



Bootcamp for Clinical Teachers

BIDMC Academy 2022

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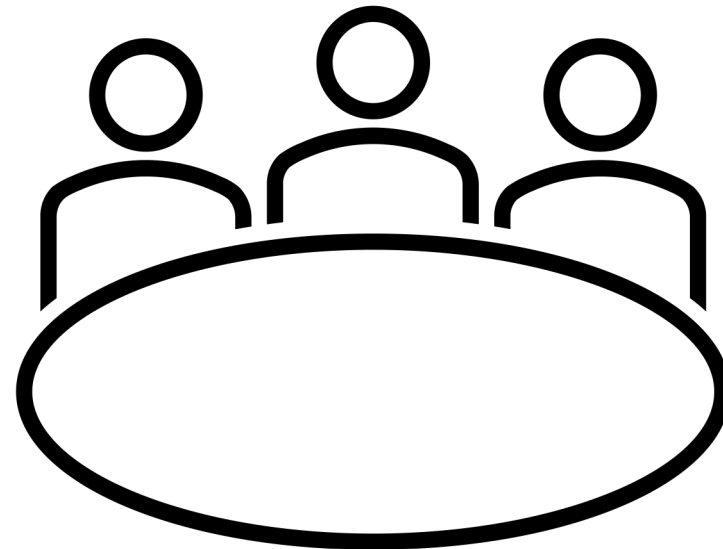
Education is at the heart of patient care. —



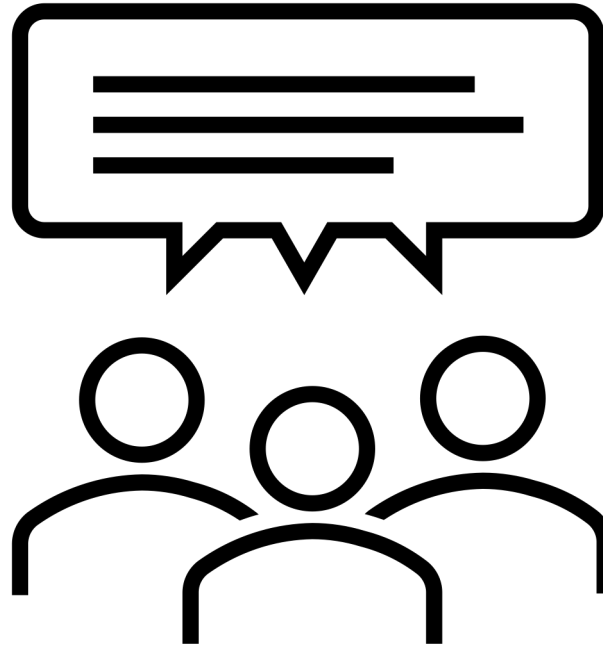
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Table Introductions



Why are you here?



Goals

Offer an introduction to foundational skills of a clinical teacher across specialties



Timeline



TEACHING AT THE POINT
OF CARE



FEEDBACK



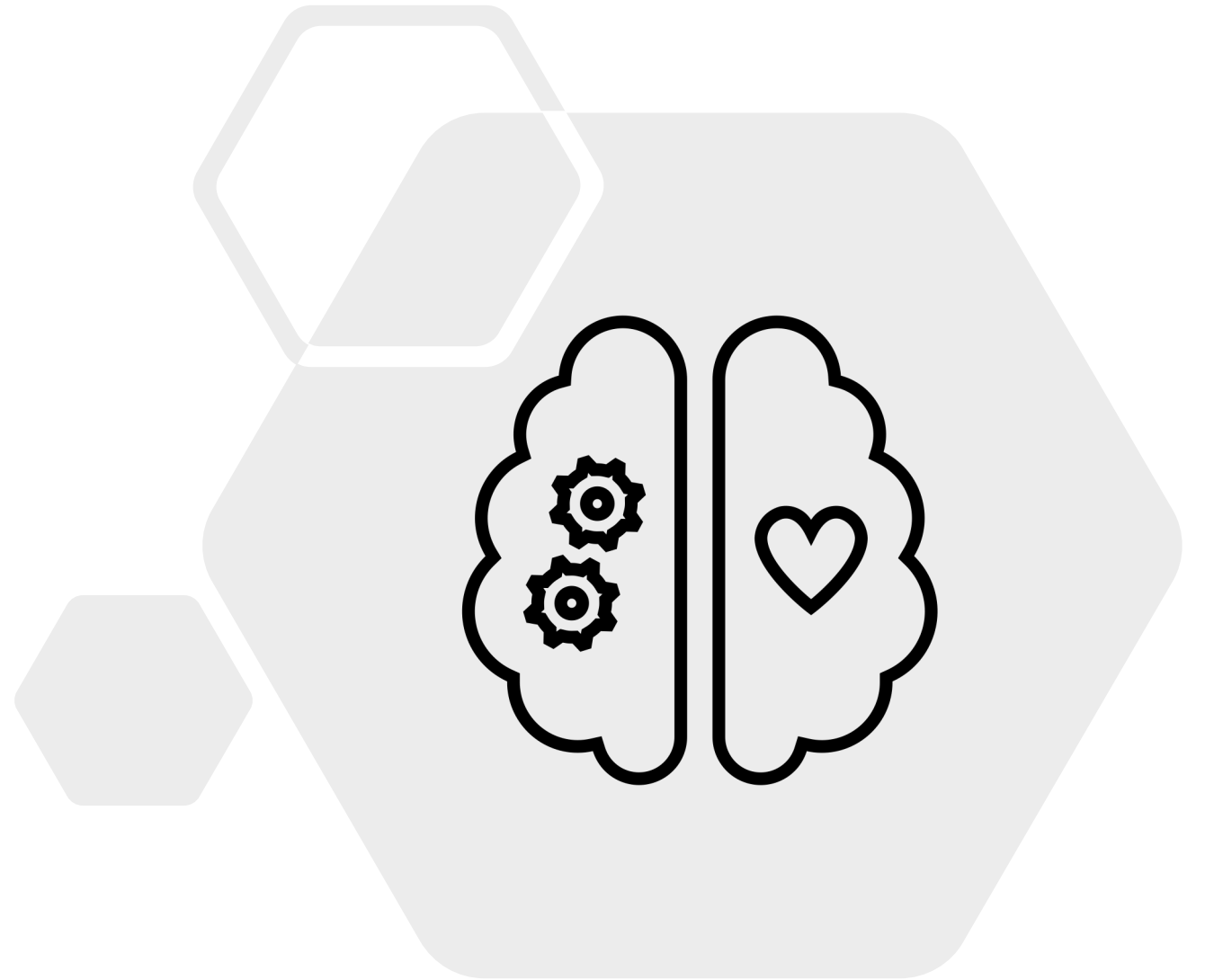
WORKING WITH
STRUGGLING LEARNERS



OPPORTUNITIES



The Basic Assumption



The Basic Assumption

We believe that everyone participating in activities at the BIDMC Academy *Bootcamp for Clinical Teachers* is intelligent and well-trained, cares about doing their best and is here to learn



Describe your experience
teaching or being taught at
the point of care



Why is teaching at the point of care important?

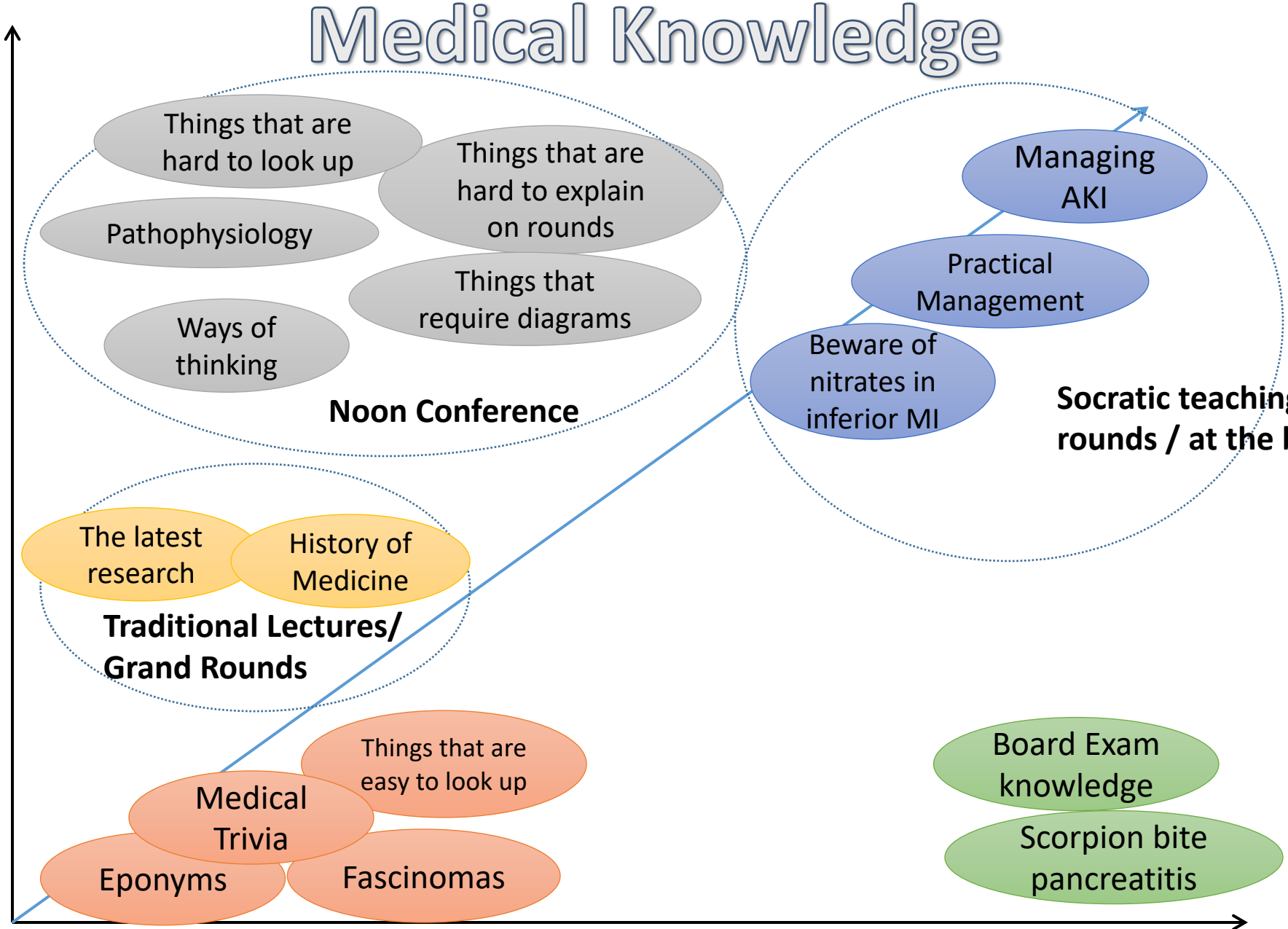




Choosing the right educational setting for your content

Medical Knowledge

Importance



% of people who (think they) know it

Activity



A framework to
consider



A Framework

Choose a topic

Craft the hook

Establish a mental construct

Apply construct to hook

Conclude and summarize




Choose a topic

Craft the hook

Establish a mental construct

Apply construct to hook

Conclude and summarize

- 
- Narrow and specific
 - Consider cognitive load
 - Drill down to “why”
 - Be curious



Choose a topic

Craft the hook

Establish a mental construct

Apply construct to hook

Conclude and summarize



- Relevant to learner/team
- Clinical case
 - Creates *cognitive dissonance*
 - Explores a topic often taken for granted

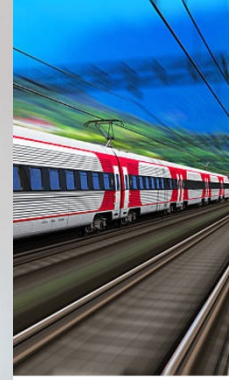
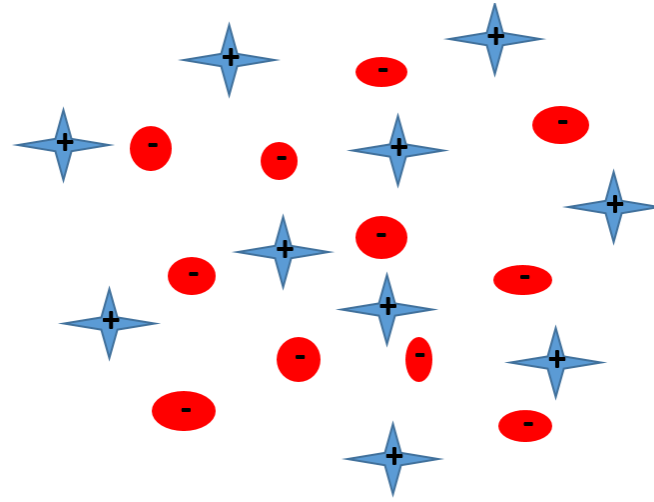
Choose a topic

Craft the hook

Establish a mental construct

Apply construct to hook

Conclude and summarize



- Organizing structure
 - Analogy
 - Visual or Schema
 - Curiosity cascade

Why does ESR go up with inflammation?

Why does fibrinogen go up?

Why does fibrinogen go up with inflammation?



Choose a topic

Craft the hook

Establish a mental construct

Apply construct to hook

Conclude and summarize



- Return to original case
- Close the loop with the hook
- Explore variations





Choose a topic

Craft the hook

Establish a mental construct

Apply construct to hook

Conclude and summarize

- 
- 1-2 learning points
 - Relevance
 - How this matters
- 

Last thoughts about the framework

Other pointers!

- Assess the situation
- Address hesitancies
- Address resignation

A Framework

Choose a topic

Craft the hook

Establish a mental construct

Apply construct to hook

Conclude and summarize

Break!





Feedback: Making it Powerful, Effective, and Efficient

Katharyn Meredith Atkins, MD
Associate Dean of Undergraduate Medical Education
Beth Israel Deaconess Medical Center

Education is at the heart of patient care. —



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Goals

1. To share strategies for giving powerful, effective, and efficient feedback in the OR, the classroom, or in clinic
2. To discuss common challenges of giving effective feedback
3. To motivate participants to incorporate effective feedback into their teaching methods and develop a feedback culture



You will become a feedback superhero....



<http://www.slideshare.net/jeremyvrtis/236-ppt-muthu-johnson>

Feedback: A Definition

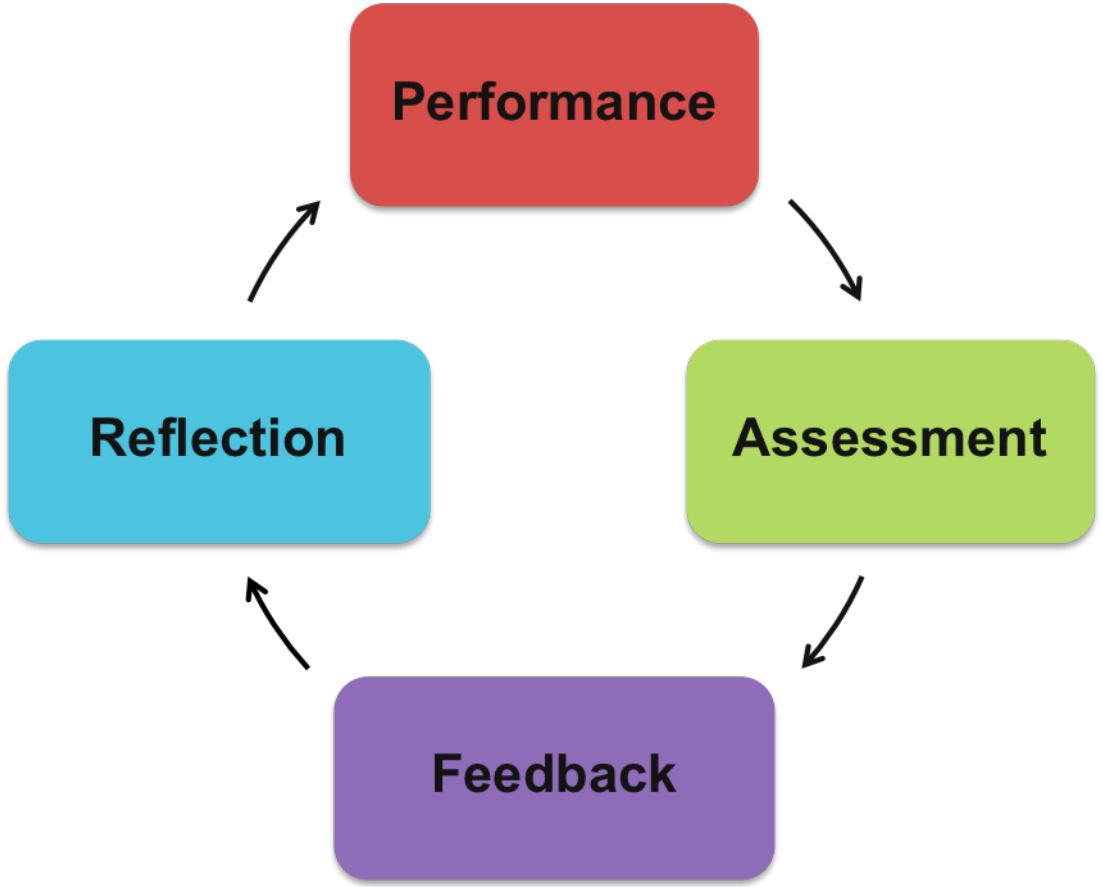
Jack Ende, MD:

“...an informed, non-evaluative, objective appraisal of performance intended to improve... skills – rather than an estimate of the trainee’s personal worth...”

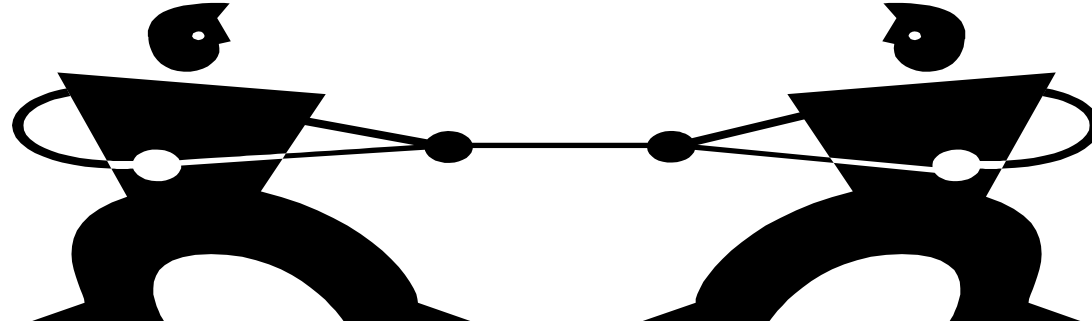
Ende J. Feedback in clinical medical education.
JAMA 1983



Learning Cycle



Feedback Perceptions Contrast



Faculty

Trainees

“We give a lot of feedback, all the time!”

“We never get any feedback, ever!”

Learner's Perception of Feedback

- *“Being told to keep up the good work doesn't help me”*
- *“I never get feedback I am just told to read more. I wish they would tell me something specific to work on”*





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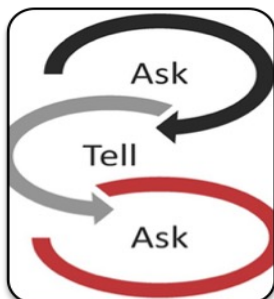


Frameworks for Giving Feedback



Feedback Sandwich

Compliment
Criticism
Compliment



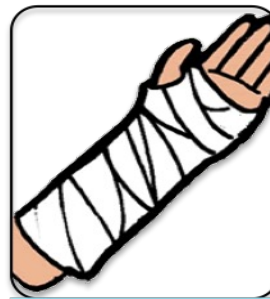
Ask-Tell-Ask

Ask how things went
Tell what you observed
Ask about understanding and plan



BID (OR Teaching)

Briefing (needs Assessment)
Intraoperative Teaching (focused on objectives)
Debriefing (reflection, reinforcement, correction)



CAST

Continue to do these things
Alter these behaviors
Stop these activities
Try this approach



STOP

Specific
Timely
Objective/Observed
Plan for improvement



P-RIME+

Professionalism
Reporter (What Q's)
Interpreter (Why Q's)
Manager/Educator (How Q's)
+
(ID area for focused improvement)

Feedback: Sandwich vs. Bank



COIN Conversation



CONTEXT

Define the situation

“During your presentation this morning ...”



OBSERVATION

Describe the behavior

... I noticed that you were focused on the presentation screen ...”



IMPACT

Clarify the impact

... It made me feel I didn't have a chance to ask questions or get clarity on parts I didn't understand ...”



NEXT

Make a suggestion

... Facing your audience will allow you to gauge when to elaborate and remind you to stop for questions.”



THE
FEEDBACK
IMPERATIVE

HOW TO GIVE

EVERYDAY FEEDBACK

TO  **SPEED UP**

YOUR TEAM'S SUCCESS

ANNA CARROLL, MSSW

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Barriers



Making Feedback POWERFUL



<http://www.clker.com/clipart-blue-power.html>



The Power of Feedback

- Good feedback gives students information they need so they can understand where they are in their learning and what to do next—the cognitive factor
- Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning—the motivational factor

How to Give Effective Feedback To Your Students. Susan M. Brookhart. 2008



Language of Feedback

02.12.18

COACHING WORDS: YOU DON'T, YOU DIDN'T, YOU MUST, WE WILL



The language we use to help people know how to grow and improve is important. When we give feedback, we're giving technical information but we're always also building culture between and among us at the same time. I found myself thinking about language when I recently heard some coaching interactions on the youth sports field but...

<http://teachlikeachampion.com/blog/>



Positive Framing



<http://teachlikeachampion.com/blog>

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Doctors Need Coaches Too...



Atul Gawande
New Yorker
2011

Cheerleader vs. Coach



Less Experienced	More Experienced
Teacher as Cheerleader	Teacher as coach
Passive teacher role	Calibrated teacher role
Concern about students' fragility	Understand students' resilience
Create a safe environment	Create a challenging but safe environment
Limited goals and strategies	Strategic and goal oriented
Oriented toward student's current needs	Oriented toward students' developmental trajectory
Minimal use of teams	Foster environment of team feedback



Moving to the Next Level...



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Feedback: Culture and Continuum



Feedback: Culture and Continuum

- **Culture**

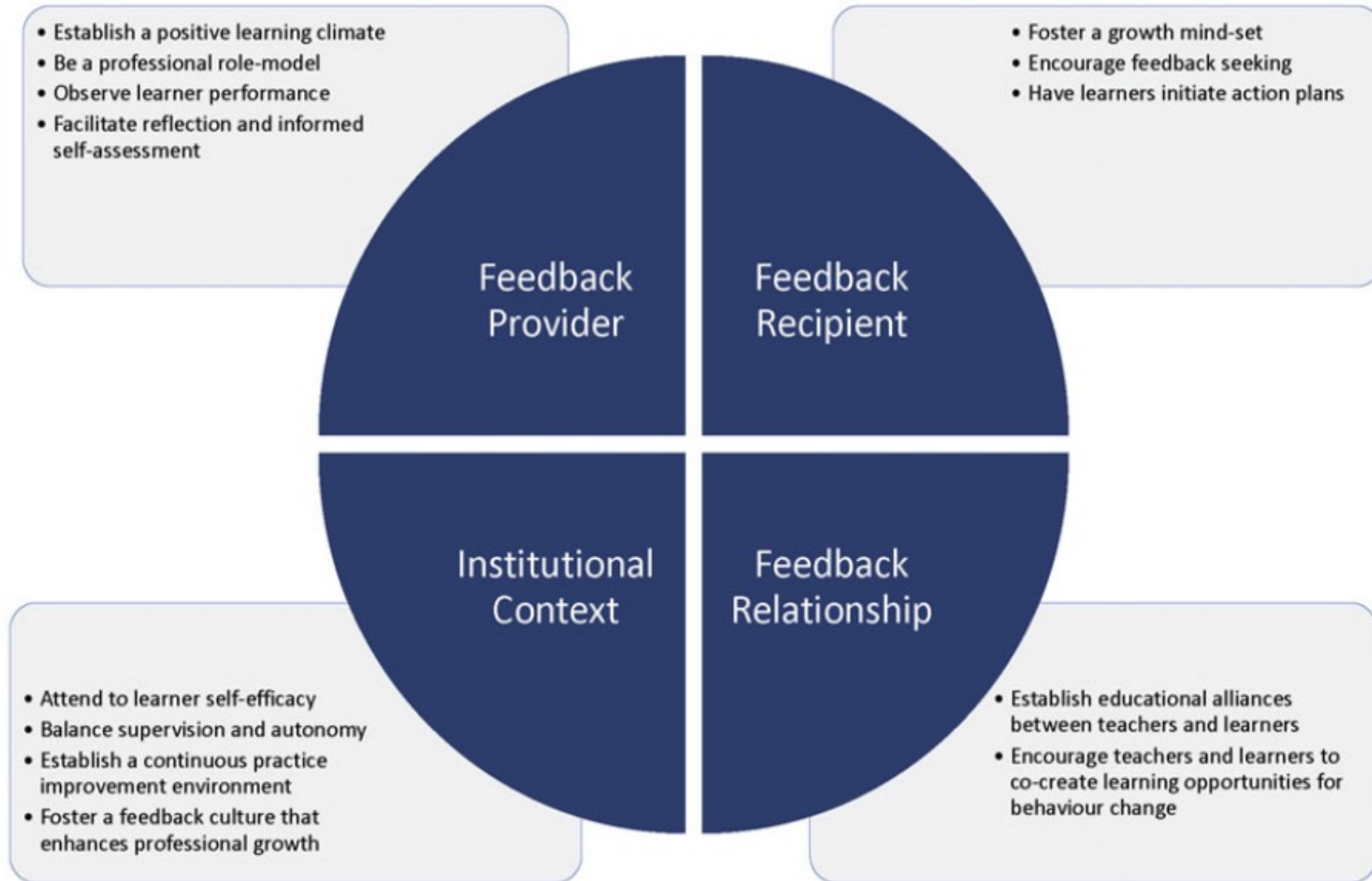
- Integrated approach
 - Teachers nurture recipient reflection-in-action
 - Self monitoring informed by external feedback
- Embedded implicitly and explicitly in all activities
- Students provide feedback to teachers as well as teachers to students

- **Continuum**

- A supported sequential process rather than a series of unrelated events
- Utilizes long term relationships
- Supervisors in a position to collate many sources

Archer J. Medical Education 2010







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Choose Your Roadmap

Make a Plan



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Roadmap for the OR: Teaching Briefing/Huddle



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Education Briefing – Pre Surgery

- Review procedure and experience
- Discuss crucial steps of surgery
- Ask learners what they are working on
- Decide on focus of feedback



Education Briefing – During Surgery

- Emphasize crucial steps
 - “This is what we were discussing...”
 - “This is where we need to be aware of...”
- In the moment note when you are observing your “focus of feedback”

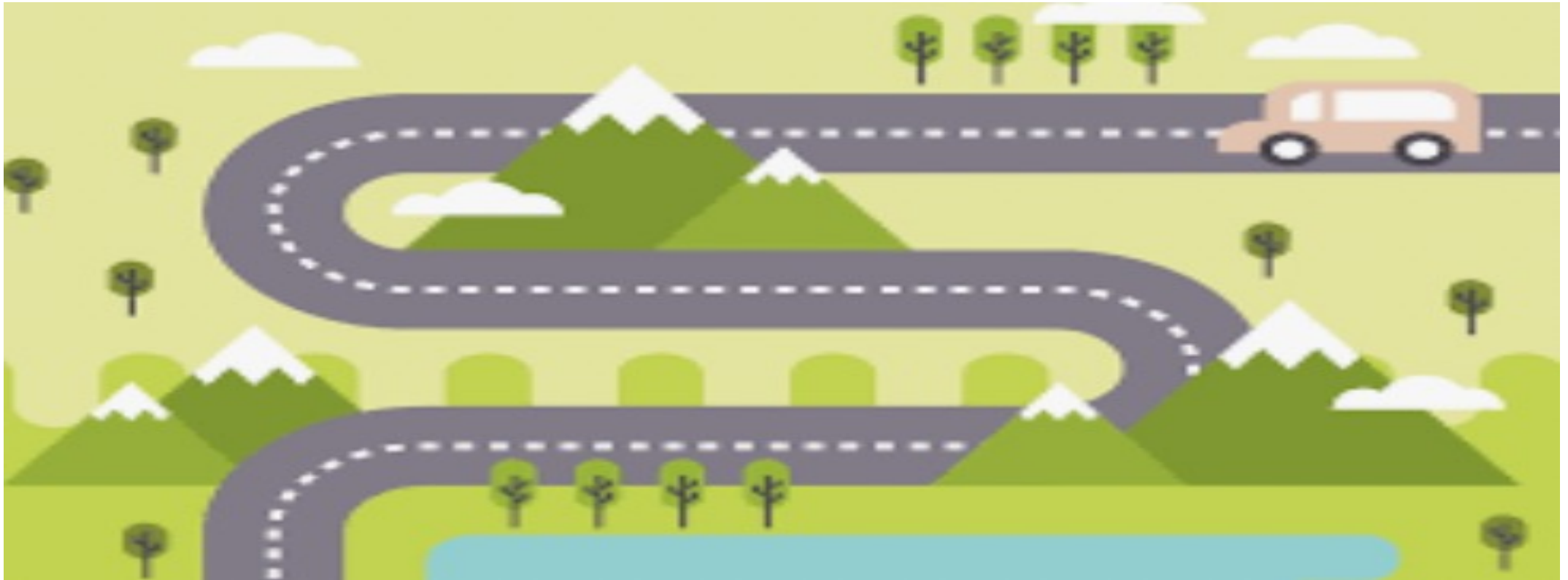


Education Briefing – After Surgery



- In the moment note when you are observing your “focus of feedback”
- Highlight the next steps/action plan
- Consider email follow up

Roadmap for Feedback Conversation



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How to Give Feedback: Before you Meet

- **Prepare** for feedback (*consider an organizing framework*)
 - **Know what you want to say before you start**
 - Be clear about your goals.
 - Be specific with yourself.
 - **Think of examples**
 - Identify what is going right as well as what's wrong
 - Make sure your examples are detailed, recent, accurate and relevant.



How to Give Feedback: Before you Meet

- **Announce** feedback
 - “I have some feedback for you. Would now be a good time to talk?”
- **Schedule** feedback
 - “Feedback Fridays”



How to Begin...

- Start **open-ended** and ask for learner self-assessment: “How do you think that went?”
- **Listen – REALLY listen!**
 - Engage in “active” listening, reflect back...



How to Give Feedback: The Discussion

- Make feedback a two-way conversation
- Plan your language
- Try to understand the learner's perspective
 - “The nurse and I experienced your tone of voice as disrespectful to the patient when you said... How do you see it?”
- Be ready for resistance - learners may not agree. Don't argue, use reflective listening.



How to Give Feedback: Afterwards

- Don't expect instant change. Let the learner decide how to change.
- ***Follow up:*** check what happens - try to catch them doing it right.
- ***Meet again:***
 - Feedback isn't a "drive by" experience.
 - It is a process in the continuum.





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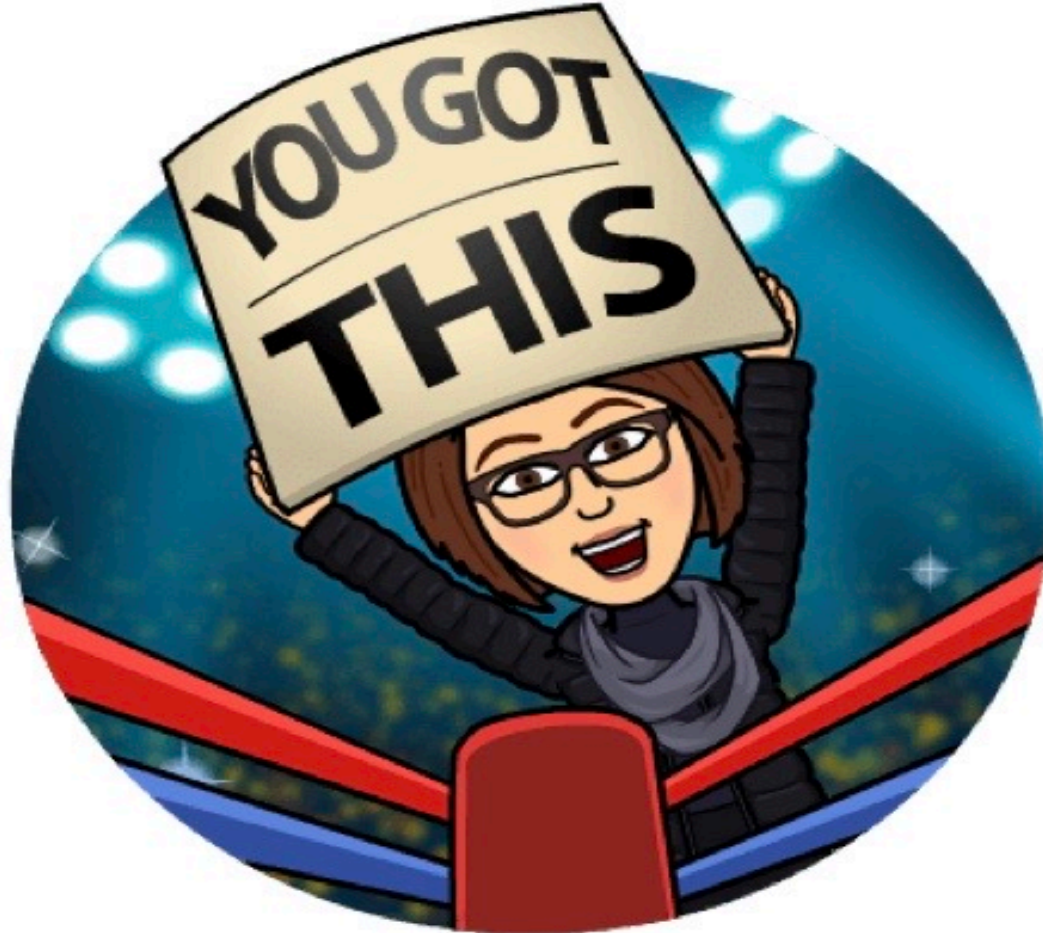
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Take It Home

- Remember the basics
- Use a Framework or Make a "Roadmap"
- Develop relationships
- Establish expectations and nurture a culture of feedback
- Take the learner "to the next step" in the Continuum
- *Good technique can be learned and efficiency achieved!*





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The Struggling Learner- Strategies for the Frontline

Carrie Tibbles, MD

Director of Graduate Medical Education

Designated Institutional Official

Beth Israel Deaconess Medical Center

Education is at the heart of patient care. —



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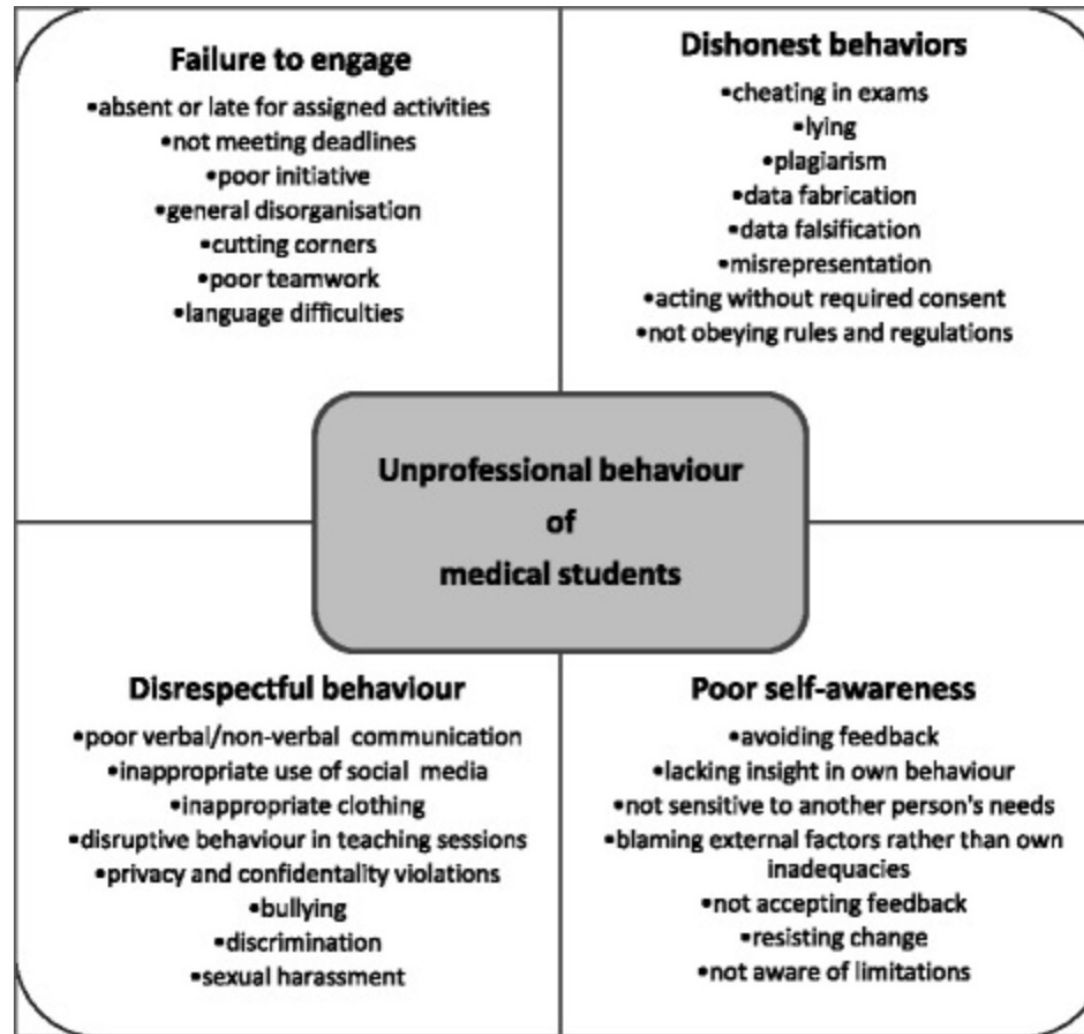
Professional Identity

- Medical Professionalism signifies a set of **values**, **behaviors** and **relationships** that underpins the **trust** the public has in doctors.



Exercise: What comes to mind for you when thinking about struggling learners?





What disables professionalism?

- Fatigue
- Depression
- Interpersonal conflict
- Unreasonable expectations
- Lack of psychological safety
- Lack of knowledge
- Substance abuse
- Character (immutable)



What defines the optimal learning environment for instilling professionalism?



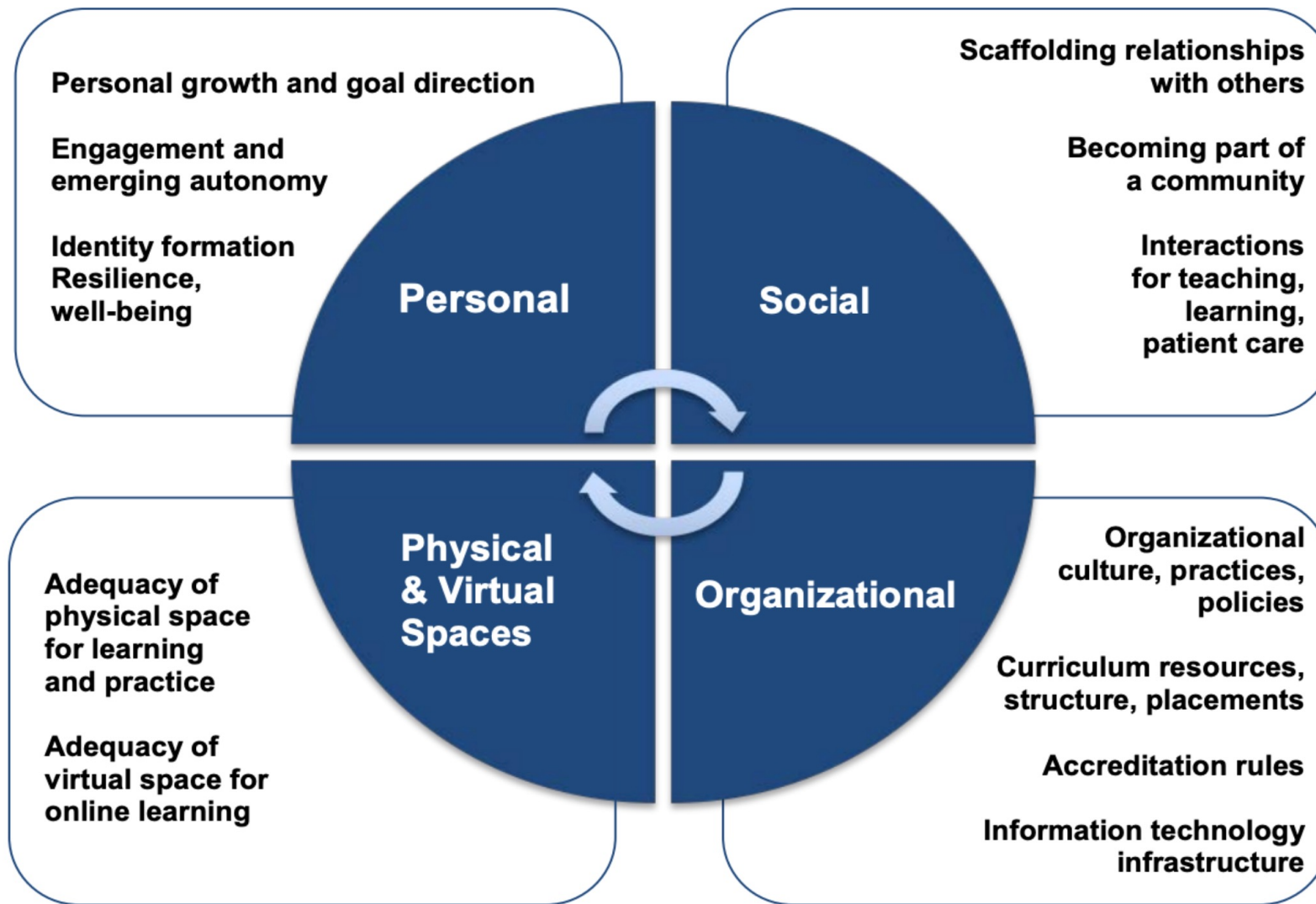


Figure 1. Four interactive components of the learning environment: personal, social, organizational, and physical & virtual.

COVID IMPACT



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Clinical Experiences

Social Connection

Fatigue

Fear

Purpose



Diagnosis of your own department



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Cases: Struggling Residents



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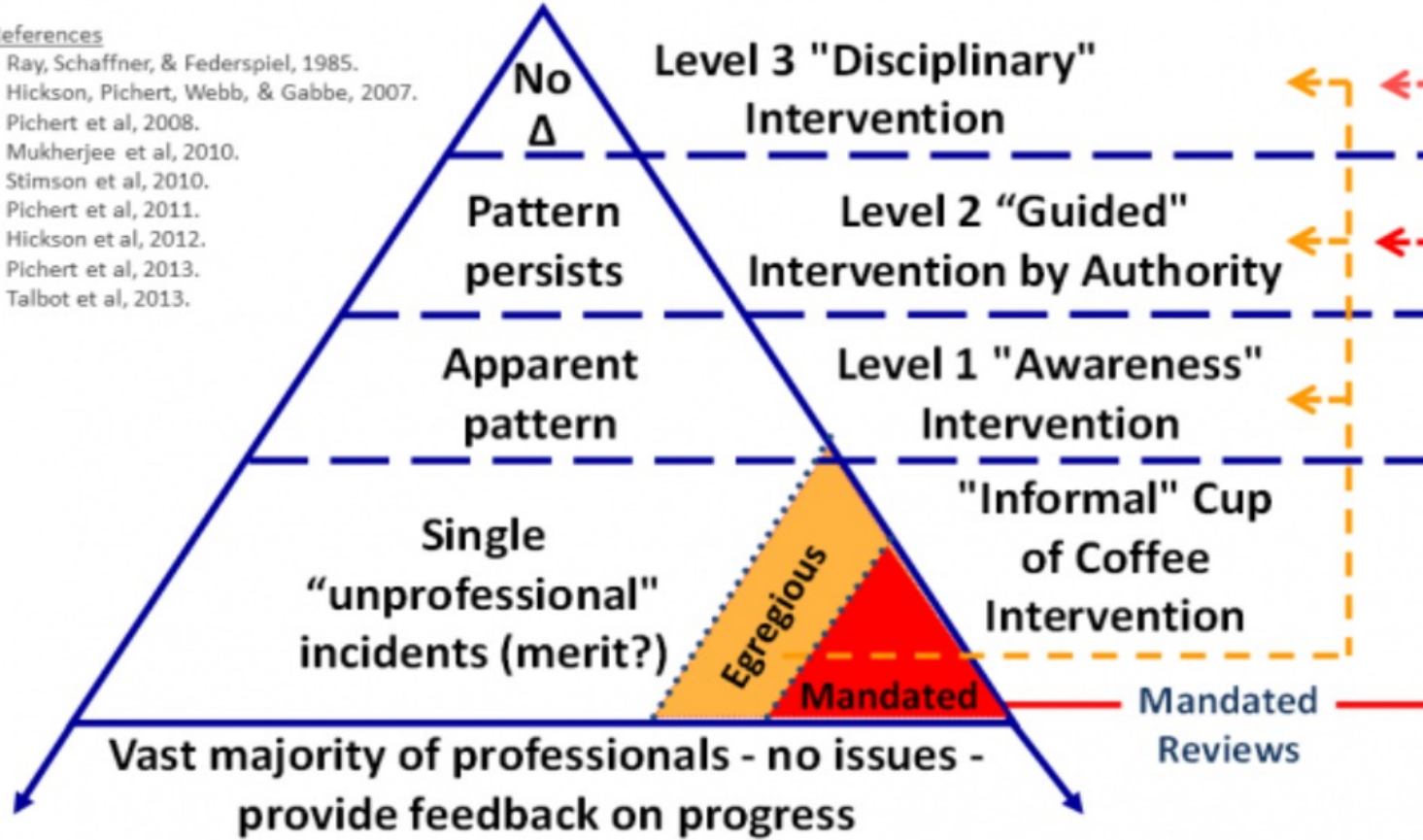
Poorly Performing Learner

- What do I think is going on here?
 - What else do I need to know?
- What is my role?
 - Faculty, Supervisor, Employee
- Who can help me?
 - Institutional Resources



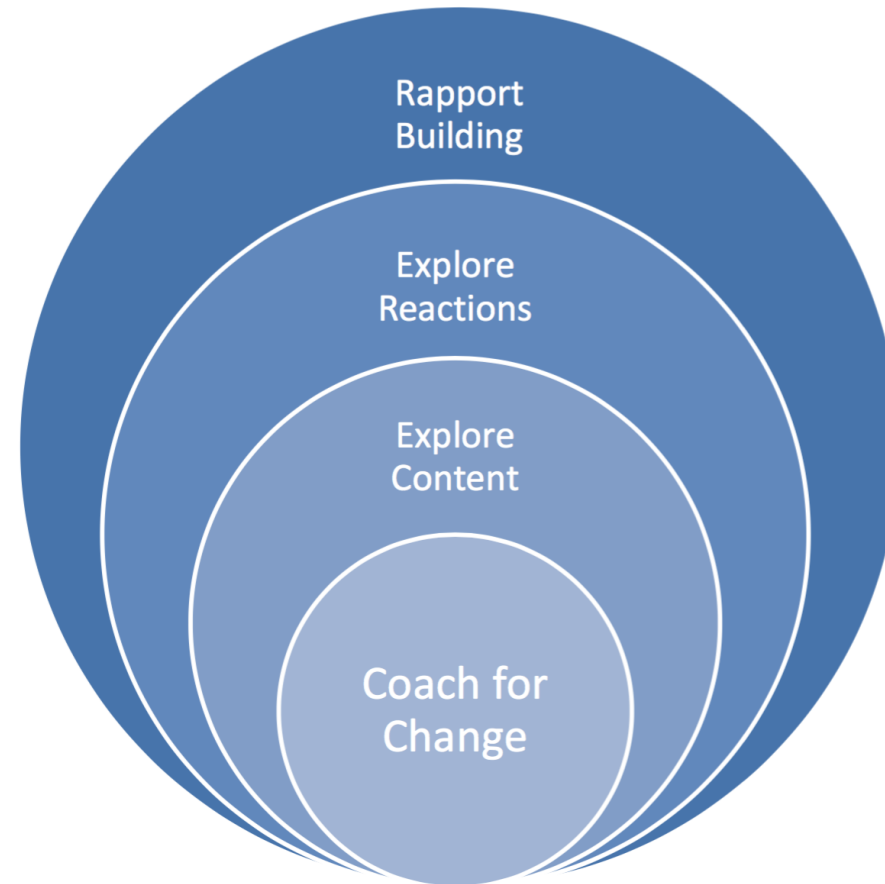
References

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- Hickson, Pichert, Webb, & Gabbe, 2007.
- Pichert et al, 2008.
- Mukherjee et al, 2010.
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- Pichert et al, 2011.
- Hickson et al, 2012.
- Pichert et al, 2013.
- Talbot et al, 2013.



Adapted from Hickson, Pichert, Webb, & Gabbe. Acad Med. 2007. ©2013 Vanderbilt Center for Patient and Professional Advocacy

4 Stage R2C2 Facilitated Feedback Model



What are my options?

- Remediation
- Disability accommodations
- Increased supervision/ faculty involvement
- Extension of training
- Probation period
 - Notice of concern v actual probation
- Termination/ Nonrenewal of contract



Thank you and good luck!



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Opportunities

UME

GME

Faculty
development

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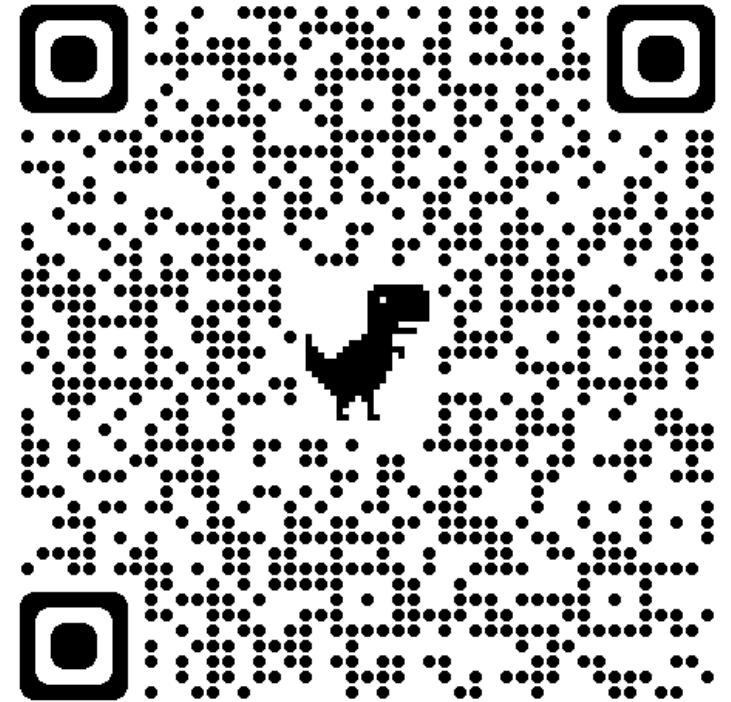


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SHAPIRO INSTITUTE CAREER ADVANCEMENT OPPORTUNITIES

The Carl J. Shapiro Institute for Education and Research is pleased to offer the following career advancement opportunities to provide faculty with protected time to do scholarly work in education, to provide continued career growth for individuals that enriches the learning experience in the BIDMC community, and to strengthen the culture of the BIDMC as an institution that supports and values medical education and medical educators across departments.

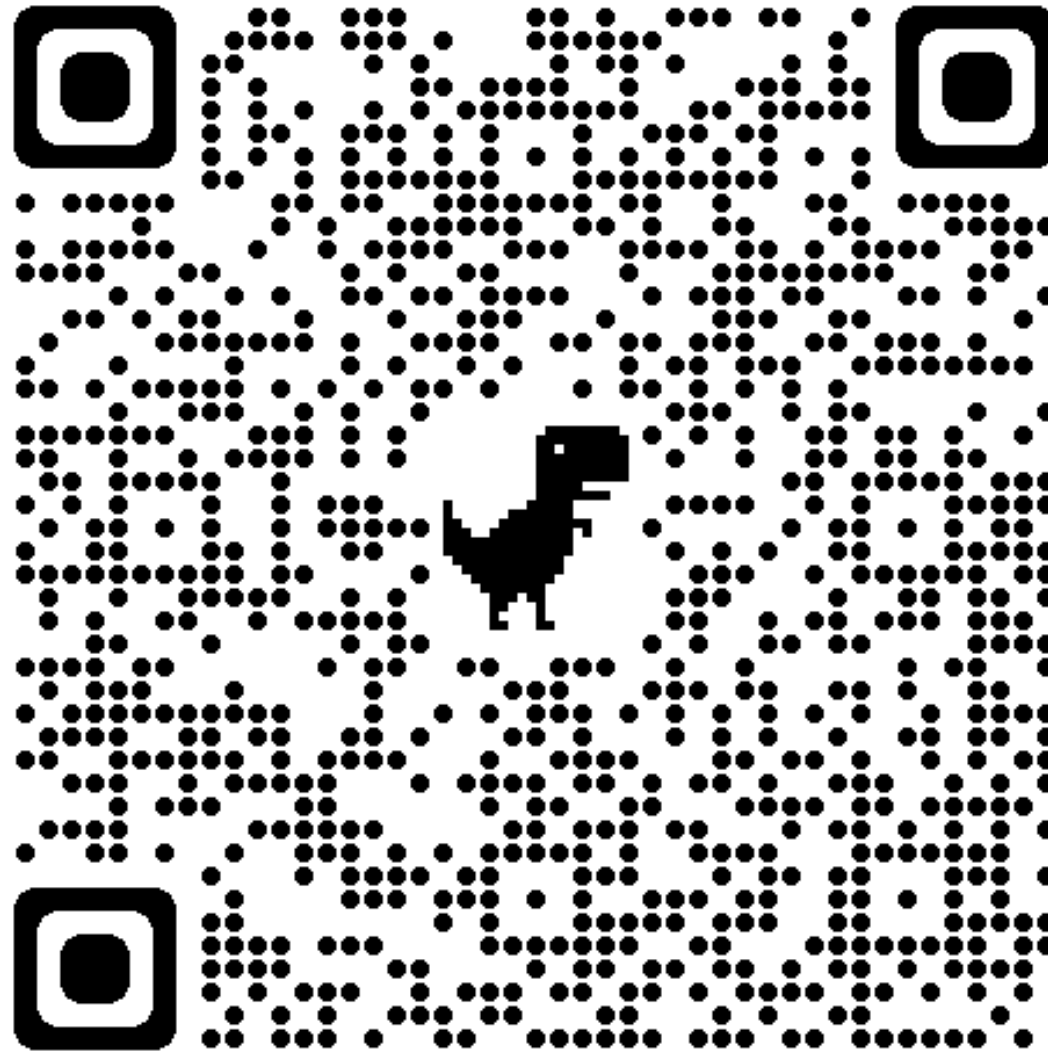


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