

MMI Framework

Critical Thinking Format

When possible, show empathy and compassion when working through the PESTLE Model (or another model of choice)

1. Summarize the question in your own words
2. Identify missing information (state what you don't know or that you need to gather more information), assumptions that you need to make, and/or key issues
3. State your framework to list the options you will consider: (e.g., I will look at this situation from an economic, social and ethical perspective). It is also possible to look at it from each person's perspective (e.g., student, faculty, society)

With the **PESTLE** model: Focus on **3-4** perspectives and have pros/cons for each. In most cases pros/cons should be patient-centered, student centered, client-centered. Consider whom else will be affected by the situation (e.g. parent(s), siblings, teachers, school, educational system, etc.)

P: Political pros/cons: government interventions/taxes/policies can influence health & education

E: Economic pros/cons: save/spend time & money

S: Social pros/cons: cultural aspects, health consciousness, population growth, age distribution, career attributes

T: Technological pros/cons: R&D activity, automation, changes and innovation

L: Legal pros/cons: legal implications

E: Ethical pros/cons: ethical dilemmas **OR** Environmental pros/cons: weather, climate change, tourism, farming

4. Synthesize and incorporate information from another source (personal perspective, something you read online or learned in a course)
5. Initiative (action you might take e.g., education, prevention, contact others to gather more information, look beyond the people involved in this situation)
6. Summarize: provide an assessment on how one side outweighs the other and your view of a feasible option
7. Make sure the question is answered

Other models for critical thinking and ethical decision making:

ABCDE

- Autonomy
- Beneficence (What can be done for the patient)
- Confidentiality
- Do no harm
- Equality (justice)

CARVE

- Consequences
- Autonomy
- Rights
- Values
- Equality

Acting/Role play

- Only interact with the actor (observer is only there to watch)
- Do not direct questions or comments to observer
- If it seems appropriate touch actor on shoulder, but nowhere else (could offer a handshake)
- There might be props in the room (e.g., a Kleenex box or something that would be appropriate to use in the scenario)
- Often actors are told not to provide too much information until the applicant asks the right questions
- Ask open questions to make the actor feel comfortable enough to share information:
 - How can I help?
 - Why are you upset?
 - Why did you come to see me?
- Closed questions can be used to get specific information (usually limited to a very short response):
 - When did that happen?
 - Has this happened before?
 - Should I call someone to be with you?

Collaboration

- The goal is not to complete the task: it is about communication and teamwork
- Greet the other candidate (e.g., introduce self, ask how day is going, etc.)
- Describe the task: help your partner understand the task; show leadership skills by initiating the collaboration with your partner
- Strategize with your partner: plan how to complete the task together (e.g., how you will communicate, length of time spent on each step, how to provide feedback, what materials does your partner have in front of them, do they like to draw; this is an important step, one that is often missed!)
- Highlight potential difficulties: discuss difficulties/problems (complexity of task, time limitations)
- Give step-by-step directions: break the task down and give simple instructions at each step (make sure other applicant and observer understand what you are doing and why); don't provide too many directions at once, and ask partner to repeat back steps/check-in
- When asked to provide feedback to each other; discuss any difficulties you faced only after you have given positive feedback to your partner
- When in the follower role, if the leader does not strategize with you, politely recommend that you strategize together before proceeding further with the station

Delivering bad news with SPIKES

- **Setting** (where you as healthcare professional sit in relation to patient/family members; create best physical circumstances)
- **Perception** (why here today: as you know we have done some tests; ask before tell to get patient's understanding of medical situation)
- **Invitation** (how much does the patient want to know? E.g. "how would you like me to provide information about your test results?" Some prefer the big picture and some prefer every small detail; let patient ask questions)
- **Knowledge** (Physician tells "bad" news: don't tell them they have cancer immediately - use "tumour" first; did I answer your questions?)
- **Empathy** (listen for and identify emotions of patient and identify cause, validate patient's feelings and expressions, offer resources and other support)
- **Summary**: summarize discussion

Ethical situations - ACT and INTERACT

Consider both your ethical actions and the interpersonal situation.

- 1) Think about the situation/person/people involved: how do you approach them? Would you listen and/or offer support? Show empathy and use your communication and interpersonal skills, but make sure to take action.
- 2) You must act – ensure the "right" thing is done (cannot diffuse responsibility when you have observed or heard something that is wrong).