

The Power of Presence: Supporting Learners through Perspective, Relationship, and Intention

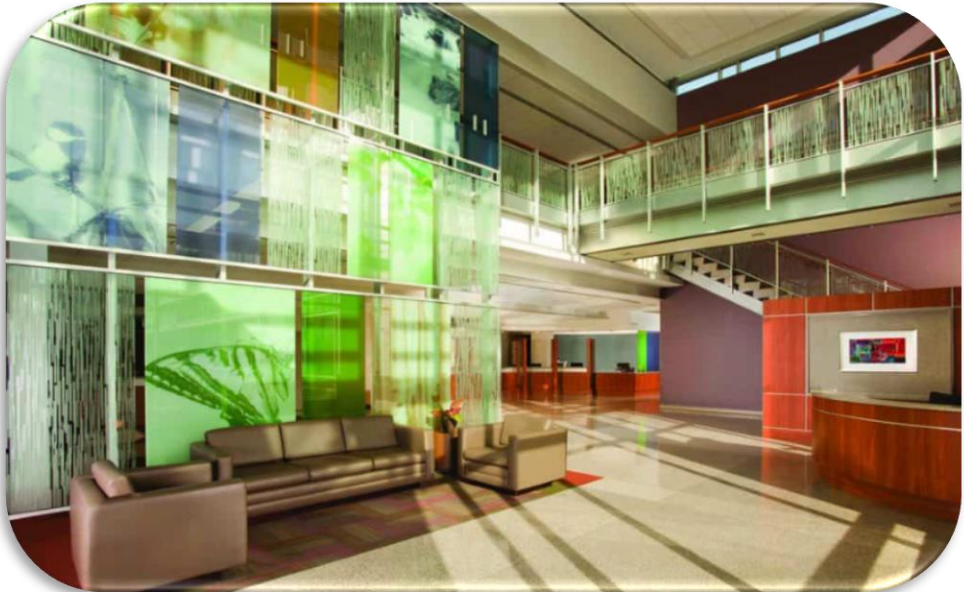
2025 Annual MMCGME Conference

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RISE





Reflection



We're on the Same Team

After Match Day, we all have the same goal:

Graduation

Perspective

Scenario: *Resident “Dr. Becker” did not show up to her shift, again. She did not inform any attendings, seniors, or admin staff.*

- What is the first thing that comes to mind? What is your interpretation of Dr. Becker’s behavior?

Fundamental attribution error ("This is just who they are") – the tendency to judge someone else's actions as indicative of their internal character and fail to adequately consider the role of the situation. (Klein, 2017; Plews-Ogan et al., 2020)

- Caution: the “Similar to Me” effect may mean some residents are more likely to be seen as *unprofessional, lazy, immature, ____*

Perspective-Taking

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- Caution: the “Similar to Me” effect may mean some residents are more likely to be seen as *lazy, immature, ____*

Everyone has a reason.

Scenario: *Resident “Dr. Becker” did not show up to her shift, again. She did not inform any attendings, seniors, or admin staff.*

- What is the first thing that comes to mind? What is your interpretation of Dr. Becker’s behavior?

What are some examples of reasons she would tell me?

Listen for the Unmet Need (aka, Why)

- Emotional needs
- Developmental needs
- Practical needs
- Time pressures
- Clinical needs

How do you know which ones are applicable? Ask.

Empathy is not giving them a pass;
it's a doorway of understanding to
meet our mutual goals.

Role Modeling / the How

PEARLS

Partnership – I want you to know that I am committing to work with you on this, Let's work on this together

Emotions – I imagine it is frustrating to feel that you are being judged on situations that may feel inauthentic to you. I hear how unfair this feels to you

Apology - I'm sorry you're having to go through this process, I'm sorry you are going through this alone, I'm sorry this has been so hard

Respect – You have done a lot of work; I'm glad to hear that your patients work well with you. It takes a lot of courage to share this with me.

Legitimization – Many students in your position feel the same way. It is a lot to keep up with.

Support – I will do what I can to support you



Same team

Perspective-taking

Unmet needs

PEARLS

References

Kalet, A., & Chou, C. L. (Eds.). (2023). [*Remediation in medical education: A mid-course correction*](#) (2nd ed.). Springer.

Klein, J. (2017). [Attribution biases in assigning blame for medical error](#). *Medical Education*, 51(10), 982-983.

Ples-Ogan, M.L., Bell, T., Townsend, G., Canterbury, R.J., Wilkes, D. (2020). [Acting wisely: Eliminating negative bias in medical education – Part 1: The fundamentals](#). *Academic Medicine*, 95(12), S11-S15. (We recommend Part 2 as well!)

Other helpful resources that informed this talk:

[Special Issue on Professional Identity Development in Academic Medicine \(2015\)](#)

[Emotions, Narratives, and Ethical Mindfulness](#) – Geillemin & Gillam

[Profession Identity \(Trans\)Formation in Medical Education: Reflection, Relationships, Resilience](#) - Wald

[Keeping My Humanity](#) – Liu

Coulehan, J. (2005). [Viewpoint: Today's professionalism: engaging the mind but not the heart](#). *Academic Medicine*, 80(10), 892-8.

Eberly, J.B. & Frush, B. (2019). [Integrity in action: Medical education as a training in conscience](#). *Perspectives in Biology and Medicine*, 62(3), 414-433.

Sarraf-Yazdi, S., Goh, S., Krishna, L. (2024). [Conceptualizing professional identity formation in medicine](#). *Academic Medicine* 99(3), 343.

Sternszus, R., Steinnert, Y., Razack, S., Boudreau, J.D., Snell, L., Cruess, R. (2024). [Being, becoming, and belonging: Reconceptualizing professional identity formation in medicine](#). *Frontiers in Medicine*, 11, 1-9.