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Breakout Session 1 Instructions

Intros	<ul style="list-style-type: none"> • Introductions: go in alphabetical order • Who are you? Where are you? What type of learners do you work with? 	3 min
Task 1	<p>Coach (and be coached) on goals from the prior reflection time.</p> <ul style="list-style-type: none"> • Participant A shares goal and Participant B coaches • Participant B shares goal and Participant C coaches • Participant C shares goal and Participant D coaches • Participant D shares goal and Participant A coaches <p><i>Instruction for the coach:</i></p> <ol style="list-style-type: none"> 1. Assess “SMART” – ness <ul style="list-style-type: none"> • Specific • Measurable – will they know if goal is achieved? • Achievable • Relevant • Timebound – reasonable time to achieve it? 2. What steps will they take to achieve the goal? 3. What challenges do they anticipate? 	12 min (3 min each)
Task 2	Come up with: “One key pearl for coaching learners/peers in goal-setting ...” and enter in SLIDO	3 min

Breakout Session 2 Instructions

Prep	In alphabetical order by first name. <ul style="list-style-type: none"> • Participant A: read the mentor prompt. • Participant B: read the mentee prompt. • Participants C and D will give feedback – (can read both scripts) 	2 min
Task 1	Participants A and B: use the ask-discuss-ask and plan together framework to discuss the experience/ observations. <ul style="list-style-type: none"> • Ask: for thoughts about how things went. • Discuss: Observations, identify modifiable, specific behaviors related to the skills. • Ask: for additional clarification as necessary. • Plan together: <ul style="list-style-type: none"> ○ How to adjust goals? ○ Make plans for next steps in skill building. 	6 min
Task 2	Participants C and D: provide feedback on the process <ul style="list-style-type: none"> - What did you observe that was effective? - What did you observe that was less effective? - Were any elements of ADAPT missing? 	4 min
Task 3	Identify key pearl for giving feedback based on your group's experience and report out into SLIDO.	3 min

Mentor materials on page 3 below.

Mentee materials on page 4 below

UW SCHOOL OF MEDICINE
CLINICAL TEACHING CERTIFICATE
Feedback Worksheet



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Mentor:

You are an experienced indoor bouldering climber. You decided to mentor a high school student interested in learning to climb. Today is your first meeting at the bouldering gym.

You want to incorporate some of the lessons from your Clinical Teacher Series, so you decide to start with a discussion of goals and expectations.

You reflect on your goals: you want the student to feel enthusiastic about climbing and build their confidence as they develop basic climbing skills.

Your learner states “I want to learn to climb,” which you affirm, but also note that this is a big task, and it can be helpful to breakdown into a more manageable “chunk” for today. You inquire about past experience – they have none. You agree to start with climbing basics: identifying hand-holds and foot-holds and starting to plan a route.

The student rents shoes and you meet at one of the climbing walls. You observe that they rented shoes much too large (**making it difficult to get secure footholds**) and walks close to the climbing wall and under other climbers (**a major safety concern due to risk of falling climbers**). The student jumps on the easy route near you and gets about halfway up before getting stuck and coming back down. During the climb, you observe that the big shoes limited the student’s foot holds and they were unable to use their legs to push them up as much (**forcing them to use their arms to pull them up and tiring them quickly**).

You realize that you need to step back and adjust your goals:

- You need to cover climbing fundamentals: like proper shoe fit, safety (don’t walk under people), and relying more on legs.

Please use the Ask-Tell-Ask, Plan Together format reviewed from the Prepare to Adapt Model to have a discussion the incorporates your feedback and make plans for next steps.

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Mentee:

You are 18yo and were inspired to learn to climb after watching the 2020 Olympics. You have no prior experience and are unsure how to respond when asked about your goals... you want to learn how to climb! Ultimately you agree that learning to identify hand-holds and foot-holds sounds like a good starting point.

You rent climbing shoes that feel comfortable and run over to join your mentor. You notice they look a little nervous as you approach. You try an “easy” route and only make it halfway up. You note that your feet felt like they might fall off the wall and your arms are already exhausted. You feel discouraged.

You and your mentor will use an Ask-Tell-Ask, Plan Together format to discuss feedback and make plans for next steps.