkbox"/> <b>Role-play</b> (E.g. Role reversal)
<input type="checkbox"/> <b>Role model</b> (E.g. Approach)	<input type="checkbox"/> <b>Role model</b> (E.g. skills, timing, phrasing, boundary setting)	<input type="checkbox"/> <b>Role-model</b> (E.g. Asking, giving and receiving feedback)
<input type="checkbox"/> <b>Targeted Reading</b> (E.g. Evidence based articles, Textbooks, "Make it Stick" Brown et. al)	<input type="checkbox"/> <b>Targeted Reading</b> (E.g. "What Else? Setting the Agenda for the Clinical Interview" Annals of Internal Medicine)	<input type="checkbox"/> <b>Targeted reading</b> (E.g. "Difficult Conversations" Heen et al., "Talking to Crazy"/"Just Listen" Mark Goulston, "Thanks for the Feedback" Stone & Heen)
<input type="checkbox"/> <b>Learning Coach</b> (E.g. Assessment of learning, strategies) <input type="checkbox"/> <b>Reading Tutor</b>	<input type="checkbox"/> <b>Communication Coach</b> (E.g. Skill building with tailored feedback)	<input type="checkbox"/> <b>Communication Coach</b> (E.g. Guided Reflective conversations to raise self-awareness, Reframe issues)
<input type="checkbox"/> <b>On-line learning</b> (E.g. PGCorEd - End of Life Care)	<input type="checkbox"/> <b>On-line learning</b> (E.g. PGCorED - Communicator, Collaborator, CMPA modules)	<input type="checkbox"/> <b>On-line learning</b> (E.g. PGCorEd - Professional, Collaborator, CMPA modules)
<input type="checkbox"/> <b>Cognitive frameworks to aid in synthesizing information</b> (E.g. Martin's Communication Map, Schemas)	<input type="checkbox"/> <b>Conceptual framework</b> (E.g. Martin's Communication Map for organizing/conceptualizing approach)	<input type="checkbox"/> <b>Emotional Awareness framework</b> (E.g. Explore self/relational/ situational/organizational awareness and management)
<input type="checkbox"/> <b>Standardized testing</b>	<input type="checkbox"/> <b>Timed interviews</b>	<input type="checkbox"/> <b>Feedback tools</b> (E.g. multi-source, patient questionnaire)
<input type="checkbox"/> <b>Urgent Care experiences</b>	<input type="checkbox"/> <b>Focused skill practice with repetition</b>	<input type="checkbox"/> <b>Continuity of Care experiences</b>
<input type="checkbox"/> <b>Probing Questions to uncover limits of knowledge</b> (E.g. What is your differential? What are the Red Flags)	<input type="checkbox"/> <b>Probing questions</b> (E.g. What were the Patient's ideas? Expectations?)	<input type="checkbox"/> <b>Probing questions to uncover assumptions &amp; intentions</b> (E.g. What's your role with this patient? How do you feel your approach impacts the patient? Family?)
<input type="checkbox"/> <b>Simulation/Observation with Feedback</b> (E.g. Procedure Lab, intimate exams)	<input type="checkbox"/> <b>Video record with feedback</b> (E.g. Organization, Question construction, timing)	<input type="checkbox"/> <b>Video record with feedback</b> (E.g. Patient reactions, blind spots - facial expressions, tone, body language)
<input type="checkbox"/> <b>Feedback</b> (E.g. Explicitly unpack your rationale for treatment decisions)	<input type="checkbox"/> <b>Feedback</b> (E.g. Question construction, Approach)	<input type="checkbox"/> <b>Feedback</b> (E.g. Impact of verbal, non-verbal communication on self/others)
<input type="checkbox"/> <b>Homework</b> (E.g. Assign topic areas for review, Structured Reading Plan)	<input type="checkbox"/> <b>Homework</b> (E.g. Assign readings, use Martin's Communication Map in clinic, video encounters for review)	<input type="checkbox"/> <b>Homework</b> (E.g. Assign book chapters for review, relevant TEDtalks)

**NEXT STEPS:**

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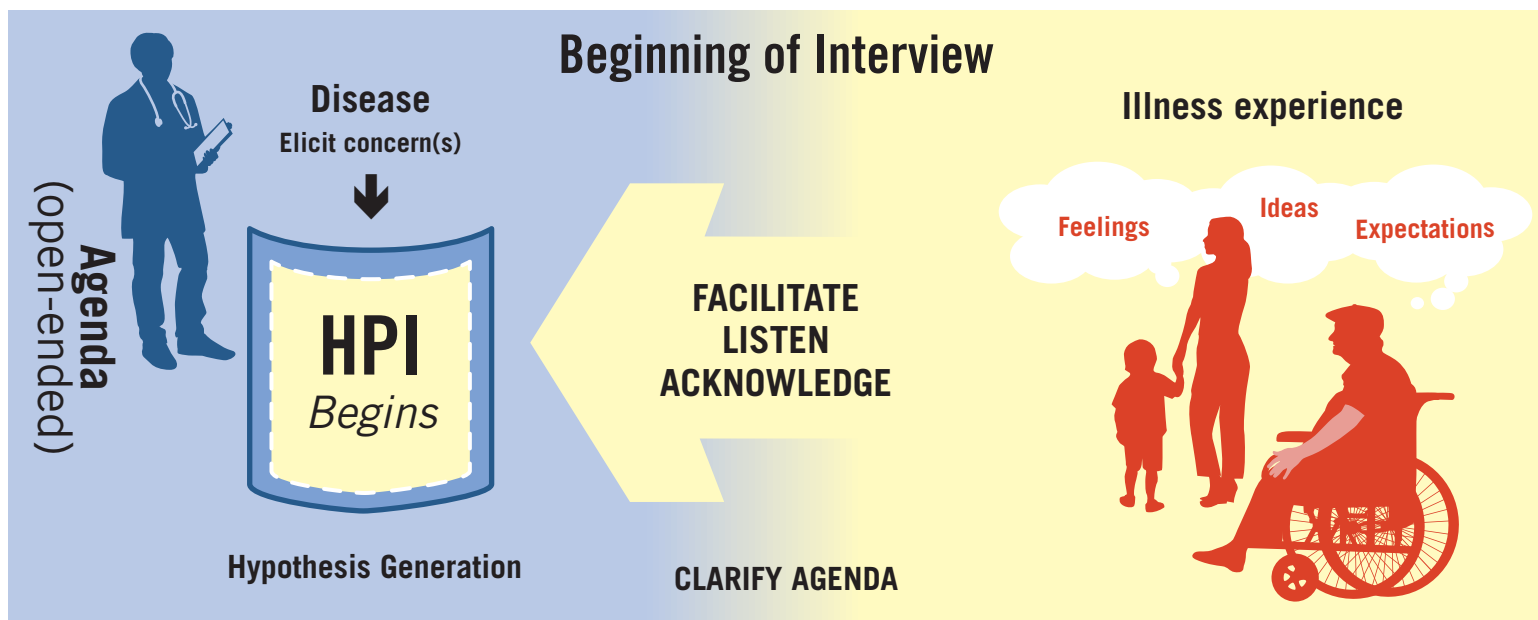


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# Martin's Communication Map



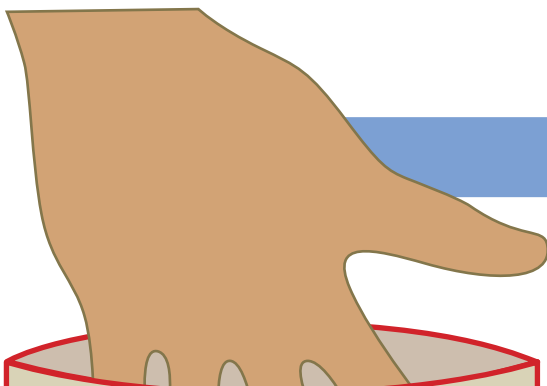
## Transitional Statement



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# What's in a Pocket?



**1 PMH**

- Medications
- Serious / Chronic illnesses
- Hospitalizations
- Surgeries
- Emergency visits, Trauma
- Immunizations
- Past history / Pattern of health care
- Screening
- Past / Current mental health history
- Family medical history
- Domestic violence / Sexual abuse screening

**2 HPI**

- Who?
- What?
- Where?
- When?
- How?
- Why?
- Characterization of symptoms

Includes patient ideas, feelings, functioning and expectations

**3 ROS (DIFFERENTIAL)**

**RED FLAGS**



**4 Lifestyle Factors**

- Alcohol
- Street drugs
- Over-the-counter medications
- Prescription medications (intended for others)
- Herbal / alternative therapies
- Vitamins
- Smoking
- Caffeine
- Diet
- Exercise
- Driving (e.g. medications, drinking, vision, seizures, cognitive)
- Car seats / seat belts, helmets
- Sunscreen

**5 Life Context**

Living situation  
Work  
Family/Significant relationships  
Education  
Finances

Support / Resources  
Life cycle  
Culture

**6 Physical Examination**

**7 Closing sequence**

**D<sub>x</sub>**

- Tests / consults
- Medications
- Lifestyle
- Other Recommendations

**Q & A**

Follow up