

Precepting with RESPECT	
<u>RESPECT</u>	<p>Approach the learner with respect.</p> <p>Builds resident confidence, preceptor resident relationship. Reduces defensiveness.</p> <p>"I know how hard you've been working to try and get his disease under control".</p>
<u>EXPLANATORY MODEL</u>	<p>Elicit the resident's thoughts about the patient and interest in the patient's perspective.</p> <p>Helps preceptor learn what resident knows and has asked as starting point for further discussion. • Conveys interest in resident's perspective while supporting resident's interest in patient's perspective</p> <p>"What do you think is going on with the patient?" "What does patient think is causing his symptoms?"</p>
<u>SOCIAL CONTEXT</u>	<p>Check re residents' well-being and context . Explore possible professional and personal stressors.</p> <p>Builds preceptor-trainee relationship. Models how to act with patients.</p> <p>" How are things going for you these days?" "What clinical rotation are you on?"</p>
<u>POWER</u>	<p>Find ways to share power and support resident self-efficacy. Resist the temptation to take over in the face of learner's uncertainty.</p> <p>Helps assess clinical judgment, build problem-solving ability and increase investment in solution.</p> <p>"How might you find out why this patient has a hard time taking his medicines daily?"</p>
<u>EMPATHY</u>	<p>Let resident know their frustrations and emotions are heard</p> <p>Documented decline in residents' mood and empathy for patients as well as differences from their patients' background make this step essential. Faculty support may enable residents to engage more effectively with patient.</p> <p>"After all your effort, I can imagine how frustrating it is that she didn't fill her prescription."</p> <p>"Particularly when I'm tired, it can be hard to put aside my own frustration to find out what's going on from the patient's perspective."</p>
<u>CONCERNS:</u>	<p>Elicit and address residents' concerns about situations they don't feel confident handling or fear will make visit too long.</p> <p>Help residents strategize about possible solutions and educate about relevant data</p> <p>Replaces anxiety with information to improve quality and efficiency</p> <p>" I know you were worried about eliciting more of the patient's concerns but eliciting them doesn't mean you or the patient can tackle them all in one visit." " Let's discuss how to identify your and the patient's top priorities, come up with a plan for today and bring him back for follow-up and to address the other issues."</p>
<u>TRUST:</u>	<p>Building on all the skills above fosters trust in the preceptor-resident relationship. Learners may become more willing to identify areas of challenge.</p> <p>"I admire your openness and ability to share with me that your patient was so frustrated that she wanted to change doctors." "How can I help you?"</p>

Mostow C, Crosson J, Gordon S, Chapman S, Gonzalez P, Hardt E, Delgado L, James T, David M
 Treating and Precepting with RESPECT: A Relational Model Addressing Race, Culture and
 Ethnicity. J Gen Intern Med 25(Suppl 2)May 2010 S151 doi:[10.1007/s11606-010-1274-4](https://doi.org/10.1007/s11606-010-1274-4).

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