

KSS Differential Attainment Project

Supervising clinicians from diverse language and cultural backgrounds

Vignettes for discussion

Read the following vignettes and write your observations (or discuss in small groups):

- What immediate assumptions might be made about the behaviours described?
 - What other interpretations might there be?
 - How would you approach giving feedback to the parties involved?
1. An internationally trained doctor, whose spoken English is highly proficient, has poor record-keeping skills. There are significant omissions and spelling mistakes in his notes, despite him having been given feedback on this several times. His performance is otherwise excellent.
 2. A monocultural group of IMGs are unhappy after an induction session with an educator. They describe being told to speak one at a time and felt they had been 'treated like children'. The educator later asked to swop sessions with a colleague, as she had found the group unruly and disrespectful. The session had been difficult for her to manage with late-comers, mobile calls being taken and constant interruptions to her presentation.
 3. In response to a reflective writing task on learning needs, an IMG writes long descriptions of events where they have received positive feedback on their performance.
 4. Patients have made informal complaints that an international doctor talks non-stop, constantly interrupts, and uses complex medical language in explanations that are impossible to understand.