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La conférence internationale sur la formation des résidents

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Learning by asking for and receiving feedback

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We do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
Your facilitation team

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Anesthesiologist

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Anesthesiologist

Beatrijs de Leede
Educationalist

Corry den Rooyen
Educationalist

Rhonda St. Croix,
Change Advisor Royal College
Who are you?

- Program director: 6
- Clin. teacher: 8
- Resident: 6

- Educationalist: 0
- Other: 0

Total participants: 20
In which country do you currently work?
Feedback Reflection

• In what ways am I good at **seeking** feedback?
• In what ways am I good at **receiving** feedback?
• In what ways am I good at **giving** feedback?
• What have I most encountered with receiving or giving feedback?
Objectives

• Learn and apply models in practice in a busy learning environment
• Build skills to receive and utilize feedback
• Identify barriers and enablers to accepting and utilizing feedback
Compliments

You Are...

- Awesome
- Talented
- Beautiful
- Brave
- Sweet
- Inspiring
- Confident
- Compassionate
- A good listener
- Kind
- Funny
- Warm-hearted
- Gracious
- Bold
- Determined
- Creative
What happens if you get a compliment?

- If you give an adolescent a reprimand/negative feedback there was not more than basic brain activity

- Brain from adolescents shows increased brain activity when you first give a compliment and after that you can also give negative feedback/reprimand

Prof. Eveline Crone: Neuro-psychologist
Conclusion

• Positive feedback is important to open your mind for more.....
Definition of feedback in clinical education

• Specific information about the comparison between a trainees’ observed performance and a standard, given with the intent to improve the trainees’ performance

• Feedback is what went well and what can be improved: be constructive!

Monica van de Ridder, 2008 Med Educ
Cultural conditioning

Dangerous world $\rightarrow$ survival
The limbic system: emotional/feeling brain

The neocortex: rational/thinking brain

The reptile brain: instinct/jurassic brain
Feedback = Change

Triggers defense mechanism
Paradox

Part of us wants to stay small and free from threat

BUT

Part of us wants to grow, expand and learn
What do you observe?
Learning focus

"Failure is an opportunity to grow"
"Challenges help me to grow"
"My effort and attitude determine my abilities"
"Feedback is constructive"
"I like to try new things"

"Failure is the limit of my abilities"
"I'm either good at it or I'm not"
"I can either do it or I can't"
"My potential is predetermined"
"When I'm frustrated, I give up"

"I stick to what I know"
"Feedback and criticism are personal"
Learning or performance oriented

• **Learning orientation (learners perspective)**
  Asking for feedback when you think you can learn from a situation

• **Performance orientation (learners perspective)**
  Asking only for validation that you are doing well
What do you observe?
What do you need to say to articulate the feedback?
**Cases**

**Julia**

Julia is one of your 3rd year residents. She’s serious and very conscientious. She is clear, patient and friendly to the patients, but sometimes a little uncertain and stressed. You often say to Julia that she’s doing well. You’re the supervisor of the week and after two days you realize that Julia asks for confirmation/validation for every patient and every decision she has to make. You find that Julia has to make the next step in making decisions and to have more confidence in her own competencies. Julia comes to you with a question about what to do with a patient. In your opinion she knows very well and often takes the right decisions.

**Dick**

Dick is a 2\textsuperscript{nd} year resident. He is relaxed in his work and his performance is good, but in your opinion he can do much better. Maybe he is a little bit too relaxed and in your eyes that is a missed opportunity to learn more, to study more and to become not a mediocre but a good clinician. Dick had a presentation today about a specific disease. He did the presentation correctly but you think that he could have given more background information. This is what you notice – that he often chooses the easy way.
Exercise

- Small group
- Giving feedback to the resident by the supervisor
- Observer: experience cube
Enablers and barriers
# How to deliver feedback to reduce threat: TERA model

<table>
<thead>
<tr>
<th>Tribe</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your sense of security with others</td>
<td>Your ability to predict the future</td>
</tr>
<tr>
<td>Are you with me or against me?</td>
<td>Do you make it clear or confusing?</td>
</tr>
<tr>
<td>Increase: Build rapport</td>
<td>Increase: create actions and expectations</td>
</tr>
<tr>
<td>Decrease: Maintain distance</td>
<td>Decrease: firefighting &amp; lack of plans</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>Autonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your relative importance to others</td>
<td>Your sense of control over events</td>
</tr>
<tr>
<td>Are you higher or lower than me?</td>
<td>Do you limit me or enable me?</td>
</tr>
<tr>
<td>Increase: ask questions, invite participation</td>
<td>Increase: manage objective not tasks</td>
</tr>
<tr>
<td>Decrease: give advice or feedback</td>
<td>Decrease: micromanage and limit choice</td>
</tr>
</tbody>
</table>

*Source: Box of Crayons*
Reflection: What is your takeaway?

- ask questions
- be factual
- otwf
- tera model
- safe environment
- rapport
- personal storytelling
- enquire into learners' feedback
- video of a good example
- strategy of feedback
- strategy of feedback
- personaizw
- personizw
- owtf
- work together
- listen
- conversation
- growth
- safe
- understanding
- experience cube
- environnement
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