Spiralling towards Competency as Partners in Feedback workshop materials

**Purpose:** This workshop will highlight the challenges, barriers and solutions for giving and receiving effective feedback.

**Contents:** Six videos and eight accompanying case studies form the basis of this highly interactive workshop. Depending on the number of studies used and the length of time allocated for discussion, this workshop can run over one and a half to two and a half hours.

**Audience:** This workshop was designed and developed by UBC medical students along with an instructor primarily for a mixed group of participants (clinicians, students, lecturers, etc.) but also works equally well with a group of all teachers or all students.

**Instructions:** The videos are broken up into 6 parts so that your workshop participants can break out into groups and go over the corresponding case study (or studies depending on the size of your workshop) before moving on to the next video. As you watch the videos, you will encounter both the preceptor and the student’s perspectives.

This package includes the following Video Recordings and Case Studies which correspond to all except the Introduction and the Conclusion.

**Part 1: Introduction** (1 minute, 26 seconds)
**Part 2: Relationships** (6 minutes, 10 seconds)
  - Relationships Case #1
  - Relationships Case #2

**Part 3: Emotional Responses** (5 minutes, 16 seconds)
  - Emotional Responses Case #1
  - Emotional Responses Case #2

**Part 4: Quality of Feedback** (8 minutes, 53 seconds)
  - Quality of Feedback Case #1
  - Quality of Feedback Case #2
  - Quality of Feedback Case #3

**Part 5: Reflection** (5 minutes, 7 seconds)
  - Reflection Case #1
  - Reflection Case #2

**Part 6: Conclusion** (31 seconds)

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Relationships Case #1

Instructions: Consider yourself in the role of the teacher for the following scenario. Think of your own experiences when answering these questions.

You are a GP in rural BC and you currently have two 3rd year students in your office on a 4 week rural family rotation. One student is affable, and you have enjoyed showing this student around town giving him/her a taste of what life is like in this area. The other student is quieter. S/he politely declined your offers of activities and you feel you have had a hard time connecting with him/her.

At the end of the rotation, both students ask you for a letter of recommendation.

- How does your relationship with each student affect your feedback?
- How do you think your relationship with each student affect their ability to receive feedback?
- Follow up: What tools do you use to create working relationships with students?
Relationships Case #2

Instructions: Half of the small group takes on the role of the student and the other half that of the teacher.

Student: Your grandfather had a stroke last night. Today you have to go to your Family Practice session to perform a comprehensive history, and your performance suffers. Your preceptor approaches you about this issue.

  o Does your relationship with your preceptor affect your disclosure?
  o Follow up: Could this situation have been avoided? If so, how?

Teacher: This is the third out of four visits of this student in your Family Practice. You observed the student perform a comprehensive history. Your student did not bring a white coat or stethoscope. He also seemed unable to focus on the patient during the interview.

  o How would you approach this situation?
  o Follow up: If the student decides to tell you what happened - do you think what happened yesterday to him is an excuse for his behavior?
Emotional Responses Case #1

Instructions: Read aloud the following feedback comments and discuss their impact should they be directed at you. Discuss if and how they should be changed to give more effective feedback.

a) Good job!
b) What do they teach you at medical school these days?! You are not functioning at the year 1 level!
c) You need to read up on the differences between the immunological mechanisms between eczema and psoriasis.
d) Continue good work. Will improve with more physical exams.
Emotional Responses Case #2

Instructions: Consider yourself in the role of the teacher in the following scenarios.

You call a student for a private feedback session after complaints from patients that the student was cold in their interview. Upon the mention of the complaints, the student blushes and starts to tear up.

- What do you do?
- Could this have been avoided?
- How can a student/teacher prepare to receive/give correcting feedback?
Quality of Feedback Case #1

**Instructions:** Use your personal knowledge and experience to answer these questions.

The sandwich method (constructive feedback in between two statements of encouragement) is a popular tool to provide feedback.

- In which instances have you found it to be most useful? In which instances have you found it to be least useful?
- **Follow up:** What are your go-to methods/tools for providing effective feedback?
Quality of Feedback Case #2

Instructions: Consider yourself in the role of a preceptor in the following scenario.

You are a family practice preceptor who is already 30 minutes behind time. Your student has just interviewed a patient and reported back to you. He/she asks for feedback.

- What do you do?
- Follow up: What if you are unable to meet at the end of the day.
- Follow up: Could this scenario have been prevented? If so, how?
Quality of Feedback # 3

Instructions: Consider yourself in the role of the student in a PBL (Problem Based Learning) group in the following scenario:

You have just completed a great PBL block with the tutor and group that integrated and worked well together and have now walked in expectantly into your new PBL group. Unfortunately, you find yourself feeling awkward and confused most of the time, especially with the new PBL tutor, who is vague and not forthcoming with information and instructions.

The PBL tutor asks you, “Any feedback for me?”

- How would you give your feedback in a one-on-one setting?
- How about a group setting?
Reflection Case #1

Instructions: Read the scenarios below and discuss how you would react to each situation. What thoughts come to mind? How do you feel?

- When giving peer feedback to one of your colleagues during a PBL (Problem Based Learning) midterm session, your peer does not look up from his/her notes.
- During a talk about cheating and plagiarism, the presenter, a previous tutor of yours, seems to keep looking at you.
- After presenting yourself to a patient during a Family Practice visit, the patient excuses himself and asks to see the doctor in private.

Follow up: Can you recognize any fallacies in your train of thought? If so, how could you change them?
Reflection Case #2

**Instructions:** Based on your own experience, answer these questions:

- What does reflection mean to you?
- How do you reflect?
- Recall a time when you felt a strong emotion.
- What was the triggering event?
- What thoughts were in your mind at the time?
- In what other ways could you have interpreted the event?