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Session 1 Key Points

- Simulation can *expand knowledge and improve behavior*
- STRIDE seeks to *increase the diversity of participants* in clinical trials
- People of color may *mistrust* medical staff and researchers
- Current research *protects* human subjects (i.e. *Informed Consent*)
- Checklists help raters *focus on relevant behaviors*
- STRIDE raters use "yes/no" to score *if specific behaviors occurred*:
 - *Greet, Inform, Close*
 - *Show Respect, Assess Understanding, Show Empathy*
- STRIDE raters use "1-5" to score *how effective behaviors*:
 - *Establish rapport*
 - *Respond to emotion*


2

Session 1 Key Points

- Raters strive to score learners similarly
- CI raters share nuanced insight about regional effectiveness with RAs
- Scoring enables feedback
- Effective feedback relies on direct observation, self-assessment and is:
 - Limited and prioritized (by time and learner performance)
 - Gentle, not subtle
- Feedback in the Fishbowl
 - Safe for the learner (non-judgmental language and permission-seeking)
 - Promotes *brief targeted practice* of a specific skill or word choice
- RAs have a hard job: *complete a process and build a relationship*
- *Empathetic communication saves time, increases patient understanding*
- RAs can improve communication skills via deliberate practice to:
 - *Show respect*
 - *Assess understanding*
 - *Show empathy*

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Session 2 Key Points



Cultural Competence Knowledge:

- Organizational systems
- Cultural resources to facilitate care
- Understanding local demographics

Cultural Humility Awareness:


- of personal bias

Behaviors:

- Listen rather than assume
- Identify what is beneath the surface

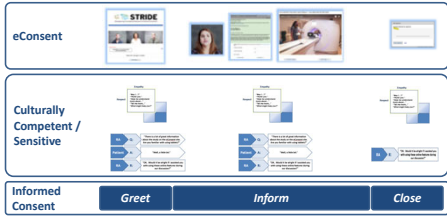

Goal:

- Discover what the patient, family, community brings to the encounter
- Understand and pay attention to what the patient, family, community take away from interactions



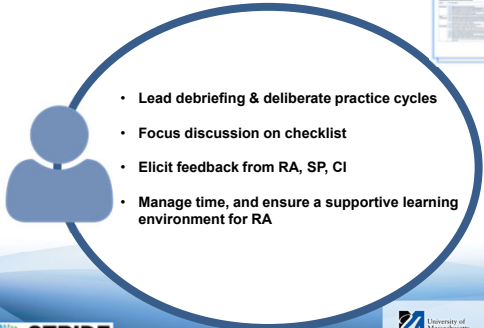
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What do you remember?





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Reminder - Facilitator Will:



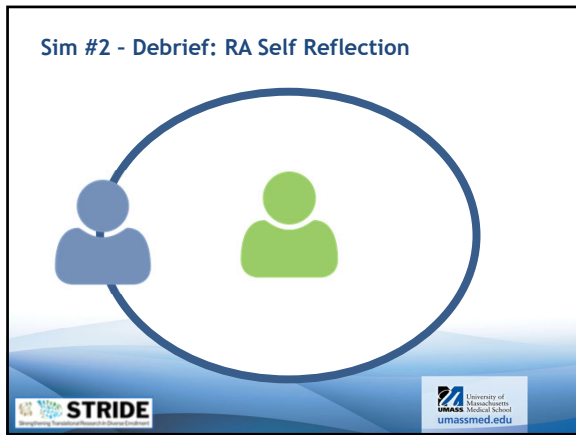
- Lead debriefing & deliberate practice cycles
- Focus discussion on checklist
- Elicit feedback from RA, SP, CI
- Manage time, and ensure a supportive learning environment for RA



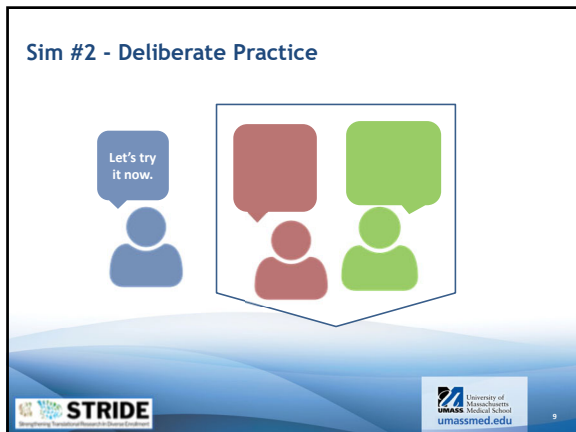
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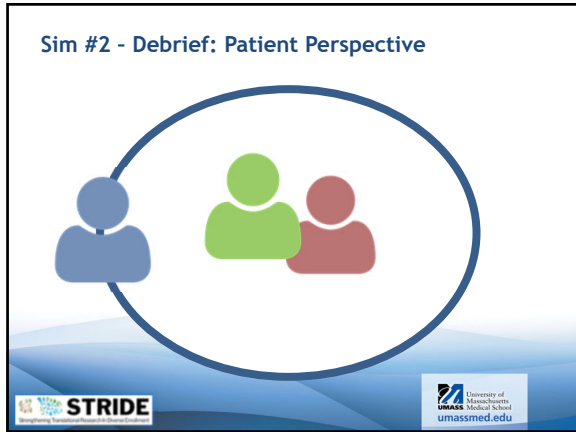
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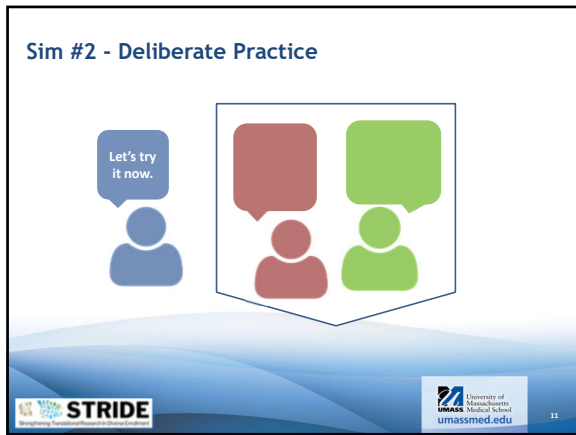
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Sim #2 - Deliberate Practice





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Sim #2 - Key Points




| Checklist Domain | Case Challenge | Effective Behavior |
|-----------------------------|---|--------------------|
| Show Respect | <ul style="list-style-type: none"> Juanita is confused, afraid for her baby, emotional, and very vulnerable | |
| Assess Understanding | <ul style="list-style-type: none"> Juanita answers the phone in Spanish | |
| Show Empathy | <ul style="list-style-type: none"> Juanita wants to engage with the RA, but simply can't complete the discussion | |




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Sim #2 - Key Points



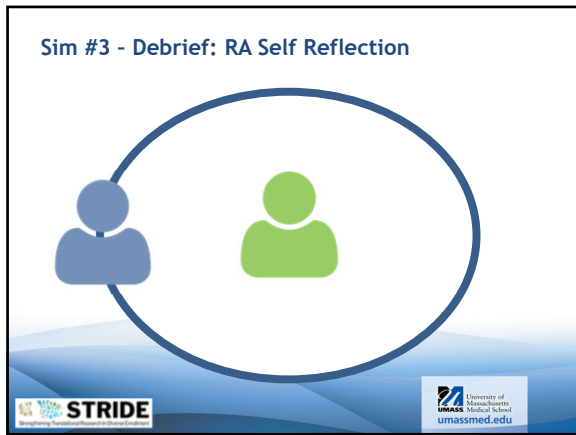
| Checklist Domain | Case Challenge | Effective Behavior |
|-----------------------------|---|---|
| Show Respect | <ul style="list-style-type: none"> Juanita is confused, afraid for her baby, emotional, and very vulnerable | <ul style="list-style-type: none"> Take time to acknowledge her concern and communicate that this call is not related to her baby's health |
| Assess Understanding | <ul style="list-style-type: none"> Juanita answers the phone in Spanish | <ul style="list-style-type: none"> Ask if she is comfortable speaking in English, learn what resources you have for other languages |
| Show Empathy | <ul style="list-style-type: none"> Juanita wants to engage with the RA, but simply can't complete the discussion | <ul style="list-style-type: none"> Be encouraging and supportive, offer her the option of scheduling another time to talk |



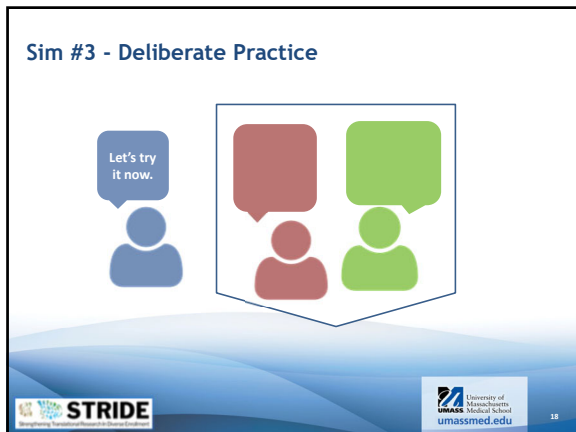
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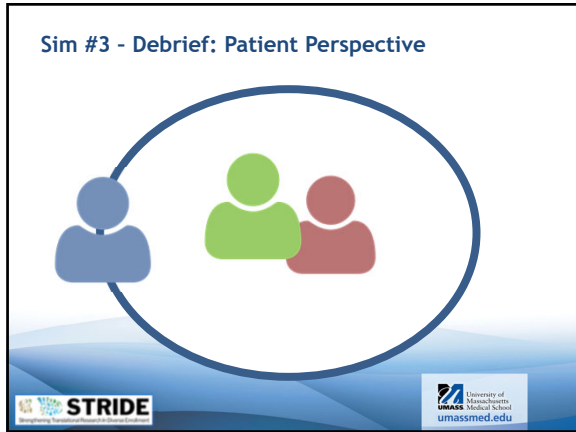


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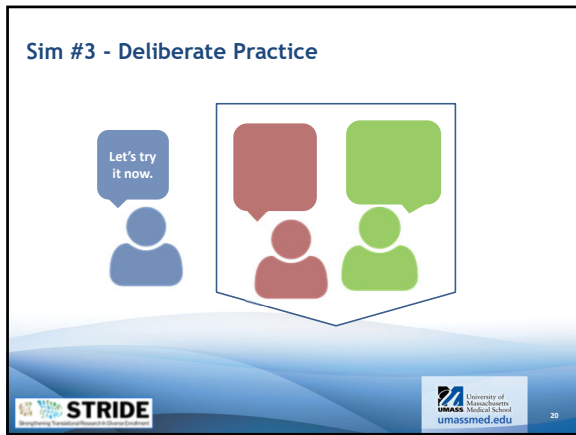


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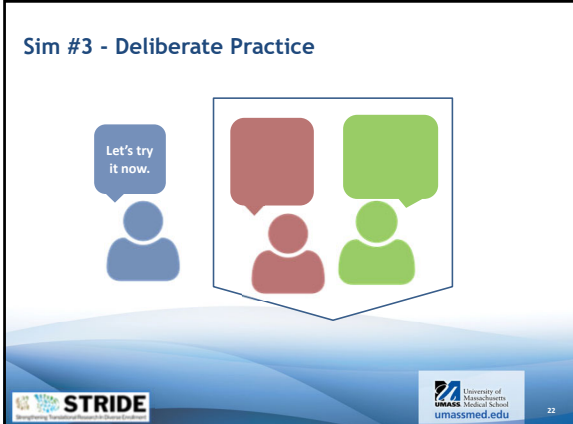
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Sim #3 - Deliberate Practice



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Sim #3 - Key Points




| Checklist Domain | Case Challenge | Effective Behavior |
|-----------------------------|---|--------------------|
| Show Respect | <ul style="list-style-type: none"> Bodriyah is very interested in compensation for her participation | |
| Assess Understanding | <ul style="list-style-type: none"> Bodriyah seems dismissive of the study risks | |
| Show Empathy | <ul style="list-style-type: none"> Bodriyah recently got health insurance Bodriyah has a plan and goal she is attempting to fulfill | |

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Sim #3 - Key Points



| Checklist Domain | Case Challenge | Effective Behavior |
|-----------------------------|---|---|
| Show Respect | <ul style="list-style-type: none"> Bodriyah is very interested in compensation for her participation | <ul style="list-style-type: none"> Meet the patient where she is, be open to people's motivations as long as they have clear understanding |
| Assess Understanding | <ul style="list-style-type: none"> Bodriyah seems dismissive of the study risks | <ul style="list-style-type: none"> Use teach-back to help assess her understanding |
| Show Empathy | <ul style="list-style-type: none"> Bodriyah has a plan and goal she is attempting to fulfill | <ul style="list-style-type: none"> Acknowledge and support her goal |

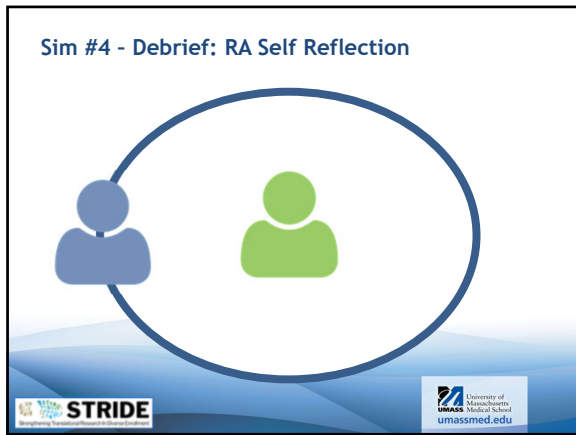
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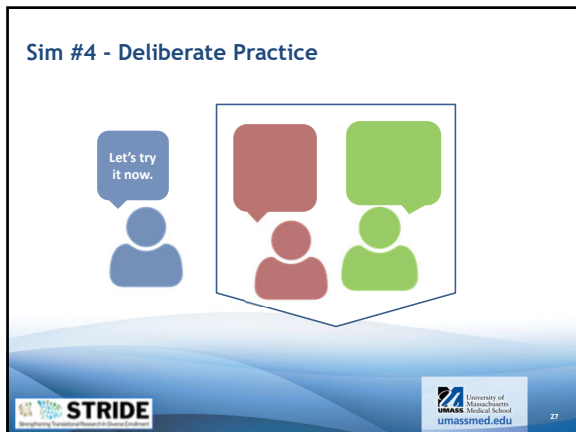
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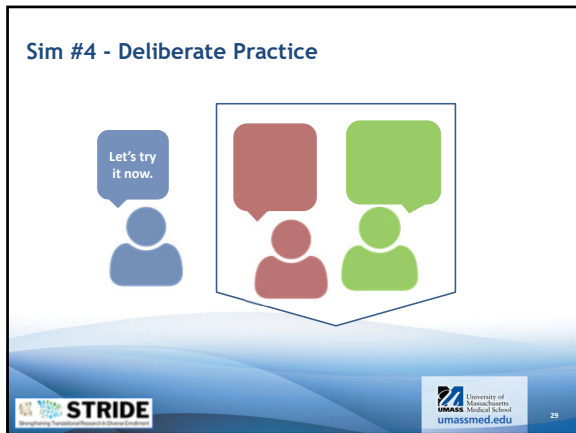


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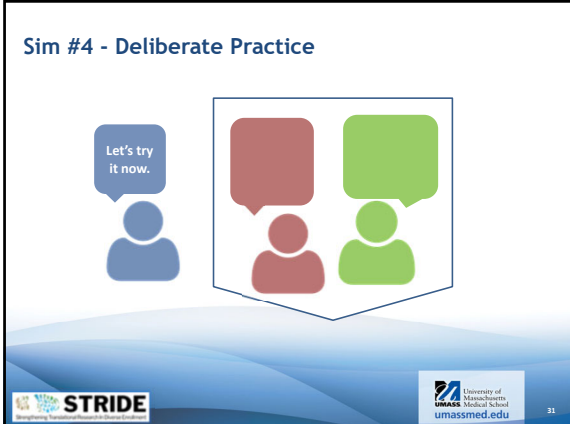
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Sim #4 - Deliberate Practice



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Sim #4 - Key Points




| Checklist Domain | Case Challenge | Effective Behavior |
|-----------------------------|---|--------------------|
| Show Respect | <ul style="list-style-type: none"> Dennis is well-educated and financially secure He is annoyed by others mispronouncing his name, and treating him as though he is not intelligent | |
| Assess Understanding | <ul style="list-style-type: none"> Dennis is concerned about the security of his personal information | |
| Show Empathy | <ul style="list-style-type: none"> Dennis is self-conscious about engaging in physical activity that does not seem masculine to him | |

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Sim #4 - Key Points



| Checklist Domain | Case Challenge | Effective Behavior |
|-----------------------------|---|--|
| Show Respect | <ul style="list-style-type: none"> He is annoyed by others mispronouncing his name, and treating him as though he is not intelligent | <ul style="list-style-type: none"> Repeat his name to get it right, and use it several times in the discussion |
| Assess Understanding | <ul style="list-style-type: none"> Dennis is concerned about the security of his personal information | <ul style="list-style-type: none"> He has a high level of understanding, try to meet his intellectual level without assuming too much |
| Show Empathy | <ul style="list-style-type: none"> Dennis is self-conscious about engaging in physical activity that does not seem masculine to him | <ul style="list-style-type: none"> Acknowledge his concern and help to identify other benefits that might make him more comfortable |


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This is What We Have Learned...


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Please complete

[STRIDE Research Assistant Post-Intervention Questionnaire](#)





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STRIDE
Strengthening Translational Research In Diverse Enrollment

Session 3: Wrap Up!

- What did you learn that you will bring forward?
- How will you apply what you learned?
- Any remaining questions?

- Please take a minute to complete the commitment to change letter – and share your email if you are interested in receiving these your our collected key points.



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STRIDE
Strengthening Translational Research In Diverse Enrollment



*Thank you for your time and engagement.
It has been wonderful working together.*



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Citations

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