

# Teaching Customer Service to Radiology Residents

An AUR Workshop Developed By: Janet  
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# Disclosures

- None

# Facilitators

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- Norman Thomson III, MD MBA
- Scott Forseen, MD
- Frances Perez, MD
- William Randazzo, MD
- Juan Juan-Ramirez, MD
- Supriya Gupta, MBBS
- Frances Wolff

# Purpose

- We developed a system to teach customer service skills to radiology residents through a grant provided by the AUR R&E Ethics and Professionalism committee
- Introduce a sample of the modules we designed, which can be used by programs to teach residents

# Learning Objectives

1. Explain the importance of customer service in radiology.
2. Identify the customer and key customer service skills.
3. Define the facilitator role in teaching residents.
4. Practice skills using modules, which will also be used to teach residents.

# Workshop Outline

- Introduction to customer service
- Application in radiology
- Identify customers
- Define customer service skills
- Explain facilitator role
- Introduce modules
- Practice mock sessions
- Final discussion/questions

# Introduction

- What is customer service?
  - The assistance and advice provided by a company to those people who buy or use its products or services



# Customer Service in Radiology

- Crucial to care of patients
- These noninterpretive skills are important in residency education
- Key to maintaining relationships with referring providers
- Patient satisfaction is tied with reimbursement



# Customer Service in Radiology

- Identify the customer
- Know what the customer values
- Develop skills
- Maintain balance between interpretive and interpersonal skills

# Challenges

- Expectations and demands
- Lack of direct patient interaction
- Poor understanding of our services by referral clinicians

# Customers

- Radiology serves two distinct populations (“our customers”):
  - Referring providers
  - Patients

# Key Skills

- Reliability: ability to provide service that was promised, dependably and accurately
- Responsiveness: willingness and ability to help customers promptly
- Assurance: the sense of confidence, competence, and courtesy that the provider offers
- Empathy: degree of caring and attention to individual customers
- Tangibles: physical appearance of facilities and quality of equipment

# Teaching Residents Customer Service

- Past successful experience with small group Problem Base Learning (PBL) modules
- Designed similar modules for customer service as a platform for discussion

# Role of Facilitator

- Familiarize themselves with scenarios and customer service skills
- Guide the discussion
- Use questions to prompt discussion

# Modules

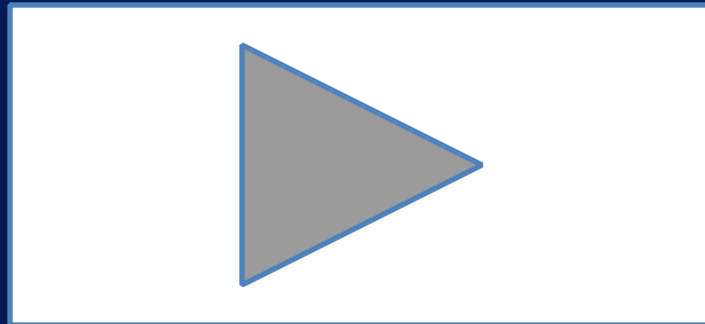
- Present everyday scenarios to identify the customers and key customer service skills
- Include questions and relevant discussions
- Designed to be used by the facilitator to lead small groups of radiology residents

# Scenario 1

Second year resident, Will, is on call for the first time. He receives a phone call from the internal medicine resident. The medicine resident asks him to look at a chest CT that was recently completed because the patient is doing worse clinically. Will promises to look at the chest CT next and says he will call back with results. In the meantime, a trauma comes in and he becomes busy with them. The trauma team is appreciative of the prompt and accurate read that he provided. Two hours go by and an angry internal medicine resident arrives in the reading room to complain about why the study has not been read yet. An argument ensues.



# Video



# Questions 1

1. Who is/are the customer(s)?
2. What is/are the relevant customer service skill(s)?
3. What did the resident do well?
4. How could the resident improve?

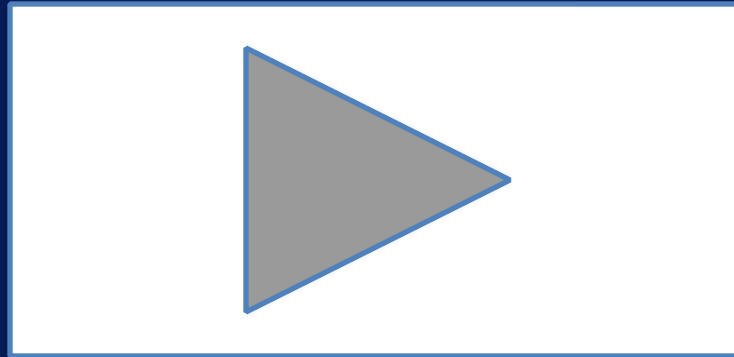
# Answers 1

1. Internal medicine resident and the trauma surgery service
2. Reliability, responsiveness, assurance
3. The resident was responsive to pages and the needs of the trauma service. He also assured the internal medicine resident that her study would be read.
4. The radiology resident could improve his reliability to the medicine service. Traumas certainly take priority, however, a quick text page to the medicine resident letting her know a trauma came in may have avoided an argument and would have let the medicine resident know that her study was still a priority.

# Scenario 2

Senior resident, Bob, is on night float. An ER resident comes to the reading room requesting an emergent MR of the lumbar spine to “rule out cauda equina syndrome”. Bob questions the ER resident about the patient’s symptoms, which sound more like chronic back pain. Bob finds out it is a new ER attending demanding the study. Bob says, “I’m a PGY5 and probably have more experience than your attending. I’m not doing the study”. The ER resident reports Bob to the radiology program director and a formal complaint is placed in his resident file.

# Video



# Questions 2

1. Who is/are the customer(s)?
2. What is/are the relevant customer service skill(s)?
3. What did the resident do well?
4. How could the resident improve?

# Answers 2

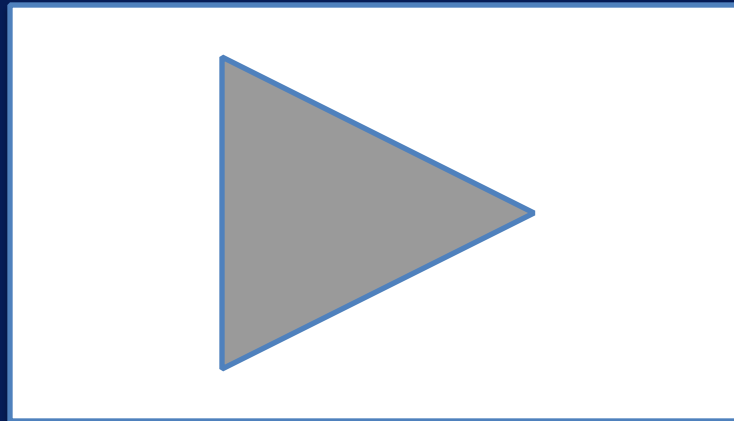
1. The ER resident and ER attending
2. Responsiveness, empathy, assurance
3. Resident was courteous at first and listened to the ER resident
4. Should have had a more thorough clinical discussion about the patient before refusing a study; asked to speak with the attending; discuss whether it would be more appropriate for outpatient referral to ortho and MR as outpatient; if clinicians are still worried, do the test

# Scenario 3

First year resident, Phil, is on the fluoroscopy service. The technologist comes in to say that the patient is there for a defecogram. The resident becomes busy with other tasks in the reading room and is late getting to the patient. The patient is upset over her waiting room experience. He quickly runs through a description of the procedure. The patient looks terrified and says that no one at her doctor's office told her about the procedure. Phil is pressed for time and pushes the patient to make a decision about whether she wants to proceed. The patient becomes flustered and says she doesn't want to do it. Phil later speaks with the GI fellow and argues about how they should educate patients.



# Video



# Questions 3

1. Who is/are the customer(s)?
2. What is/are the relevant customer service skill(s)?
3. What did the resident do well?
4. How could the resident improve?

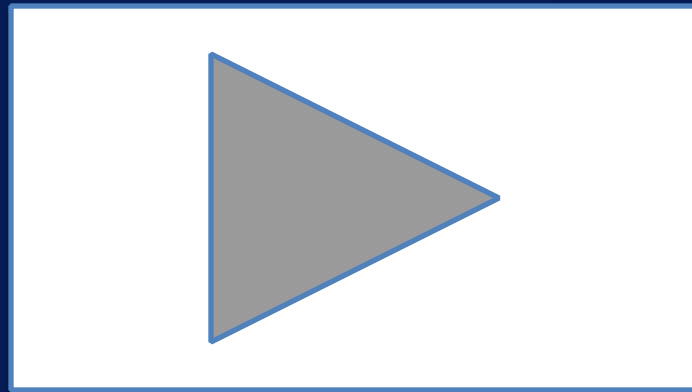
# Answers 3

1. The patient and the GI fellow.
2. Empathy, assurance, reliability, tangibles
3. Poor performance overall, lots of room for improvement here.
4. Show reliability by being on time for the patient. Be empathetic to the patient's situation and demonstrate confidence to assure the patient. Also, should be reliable to the GI fellow and provide the service promised. Tangibles regarding the waiting area could be improved.

# Scenario 4

Second year resident, Mack, is on neuro procedures and has been busy doing fluoro-guided lumbar punctures all morning. He thinks he is finished when the ER calls to add on an emergent LP. He tells them to send the patient up right away. The patient arrives but Mack has not allowed for enough time to properly clean up the room. The room is in disarray. The patient arrives altered with a family member. Mack quickly performs consent, barely acknowledging the concerns of the family member who accompanied the patient. He later hears that the patient's family filed a complaint against the radiology department.

# Video



# Questions 4

1. Who is/are the customer(s)?
2. What is/are the relevant customer service skill(s)?
3. What did the resident do well?
4. How could the resident improve?

# Answers 4

1. The patient and family member, ER
2. Tangibles, empathy, responsiveness, assurance
3. Mack was very responsive to the needs of the ER and tried to perform their request promptly.
4. Empathy is important to the patient and family, even in a hurry. Assurance should have been demonstrated by providing introductions to everyone in the room, as well as consenting in calm and thorough manner. Tangibles needed improvement (room should have been turned over).

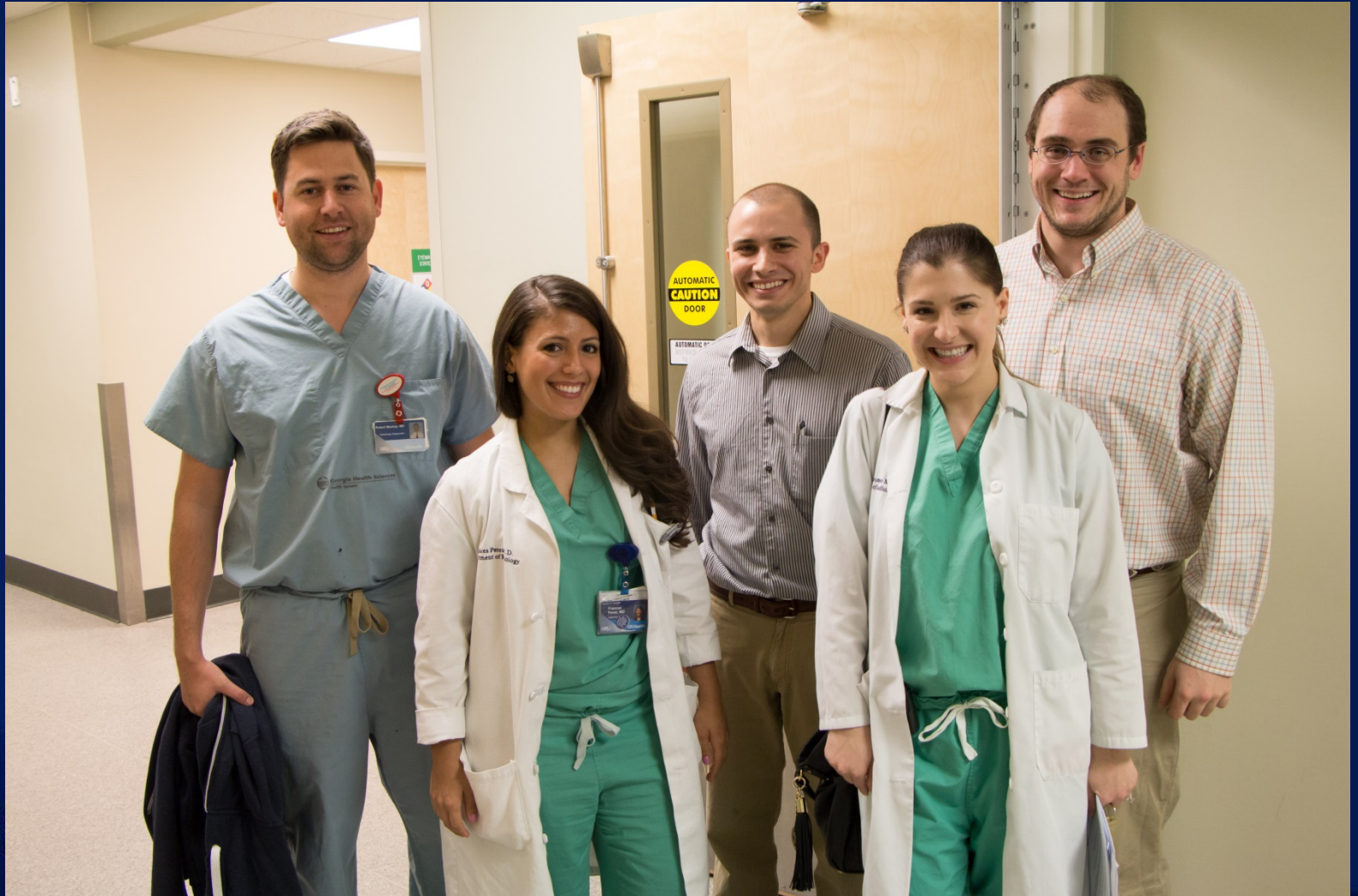
# Final Discussion

These modules will be helpful for programs to teach the new and important concept of customer service to residents. If we are going to provide a high quality service, then residents need to develop good customer service skills. By learning these skills, residents will be prepared for the post-residency workplace.



THANKS TO OUR CAST!!

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# Questions?

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