



Inter-City Rounds Discussion: Facilitation Guide

This guide is for facilitators of the inter-city rounds discussion in the UBC Faculty of Medicine. It provides guidance on encouraging all participants, especially residents and video-conference (VC) participants, to feel comfortable contributing to discussions. This guide describes your role as facilitator and provides some techniques for setting up, moderating and closing a respectful and inclusive discussion.

Your Role as Facilitator

As facilitator of the inter-city rounds discussions, your main objectives are to create an environment where all participants feel safe and supported, to prompt trainees who are discussing the case and to encourage all attendees to contribute their thoughts. It is also your role to ensure the discussion remains on-topic and on-time.

Setting the Tone

Before the first presentation, be clear that all participants' contributions are welcome and that everyone is a respected member of the team.

Engage VC Participants

- ✓ Acknowledge and welcome participants at all locations
- ✓ Remind VC participants to use their microphones so everyone can hear
- ✓ Stay within camera range so you are visible to everyone

Set Expectations

- ✓ Explain that the ten-minute discussion periods are the time for questions and comments
- ✓ Explain that residents will have a chance to comment first, then senior staff
- ✓ Remind participants that you may interject to ensure that everyone has a chance to participate and that the discussion remains on-schedule

Facilitating the Discussion

By engaging residents first before asking attendings for their comments, residents will feel relieved of some pressure and can focus on learning from attendings. Maintaining a supportive, friendly demeanor will create an atmosphere where everyone feels safe participating.

Show Support

- ✓ Smile and make eye contact with participants
- ✓ Acknowledge contributions and demonstrate that you are listening carefully

- ✓ Recognize uncertainty and admit when you do not have the answer

Engage Residents First

- ✓ Use open-ended questions to get the discussion started
 - "Do any residents at Surrey Memorial have a question to start this discussion?"*
 - "Would a resident at VGH be willing to share their reactions?"*
 - "What experiences have residents at St. Paul's had with this?"*
- ✓ Allow plenty of time for VC participants to respond
- ✓ Use incorrect answers as opportunities to reinforce safety
 - "I can see how you reached that conclusion; here's some information to clarify..."*
- ✓ Ask follow-up questions to further the discussion
 - "Can you say a little more about that?"*
 - "What do you mean? Can you give an example?"*

Engage Senior Staff Second

- ✓ Pose a question to a known expert
 - "Remi, how would you approach this?"*
- ✓ Ask vocal participants to pause so you can hear from someone who has not responded
 - "Thank you, great points; let's hear from someone else."*
 - "Let's allow Linda to finish, and then Sharm has something to add"*
- ✓ Point out the differences between the attendings' points of view

Close the Discussion

- ✓ Give a one-minute reminder that it is time to wrap up
- ✓ Summarize the main points to show where the discussion has led
- ✓ Thank participants at all sites for their contributions

References

1. Hutchinson, L. (2003). ABC of learning and teaching: Educational environment. BMJ, [online] 326(7393), pp.810-812. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1125718/> [Accessed 27 May 2019]. Gentry L. Teaching with questions. Proceedings (Baylor University. Medical Center) [Internet]. 2015 Jan [cited 2018Aug];28(1):118
2. Porteus A, Howe N, Woon T. Facilitator Guidelines [Internet]. Web.stanford.edu. 2019 [cited 27 May 2019]. Available from: <https://web.stanford.edu/group/resed/resed/staffresources/RM/training/facilguide.html>
3. Devine L, Gold W, Page A, Shumak S, Wong B, Wong N et al. Tips for Facilitating Morning Report. Canadian Journal of General Internal Medicine [Internet]. 2017 [cited 27 May 2019];12(1). Available from: <https://www.cjgim.ca/index.php/csim/article/view/206>