




**Forging A New Alliance:
Creating Learning Conversations to Improve Learner Performance**


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Learning Objectives


-  **Describe** exemplar models of feedback, debriefing, and the limitations of both frameworks in medical education
-  **Discuss** the learning conversation model and apply to the clinical learning environment
-  **Apply** techniques for integrating learning conversations as an effective educational tool using the R2C2 framework

Agenda

- Feedback Responses- FlipGrid Videos
- Role Play Case Study
- Feedback vs Debriefing Models
- Discussion of Experiences
- Integration of Feedback and Debriefing
- Practice Using R2C2 Framework



Individual Exploration



FLIPGRID RESPONSES:
What makes giving feedback so difficult?

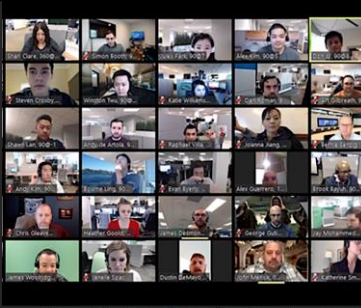


Delivering Feedback- Role Play

Reflect on delivering & receiving feedback

Breakout Session Instructions: Assign a trainee, attending, and observer

(20 min)



You are an attending physician in a busy pediatric emergency department. One of your second-year pediatric residents works hard to see patients and does not complain when asked to see additional patients. He is very knowledgeable for his level of training but often acts overly confident.

For example, when one of the third-year residents suggests he reposition an infant during a lumbar puncture, he impatiently responds, "This is the position that is best for his patient."

The third-year resident complains to you that many third-year residents do not like to supervise him as he is very "cocky" and does not like to take suggestions.

Attending Notes: You are the attending and giving them mid-point feedback. Ask the resident how they are doing on the rotation, how they think they are doing, what would they like to learn more

Resident Notes: Voice frustration in communicating with other residents, mention the LP Scenario, acknowledge that you are feeling challenged by co-residents



Large Group Discussion: Reflecting on Delivering & Receiving Feedback

1. What techniques/ methods did the faculty use to provide feedback?
2. Did the faculty provide examples of specific behaviors?
3. Did the faculty utilize any feedback language that was helpful?

Agenda

Feedback Responses- FlipGrid Videos

Role Play Case Study

Feedback vs Debriefing Models

Discussion of Experiences

Integration of Feedback and Debriefing

Practice Using R2C2 Framework

What Are the Differences Between Feedback and Debriefing?

Feedback Defined:

- Constructive and objective appraisal of performance given to improve skills

Debriefing Defined:

- Process of facilitated reflection, which aims to describe key events and analyze thoughts and actions to apply new understanding to future performance

Bienstock, Jessica et al. Am. Journal. Of Obstetrics & Gynecology, 196.6, (2007) 508-513.
Tavares, Walter et al. Academic Medicine 95.7 (2020): 1020-1025.

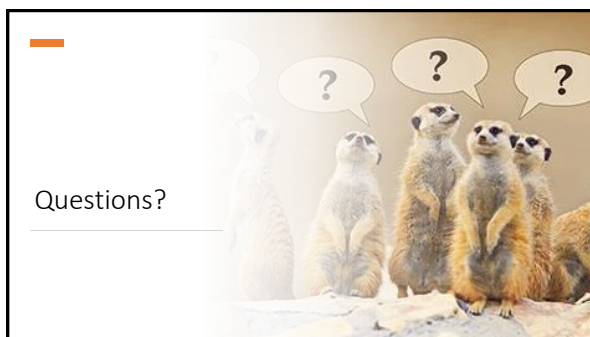
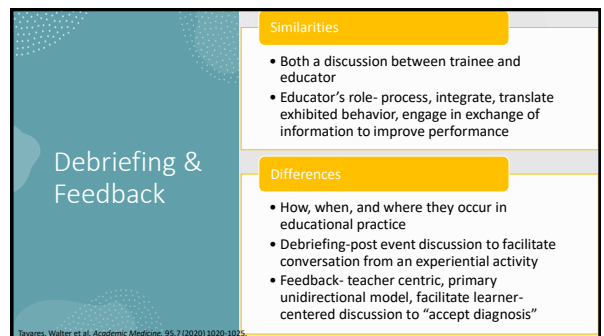
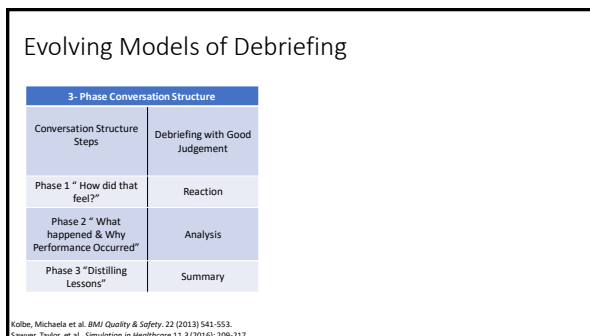
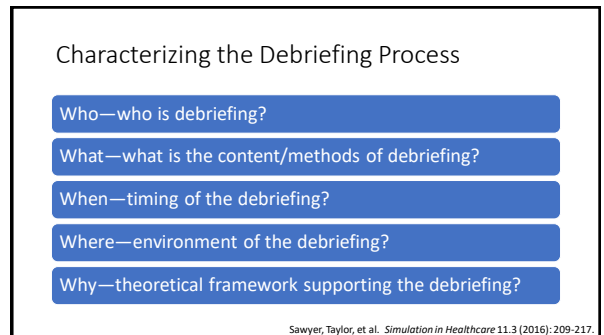
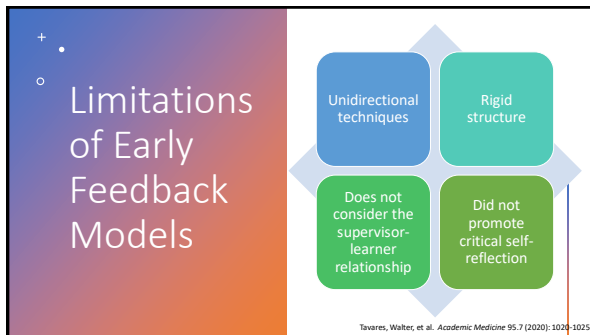
Comparison of Feedback and Debriefing

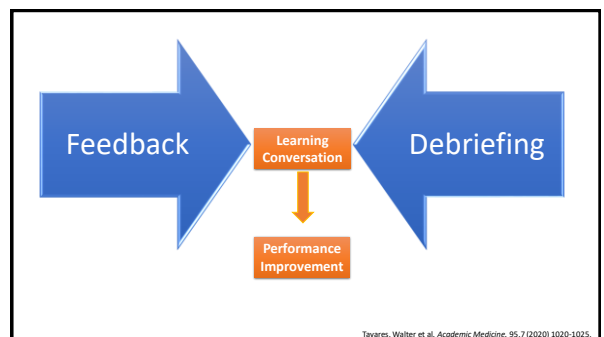
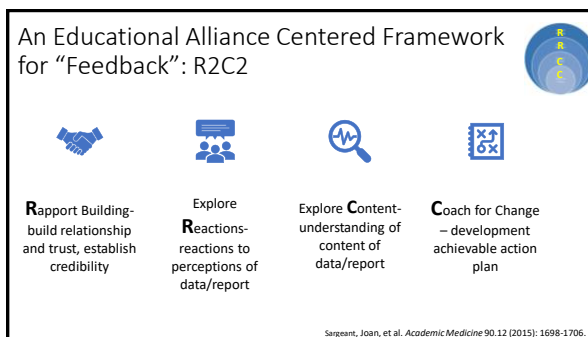
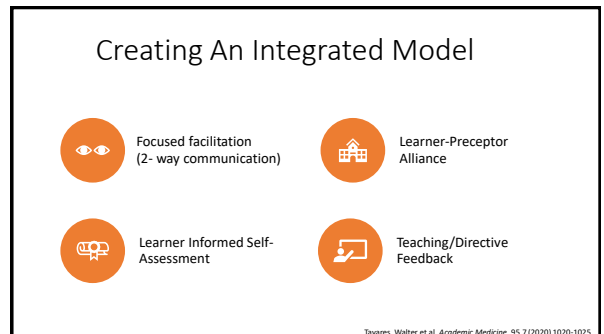
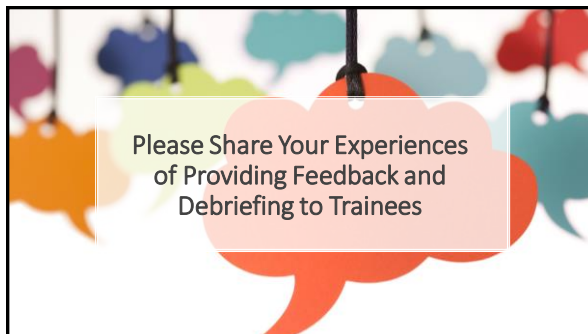
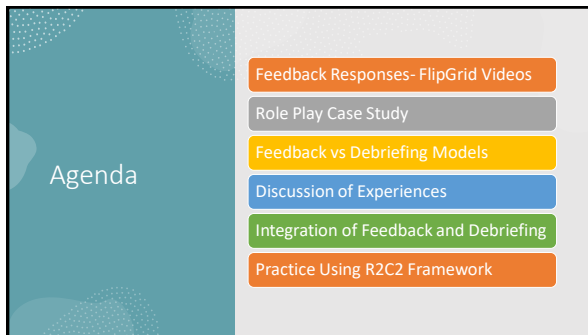
	Feedback	Debriefing
Purpose	To explain or clarify learning points	To review events and explain, analyze and synthesize information
Context	Instructor-centered teaching	Learner-centered conversational format
Direction of communication	One-way communication, with instructor feeding information to student	Two-way communication between simulation instructor and participants

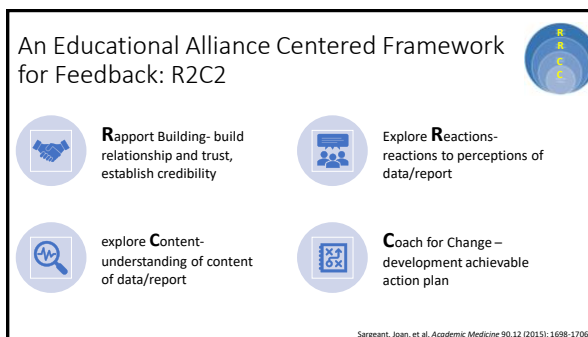
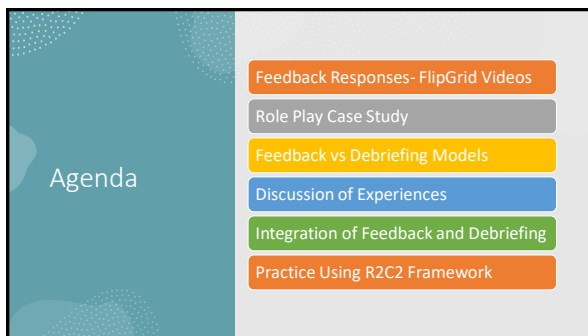
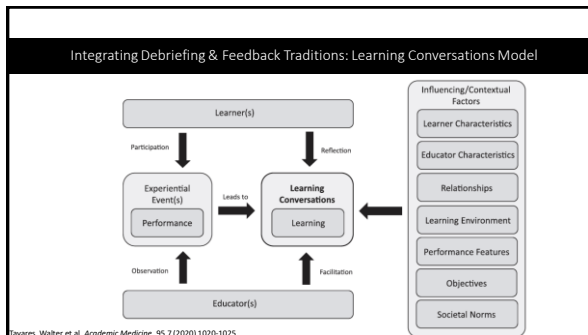
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Evolving Models of Providing Feedback

Method	Feedback Sandwich	Ask - Tell - Ask	Pendleton Method	One-Minute Preceptor
Overview	Positive feedback given before and after negative feedback	Ask 1: Learner self assessment. Tell: External feedback. Ask 2: Check understanding and develop improvement plan.	Learner then teacher describe what went well followed by areas to be improved, sequentially.	Teaching technique whereby learner commits to conclusion (diagnosis) and supervisor elicits learner's thought process while teaching general rules.
Example	Teacher: The diagnosis was right and the wrong cancer template was completed. The correct stains to confirm the diagnosis were used.	Teacher: How was the transfusion reaction work-up? Learner: I was so focused on the technical work-up, I forgot to ask if the transfusion was stopped. Teacher: Correct, first you should always ask if the transfusion was stopped. Otherwise, you performed the key steps in working up a transfusion reaction. What's your plan for the next reaction work-up?	Teacher: What went well? Learner: I got adequate material from my fine needle aspiration (FNA) biopsy. Teacher: You did, you successfully made both air-dried and fixed smears. Teacher: What needs to be improved? Learner: I forgot a few things while consenting the patient. Teacher: Yes, don't forget to check if the patient is on anticoagulants and to warn them of the risk of bleeding.	Learner: The diagnosis is papillary thyroid carcinoma. Teacher: You are correct, which cytological features helped you make the diagnosis? Learner: Nuclear grooves. Teacher: Yes, as well as nuclear membrane irregularities and inclusions. Stain background colloid is another helpful feature on this smear.







Examples of Utilizing R2C2 Framework

Phase	Goal	Sample Facilitator Phrase
1. Build rapport and relationship	to engage learner; build mutual respect and trust	"What did you enjoy about the rotation? What challenged you about it?"
2. Explore reactions to perceptions of data	Learners feels understood and that their views are heard and respected	"How do these data compare with how you think you were doing? Any surprises?"
3. Explore understanding of the content of the data	Learners understand what assessment data mean and the opportunities suggested for change	"Is there anything in the assessment report that doesn't make sense to you?"
4. Coach for performance change	Learners identify areas for change and develop an achievable learning plans	"What do you see as the priorities for your improvement?"

Sargeant, Joan, et al. Academic Medicine 90.12 (2015): 1698-1706.

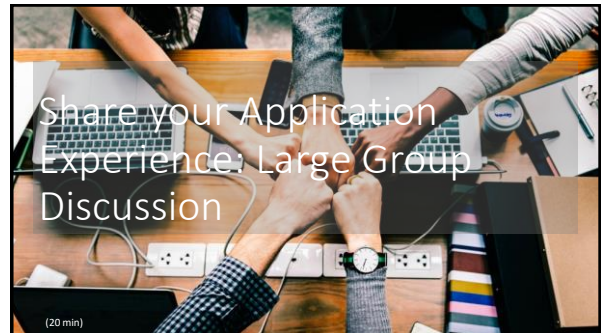
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Large Group Discussion: Applying R2C2 to a Case Scenario

1. How was your approach different using the R2C2 model compared to the first scenario?
2. What strategies could you employ to enhance effectiveness of using R2C2?



Report Building - build relationship and trust, establish credibility



Explore Reactions - reactions to perceptions of data/report



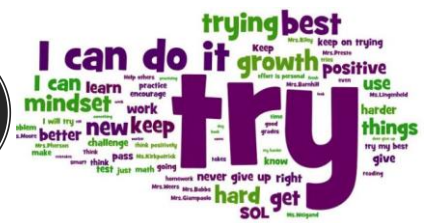
Explore Content - understanding of content of data/report



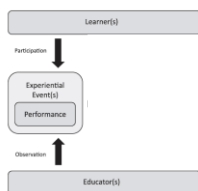
Coach for Change - development achievable action plan

Sargeant, Joan, et al. *Academic Medicine* 90.12 (2015): 1698-1706.

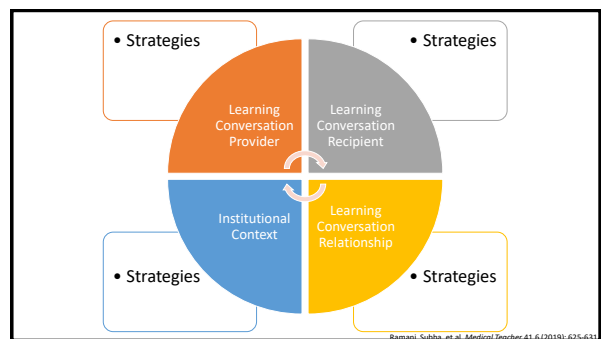
Strategies
For An
Effective
Learning
Conversation



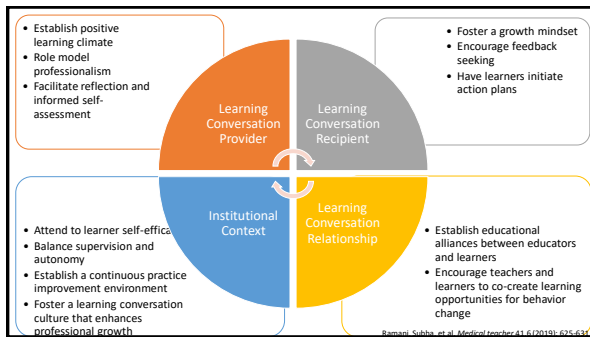
Deconstructing the Learning Conversation Model: Strategies for Success



Tayvres, Walter, et al. *Academic Medicine* 95.7 (2020): 1020-1025.



Ramani, Subha, et al. *Medical Teacher* 41.6 (2019): 635-641.

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Summary

- Feedback and Debriefing facilitated discussions have unique components in structure and delivery
- Learning conversations cultivates an alliance between teachers and learners by utilizing experiential reflection from debriefing and guiding to a standard in feedback to optimize performance improvement
- Strategies to optimize the culture in which the learning conversation occurs supports a growth mindset

