

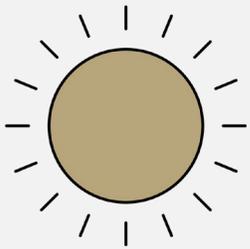
UW SCHOOL OF MEDICINE  
CLINICAL TEACHING  
CERTIFICATE 2024 - 2025

**WELCOME!**

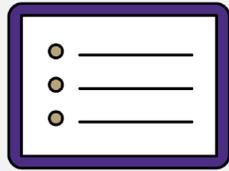


# More opportunities

1.0



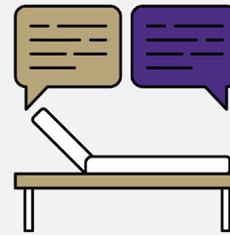
Learning Climate



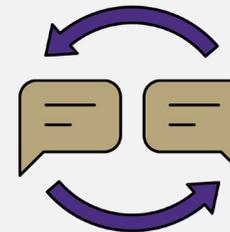
Understanding and Retention



Teaching Efficiently



Teaching in the Presence of Patients

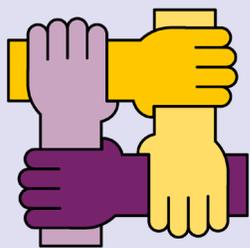


Feedback



Assessment

2.0



Racism and Bias



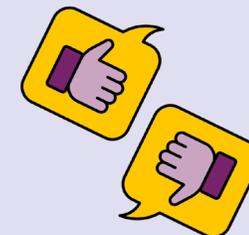
Communication Skills



Humanistic Approach



Learners in Difficulty

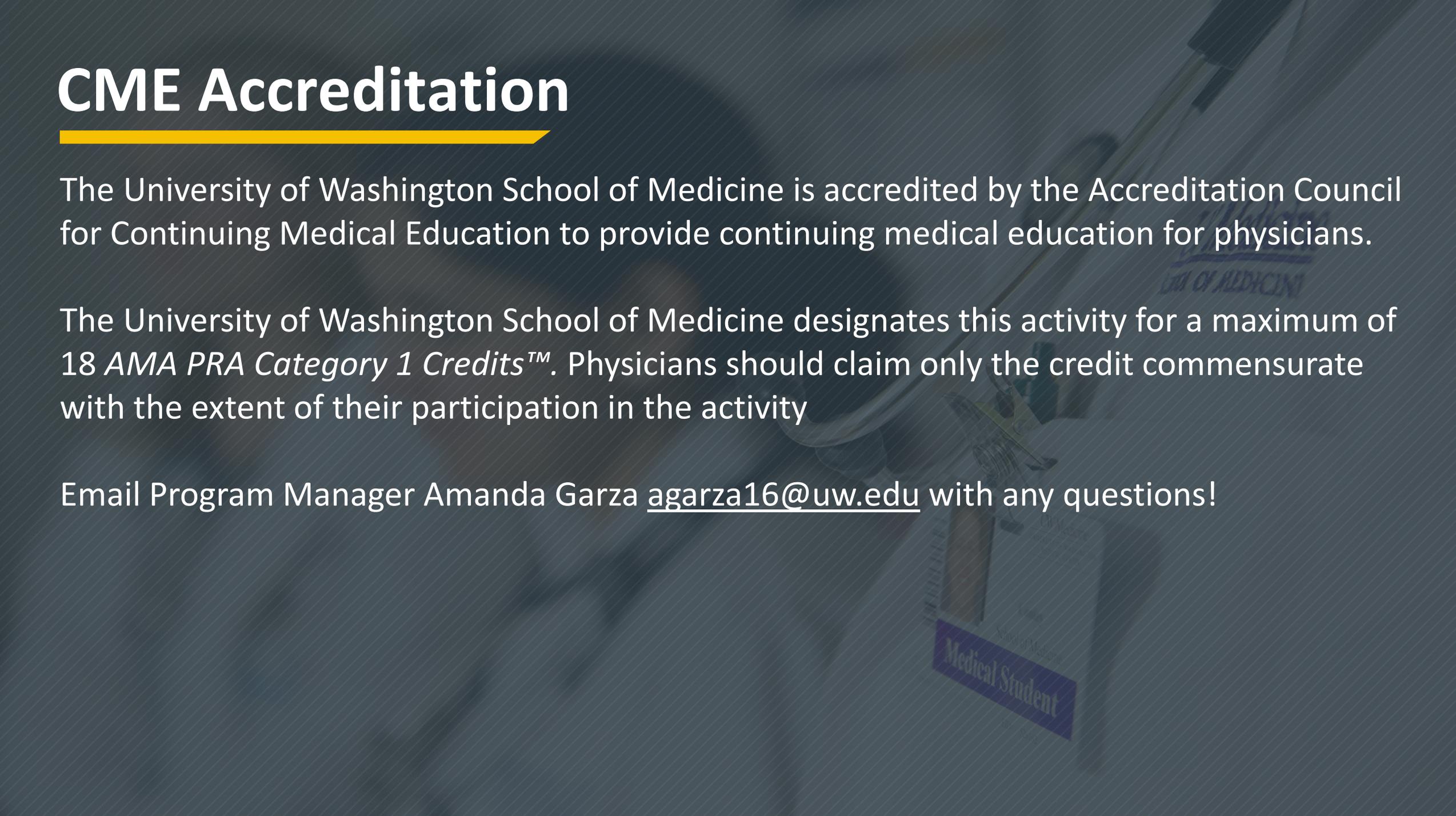


Challenging Feedback



Meaningful Assessment

# CME Accreditation

The background of the slide features a blurred image of a laboratory microscope. In the lower right corner, a blue and white medical student ID badge is visible, with the text "Medical Student" clearly legible. The overall background has a dark, semi-transparent overlay.

The University of Washington School of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

The University of Washington School of Medicine designates this activity for a maximum of *18 AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity

Email Program Manager Amanda Garza [agarza16@uw.edu](mailto:agarza16@uw.edu) with any questions!

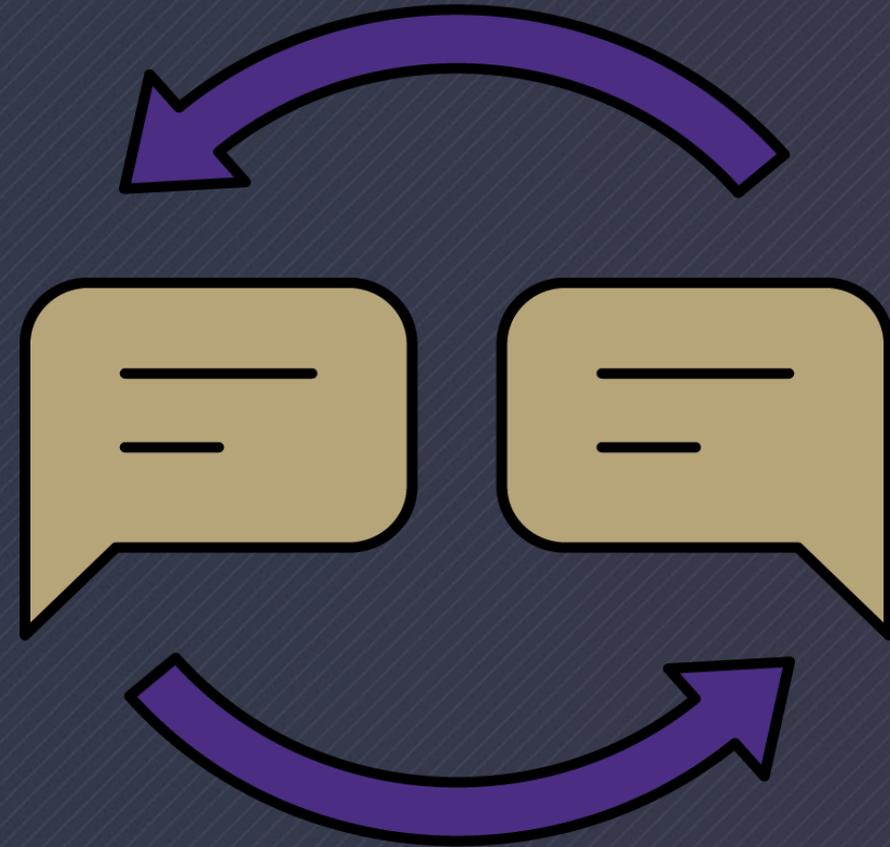
- Links to the online module will be sent to registered participants within a month (or so!)
- Please complete the module within 4 months of the session to receive credit towards the certificate
- **A few “zoom protocol” reminders:**
  - ✓ Remember to stay muted as you join
  - ✓ Please keep your camera on during the session (if possible)
  - ✓ Edit your screen name to reflect how you wish to be addressed
  - ✓ When assigned to a small group – ***please join the group and actively participate***
  - ✓ Remember to mute again when returning to the large group
  - ✓ Please don't leave the meeting until you have the link to the evaluation

# Feedback

**Certificate Core Faculty Leaders:**

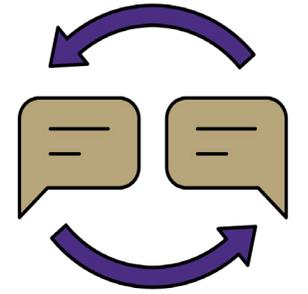
*Katherine Michaelsen, MD, MASc*

*Liz Schackmann, MD, MS*



# Agenda

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**Review – what do we mean by feedback?  
What purpose?**

**The Foundations:  
Coaching relationship and  
Growth mindset**  

---

**Shared learning goals:  
Getting on the same page!**

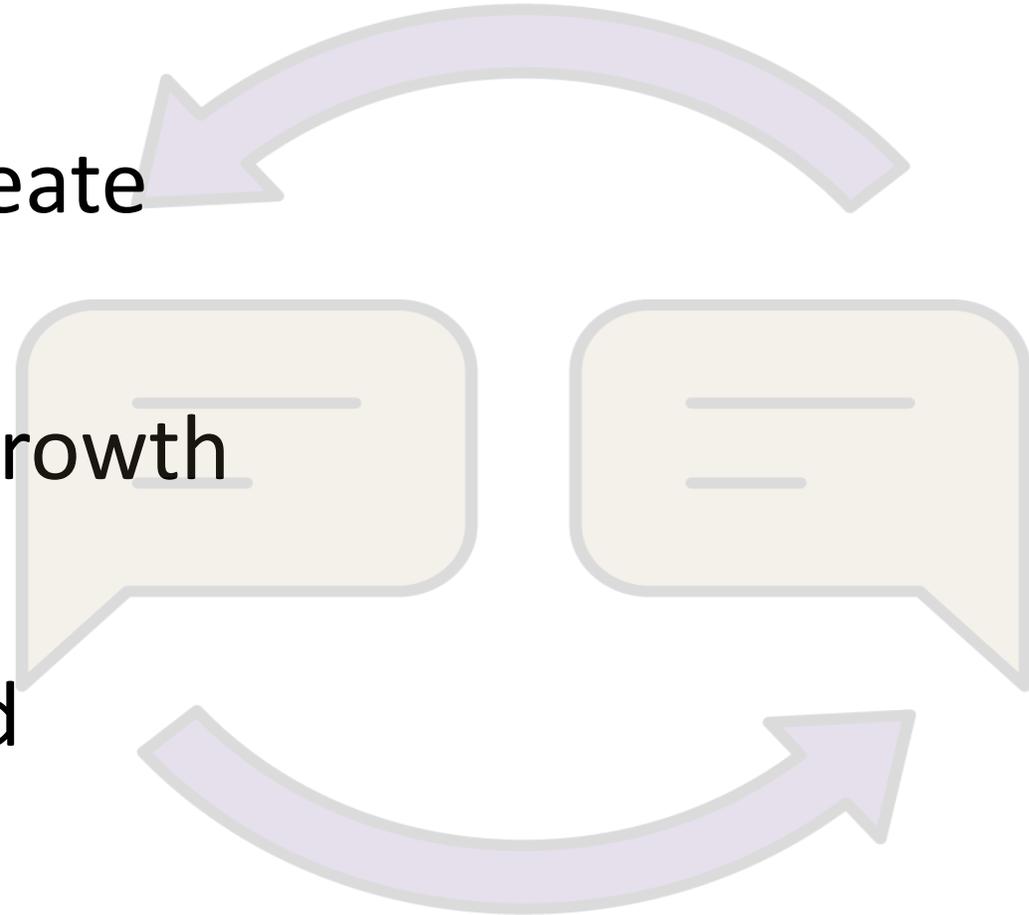
**Observation and Assessment**

**Feedback Discussion  
Challenging Discussions**

# Feedback - Learning Objectives

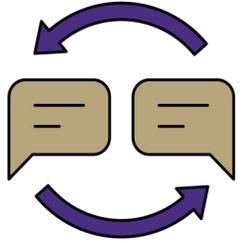
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1. Collaborate with learners to create shared learning goals.
2. Emphasize “coaching” and a “growth mindset.”
3. Effectively use constructive and reinforcing feedback.



# Feedback: What we will talk about today

---



## Formative feedback

## Summative feedback next month:

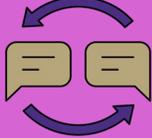


## Assessment

1. Use competency-based frameworks to assess the knowledge, skills, and attitudes of learners.
2. Write accurate assessments that reflect the competency of learners.
3. Identify language commonly used that reflects bias based on identity, including gender identity, sexual orientation, BIPOC status.

# Feedback: What we will talk about today

---

<b>Feedback</b> 	<b>Assessment</b> 
<b>Appraisal of knowledge/skills/attitudes demonstrated now</b>	General appraisal of overarching knowledge/skills/attitudes using competency-based framework
<b>Purpose: improve specific knowledge/skill/attitude</b>	Purpose: assessing competency, document achievement
<b>Informal, Verbal</b>	<b>Written</b>
<b>Iterative</b>	Emphasis on final assessment
<b>Role: Coach</b>	Role: Evaluator

# Feedback – What Purpose?

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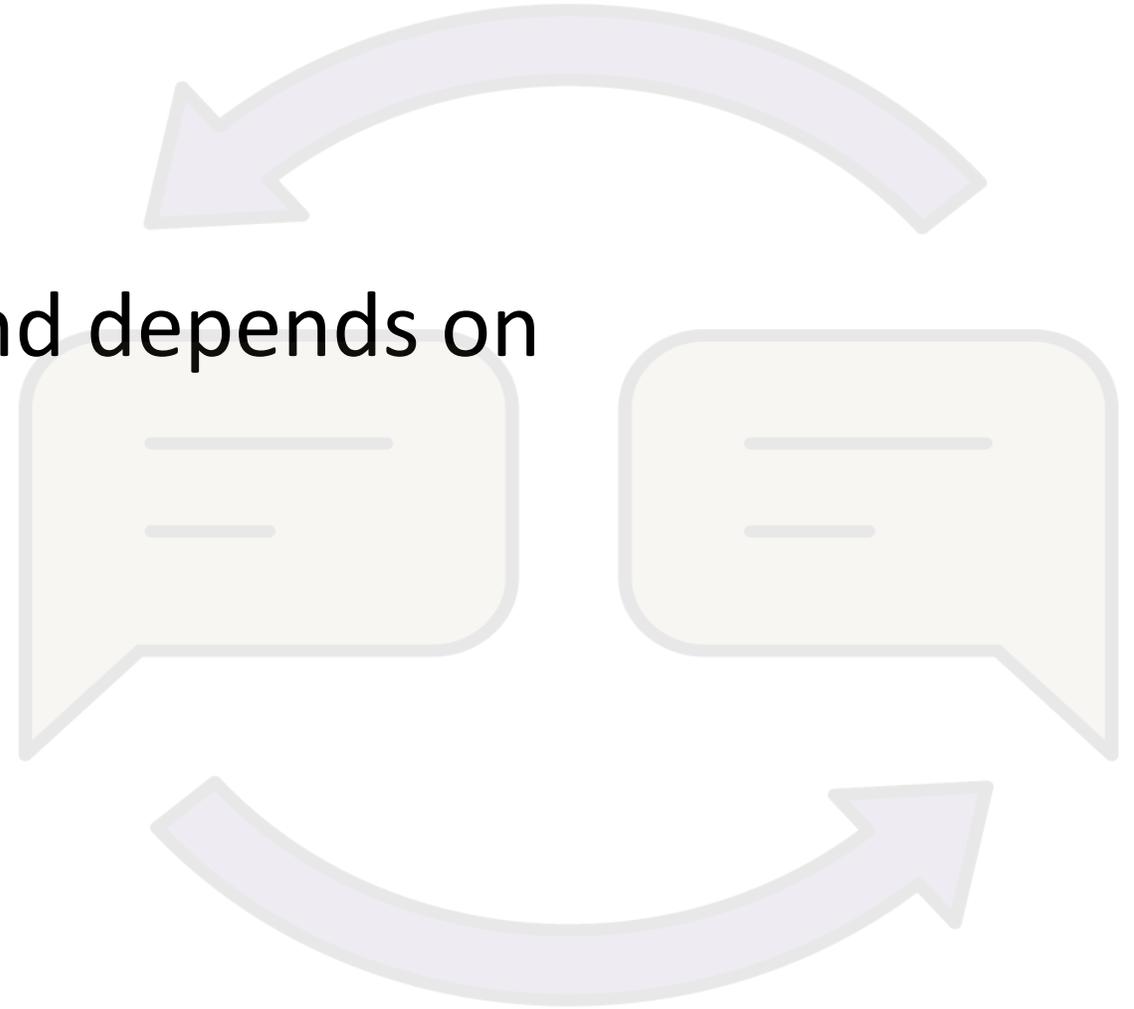
Limited in our ability to assess our own performance

→ Feedback essential for developing accurate self-appraisal, self-monitoring, and improvement

# Feedback Training – Why is it important?

---

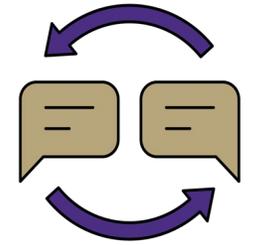
Benefit of feedback variable and depends on several factors



## **In the chat...**



**What is one word that describes a key element for successful feedback?**



# Clinical Teaching Framework

**Before**

## PLANNING

- Welcoming
- Preparation
- Orientation
- Priming
- Goal-setting

**During**

## DIAGNOSING THE PATIENT AND THE LEARNER

- Observe
- Model
- Learner and patient centered
- Share the encounter

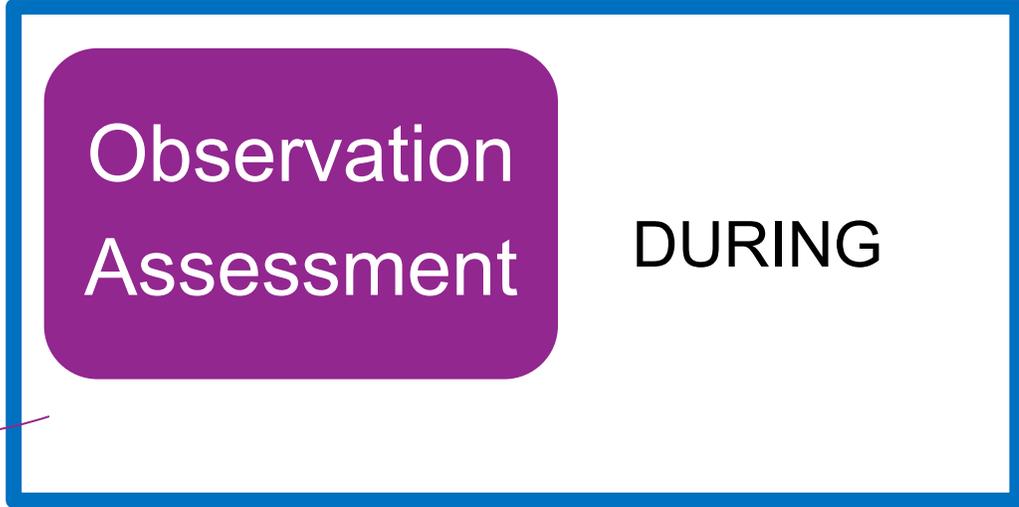
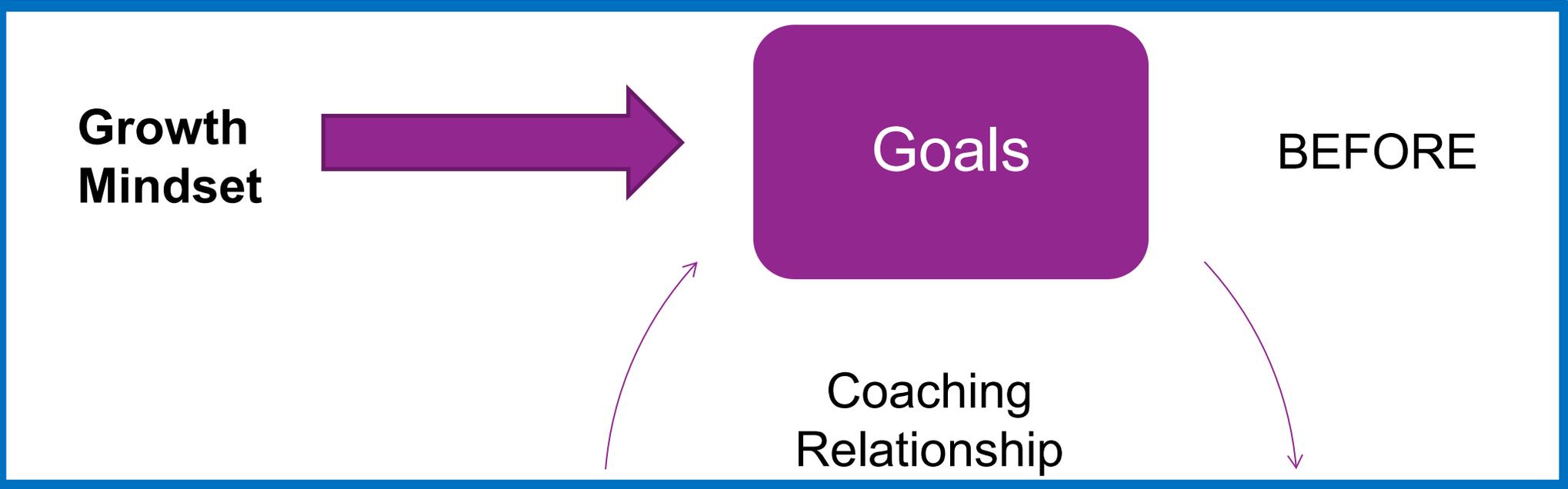
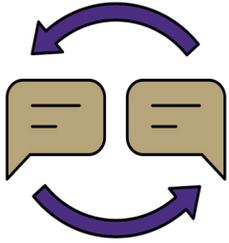
**After**

## REFLECTING

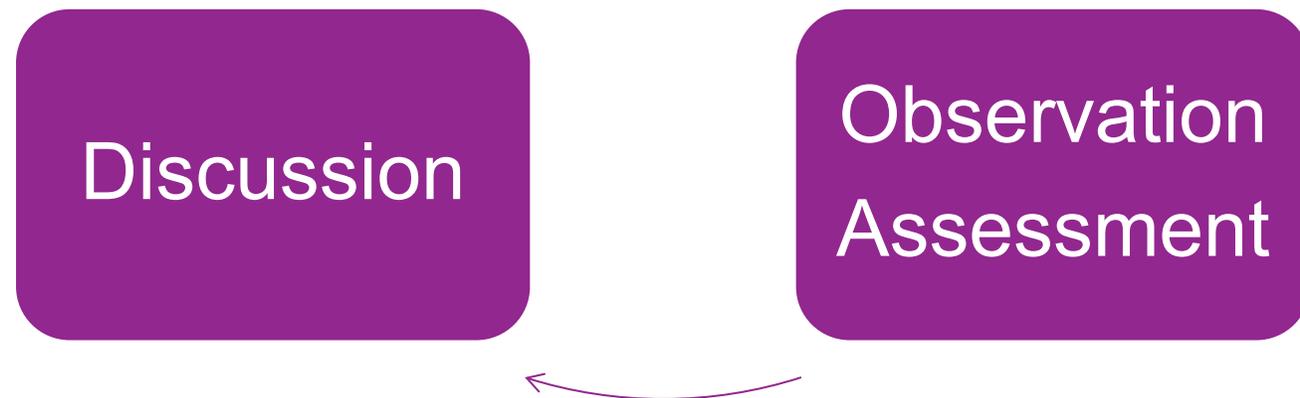
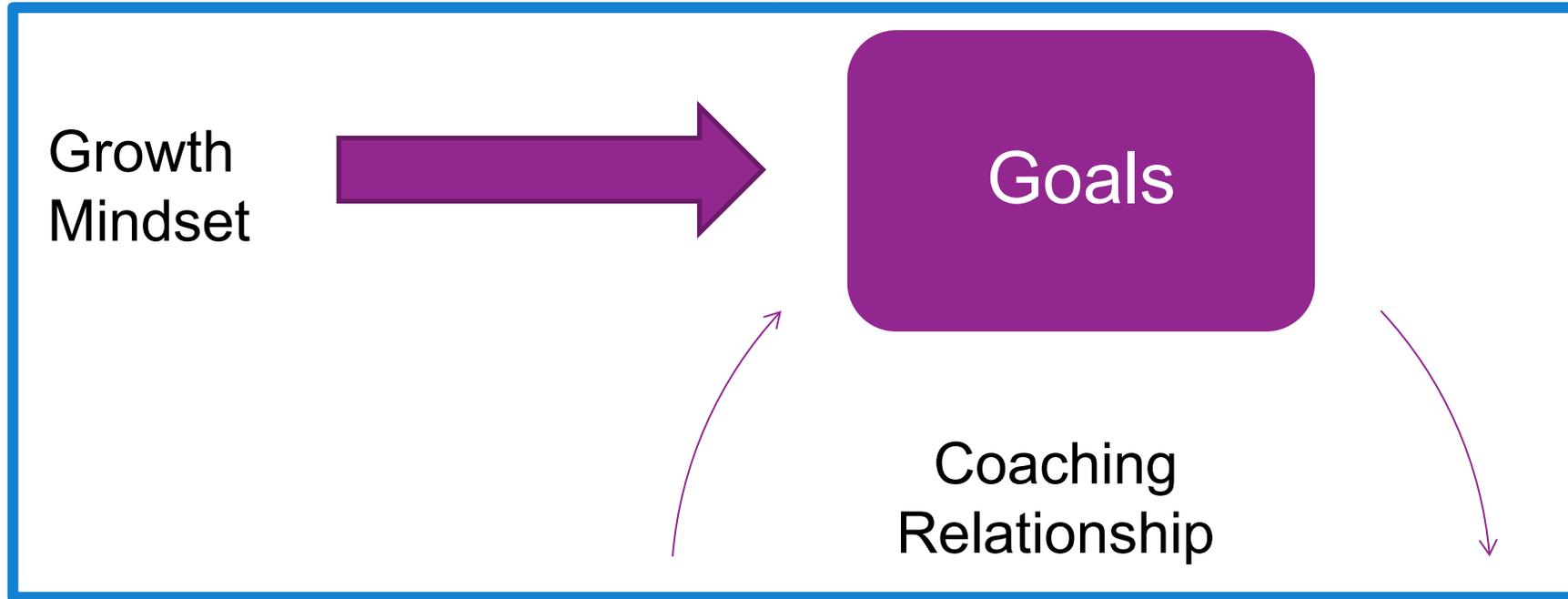
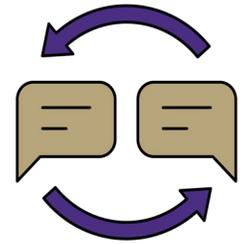
- Discussion
- Reflection
- Reinforcing
- Planning
- Feedback
- One Minute Preceptor

Ongoing needs assessment, relationship building, climate setting

# Feedback: Key Ingredients

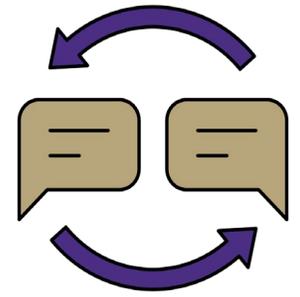


# Feedback: Key Ingredients

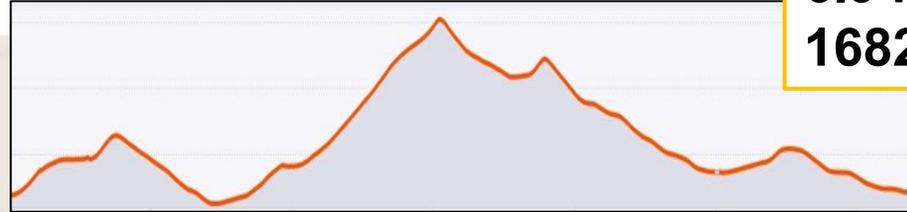
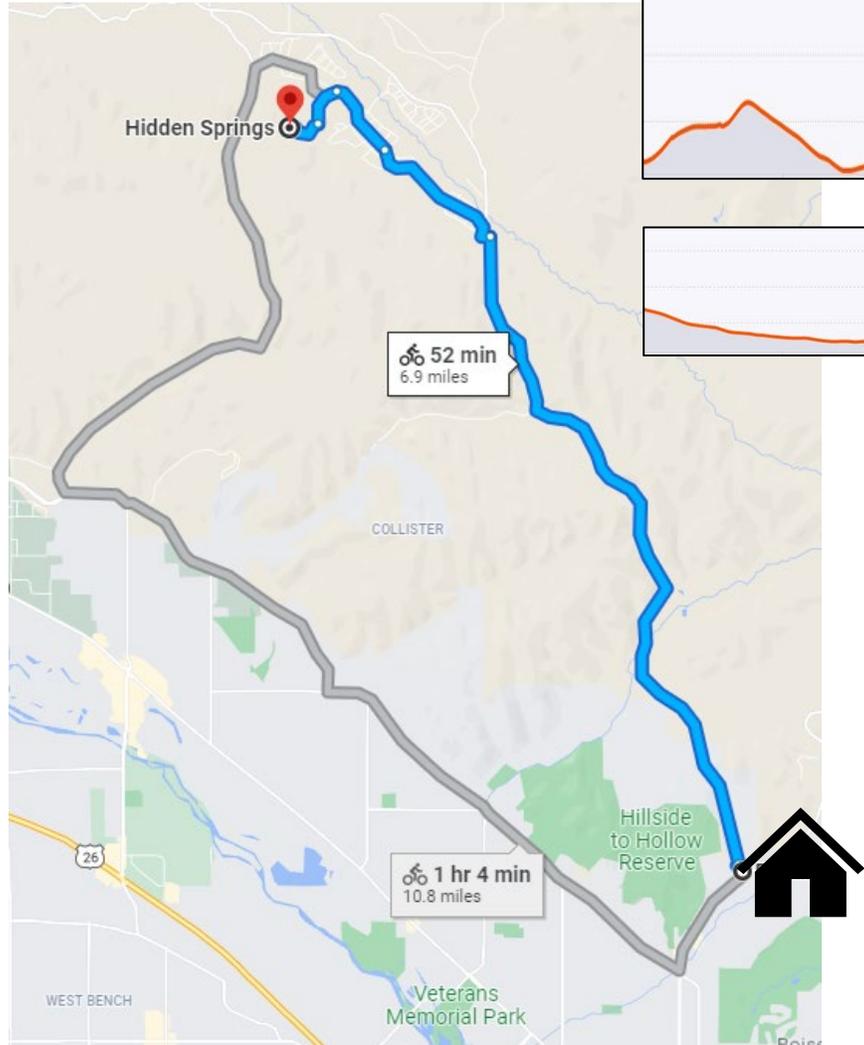
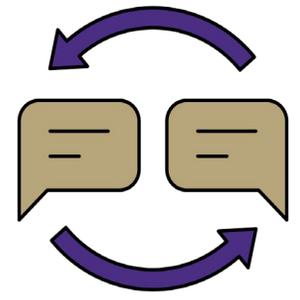


# Coaching

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# Coaching



**6.9 miles**  
**1682 ft gain**

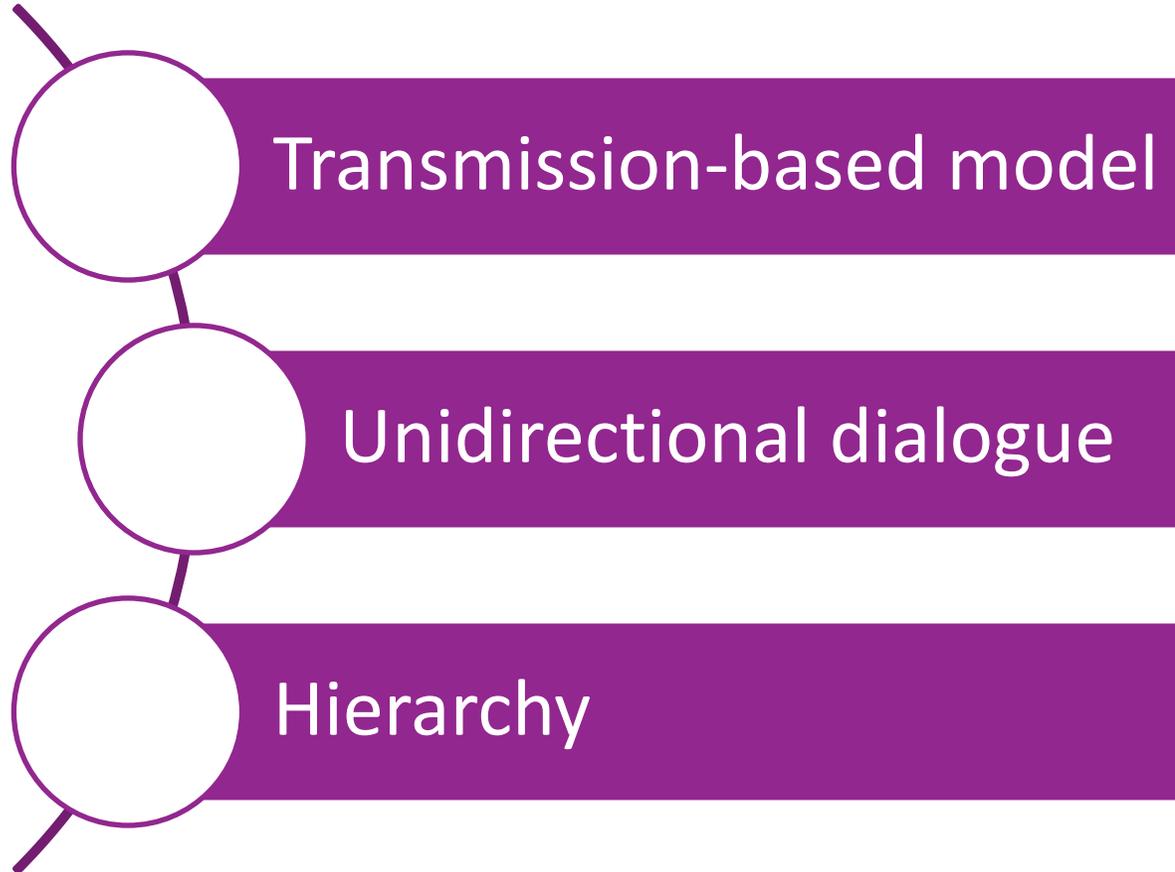
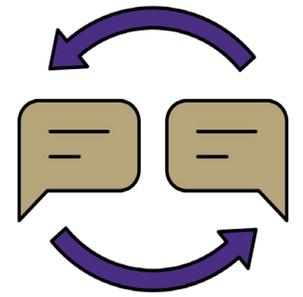


**10.8 miles**  
**786 ft gain**

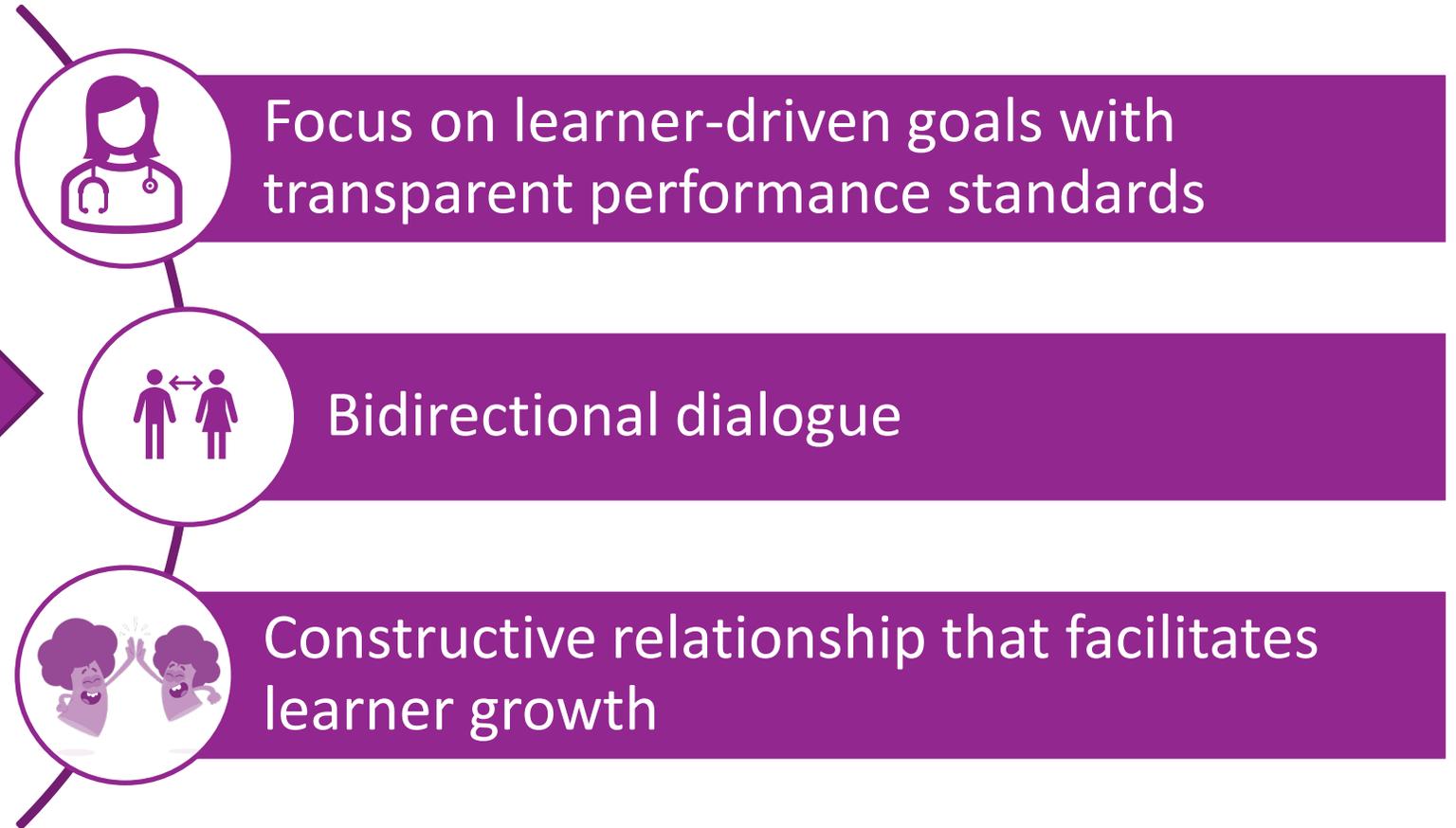
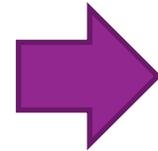
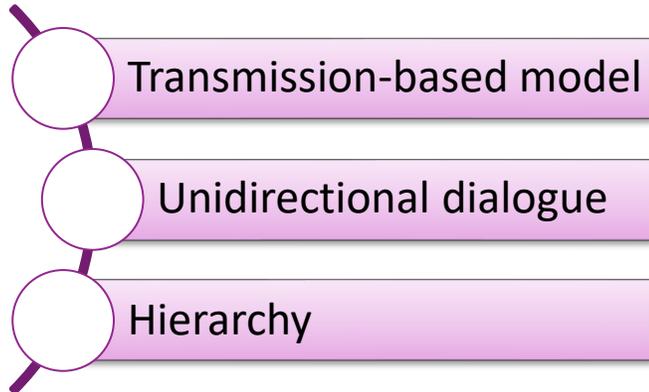
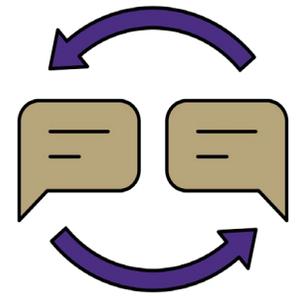


# Successful Feedback Delivery - Evolution

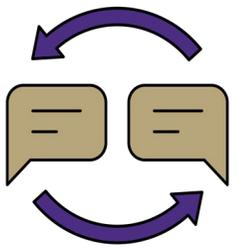
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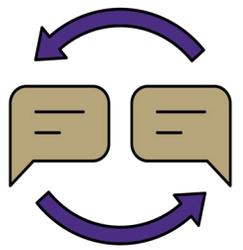
# Successful Feedback Delivery - Evolution



# Coaching Relationship: In Practice



# Coaching Relationship: In Practice



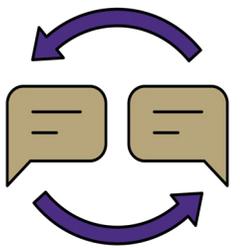
Identify your role

Shared philosophy of growth and development

Performance improvement based on direct observation and individualized plans

Longitudinal relationship

# Coaching Relationship: In Practice



Role

60%

Dialogue

40%

Bidirectional

Ask clarifying questions

Encourage reflection

Prepare for emotion

# A few more words on relationships

---

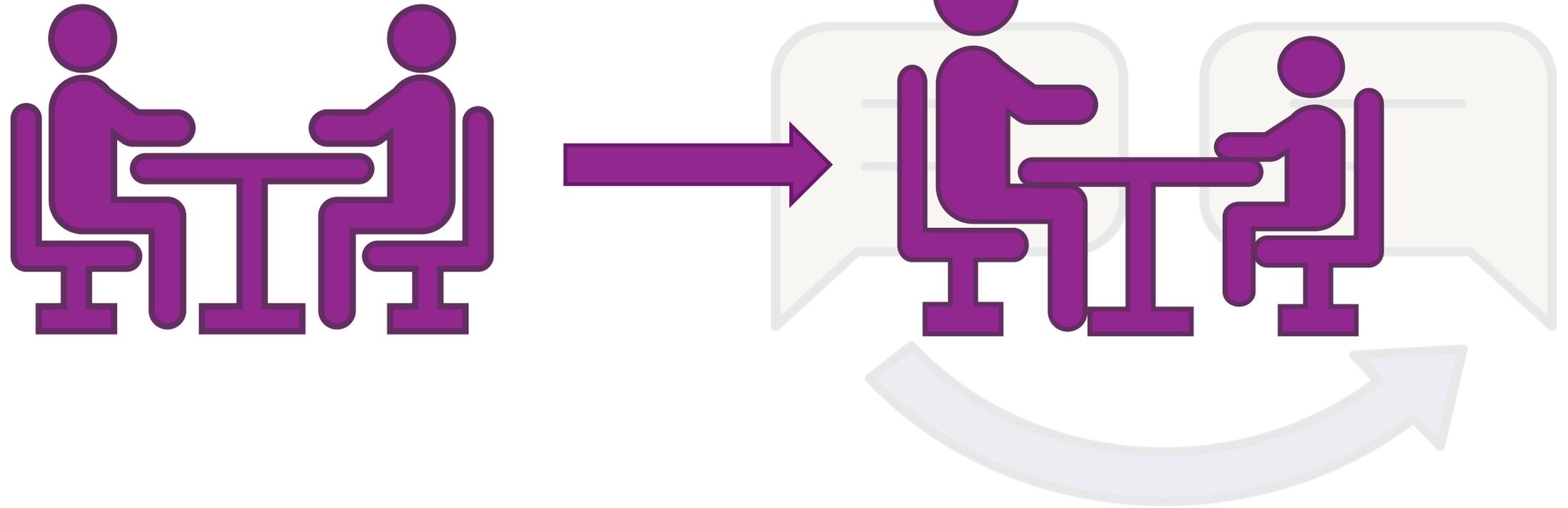
- Constructive learner-supervisor relationships facilitates feedback acceptance
- Learner's perception of their supervisor and the relationship drives positive and negative experiences
  - Safe learning environment vs.
  - Mistreatment



# A few more words on relationships

---

## Inherent power differential



# From the Learning Climate Talk

1

Be kind

2

Be  
transparent

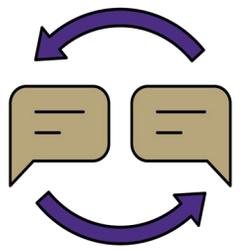
3

Provide  
autonomy  
as able

4

Model  
humility  
and  
curiosity

# Coaching Relationship: In Practice



## Role

## Dialogue

60%

40%

Identify your role

Shared philosophy of growth and development

Performance improvement based on direct observation and individualized plans

Longitudinal relationship

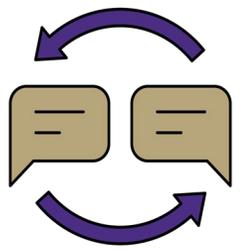
Bidirectional

Ask clarifying questions

Encourage reflection

Prepare for emotion

# Creating Shared Learning Goals



Role

Dialogue

60%

40%

Identify your role

Shared philosophy of growth and development

Performance improvement based on direct observation and individualized plans

Longitudinal relationship

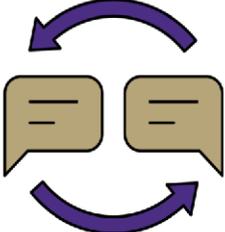
Bidirectional

Ask clarifying questions

Encourage reflection

Prepare for emotion

# Feedback: Key Ingredients



Growth  
Mindset



Goals

Coaching  
Relationship

Discussion

Observation  
Assessment

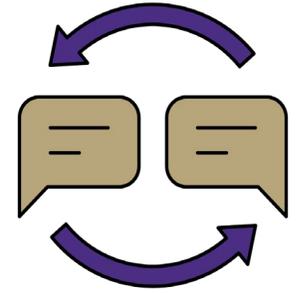


# Motivation to Learn: Mindset

	<b>Growth Mindset</b>	<b>Fixed Mindset</b>
<b>Intelligence/ Ability</b>	<b>Changeable, learned</b>	Static, genetic
<b>Success</b>	<b>Effort</b>	Talent
<b>Goals</b>	<b>Mastery: get smarter, master new task</b> <b>Measure: occasion-/task-specific</b>	Performance: look smart, avoid failures Measure: current and future ability
<b>Failure</b>	<b>Opportunity to learn</b>	Lack of ability
<b>Challenge</b>	<b>Growth, mastery</b>	Risk, helplessness

# Growth Mindset

---



How to address?



**Assess:** What does the learner believe?



**Educate and Reflect:** Ways we explain success and failure

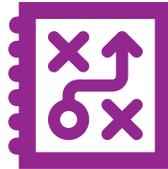
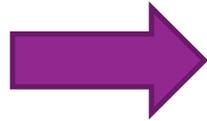
➤ Value of the word "Yet"

# Creating Shared Learning Goals: General Guide

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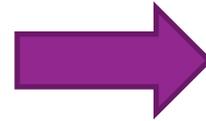


**Ask about  
learning  
goals**



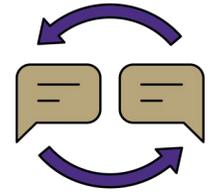
**Negotiate**

Prior experiences  
Program/rotation goals  
Broaden/narrow  
Level of challenge  
Type: Knowledge, Skill,  
Attitude



**Collaboratively  
identify plans for  
achieving goal**

# Shared Learning Goals: Tips



## Cyclical

Will need to adjust, create new goals as knowledge/skill/attitude gaps are identified

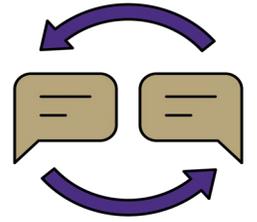
## Consider

SMART learning goals



# Feedback: Goal Conversations

---



Fixed Mindset	Growth Mindset

# Breakout 1: Coaching on Goal Setting!

15  
minutes  
total

3 min

- **Introductions:** go in alphabetical order
- Who are you? Where are you? What type of learners do you work with?

12 min

- **Task:** Work through two practice sessions of coaching on goal-setting.

# Breakout 1: Coaching on Goal Setting!

15 minutes  
total

Practice  
Scenario #1  
6 min

Coach

Goal-setting  
Learner

Observer

Observer

Practice  
Scenario #2  
6 min

Observer

Observer

Coach

Goal-setting  
Learner

Come up with: “One key pearl for coaching learners in goal-setting ...”  
to share in the chat when we return

15  
minutes  
total

# Reminder on coaching skills...

---

## 1. Assess “SMART” –ness

- S pecific
- M easurable – will they know if goal is achieved?
- A chievable
- R elevant
- T imebound – reasonable time to achieve it?

2. What steps will they take to achieve the goal?

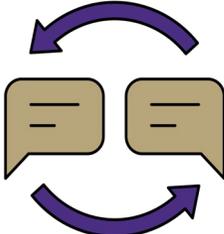
3. What challenges do they anticipate?



**In the comments, one person from each group, please finish the following sentence:**

**“One key pearl for coaching learners/peers in goal-setting is...”**

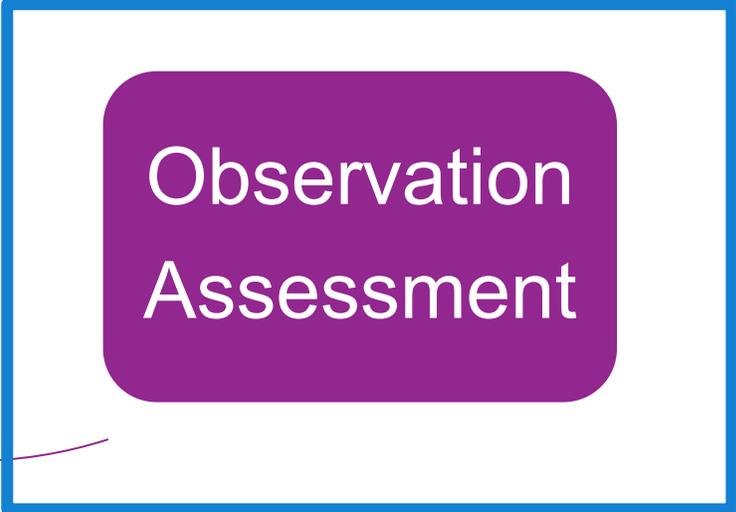
# Feedback: Key Ingredients



Growth  
Mindset

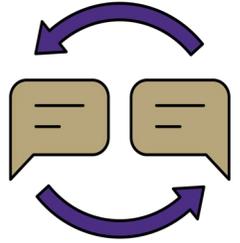


Coaching  
Relationship



# Formative assessment

---



## Purposes

- Where is the learner with relation to goals?
- What does the learner need?



## In practice

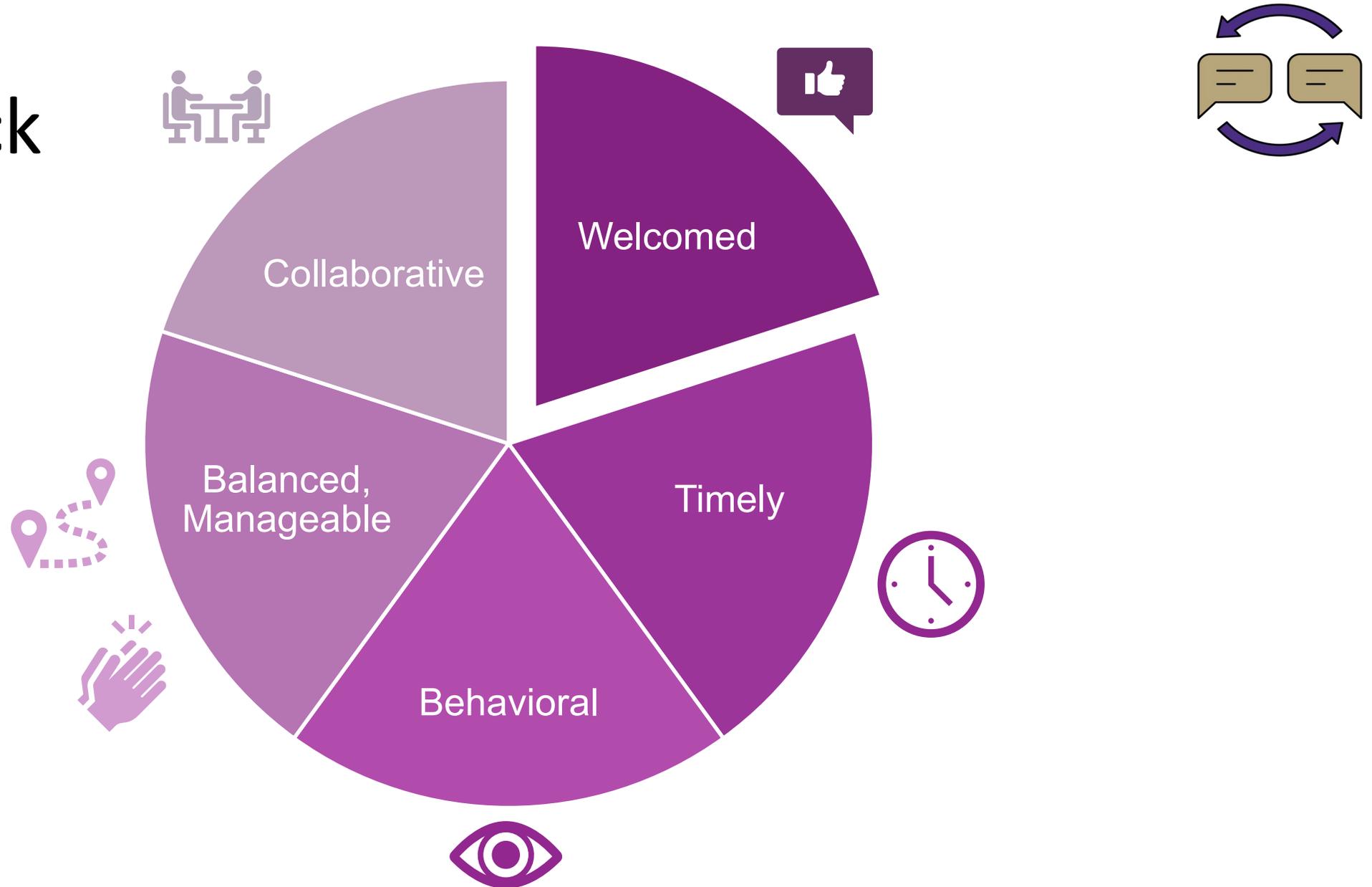
- What assessing? (flows from goals – knowledge, skill, attitude)
- Direct observation
- If possible, multiple events

## **In the chat...**



**What is one word that describes a barrier to good feedback?**

# Good Feedback



# Formative Feedback:

## Barriers to Fair Assessments



Tend not to distinguish between domains



Personality traits



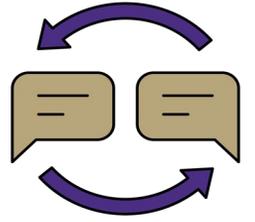
Bias



Timing

# Feedback: Tools for Bias

---



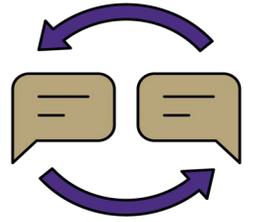
## Reflection

- Take time
- What assumptions am I making?
- Why am I frustrated with this individual/situation?
- Would I give this same feedback to another person?

## Rubrics

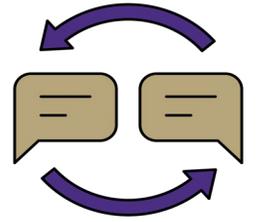
# Feedback: Specific, observed behaviors

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# Feedback: Specific, observed behaviors

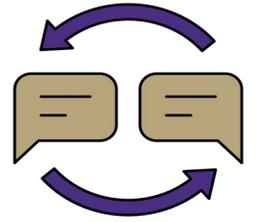
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Judgement based	Specific Observation
You looked nervous.	
You are disorganized.	
You are such a good resident.	
You are always late.	

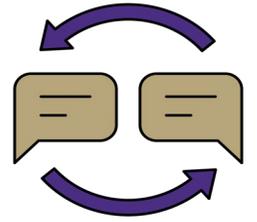
# Feedback: Specific, observed behaviors

---



Judgement based	Specific Observation
You looked nervous.	<b>I noticed you were looking at the floor and not at the patient.</b>
You are disorganized.	
You are such a good resident.	
You are always late.	

# Feedback: Specific, observed behaviors



Judgement based	Specific Observation
You looked nervous.	<b>I noticed you were looking at the floor and not at the patient.</b>
You are disorganized.	<b>I noticed in your oral presentation you started talking about the patient's current symptoms and your plan for the day and then back to their family history and a ROS.</b>
You are such a good resident.	<b>I noticed that you introduce yourself and collaboratively set the agenda with patients at the beginning of visits.</b>
You are always late.	<b>I noticed that you often arrive at 8:15 and your first patient is at 8:15.</b>

# Break Time!

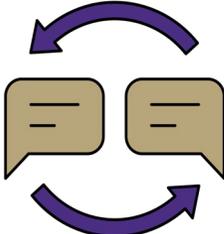
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*Up next:*

## Constructive and Reinforcing Feedback



# Feedback: Key Ingredients



Growth  
Mindset

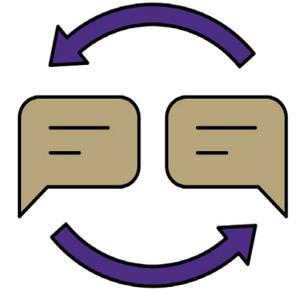


Coaching  
Relationship



# Constructive and Reinforcing Feedback

---



Remember, GPS!



# Feedback Tools

---

---

Feedback Sandwich

---

Ask Tell Ask

---

One minute preceptor

---

BE SMART\*

---

Prepare to ADAPT\*

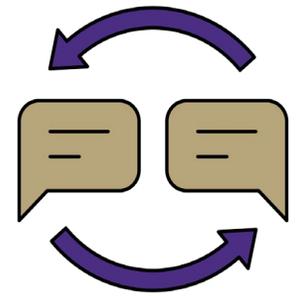
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R2C2\*

---



# Feedback Tools: Ask Tell Ask



## Ask

- Ask for the trainee's self-assessment

## Tell

- Reflect on the trainee's self-assessment
- Share your specific behavioral observations: reinforcing and constructive

## Ask

- Check trainee's understanding
- Collaboratively adjust goals and develop a plan for improvement

15  
minutes  
total

# Breakout 2: Giving Feedback!

2 min

- **Prep time;** in alphabetical order:
- Participant 3: Read **mentor** script
- Participant 4: Read **mentee** script
- Participant 1 and 2: Read both scripts (will give **feedback**)

6 min

- **Task:** Mentor gives mentee feedback using “**Ask-Tell-Ask**”

1. **Ask:** Ask for thoughts about how things went

2. **Tell:** Discuss observations, identify modifiable, specific behaviors related to the skills

3. **Ask:** Check for understanding; adjust goals, develop plan

15  
minutes  
total

# Breakout 2: Giving Feedback!

4 min

- **Task: Feedback on the feedback!**
- Participants 1 and 2 provide feedback
- What did you observe that was effective?
- What did you observe that was less effective?
- Were any elements of Ask-Tell-Ask missing?

3 min

**Come up with:** “One key pearl for giving feedback based on the practice experience...” and enter in comments

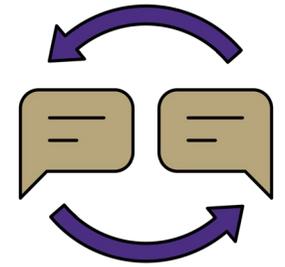


**In the comments, one person from each group, please finish the following sentence:**

**“One key pearl for giving feedback is...”**

# BREAKOUT 2: Take Home Points

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Focus your feedback

1 or 2 main points better than too many

Prioritize and adjust  
goals

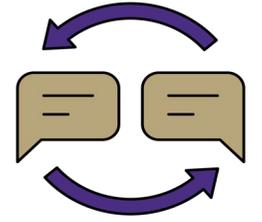
Safety  
Fundamentals

Collaborative plan

Verify understanding  
Jointly develop a plan, follow through

# Feedback: Challenging Situations

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Limited time

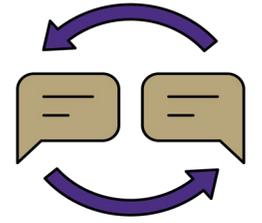
Too far off from goals  
to cover everything

Feedback on  
attitudes, tone

Resistant Learners

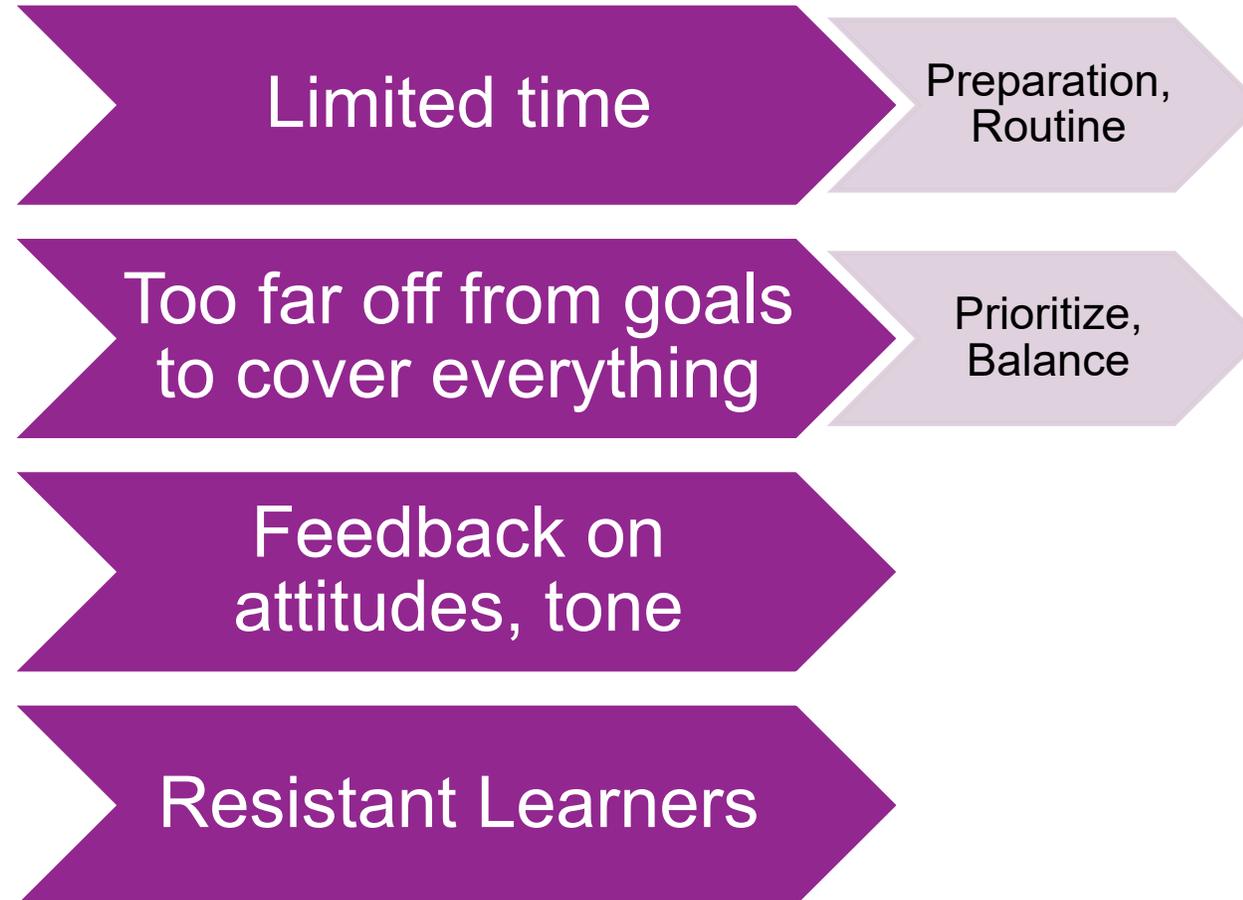
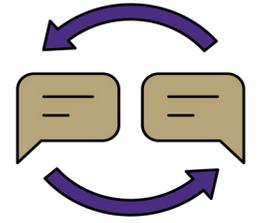
# Feedback: Challenging Situations

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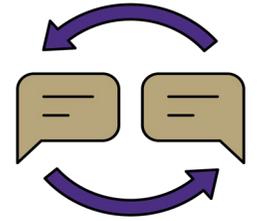
# Feedback: Challenging Situations

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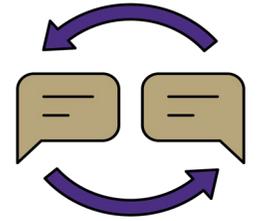
# Feedback: Challenging Situations

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# Feedback: Challenging Situations

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Limited time

Preparation,  
Routine

Too far off from goals  
to cover everything

Prioritize,  
Balance

Feedback on  
attitudes, tone

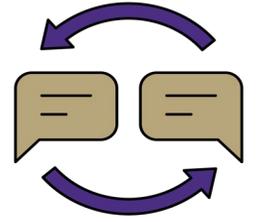
Be curious,  
Behaviors  
and outcomes

Resistant Learners

Be curious, ID  
emotions

# Feedback: The Resistant Learner

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Empathy

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Develop discrepancy

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Support self-efficacy

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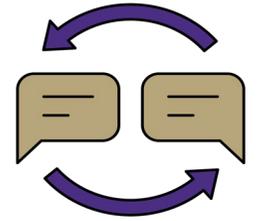
Change Talk

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Roll with resistance

# Feedback: The Resistant Learner

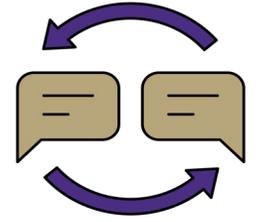
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Resistant Response	Supervisor Response
That seems like a small thing.	
I'm doing my best!	
Um.... OK.	
You just didn't see me do it this one time.	

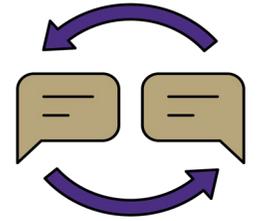
# Feedback: The Resistant Learner

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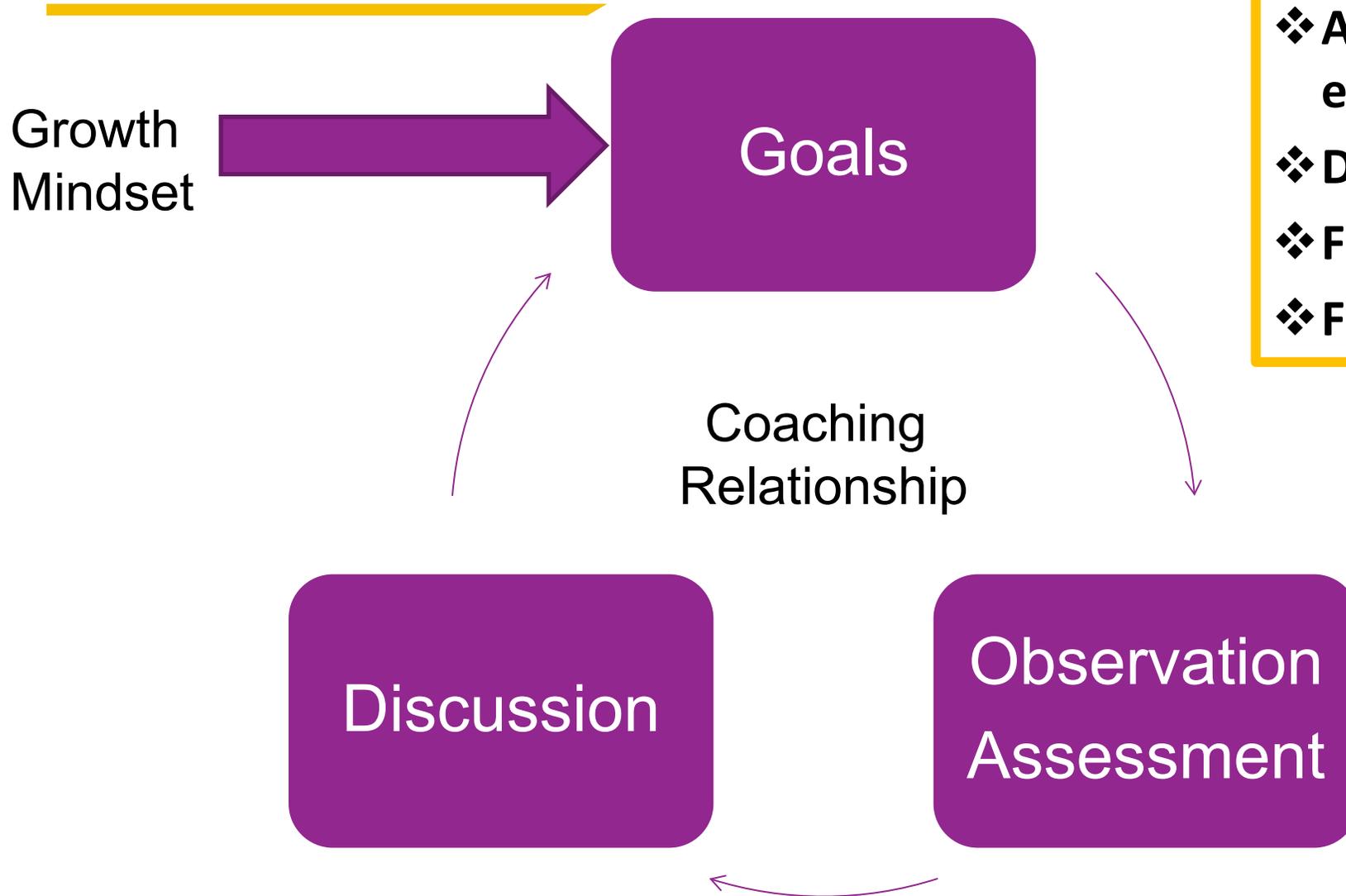
Resistant Response	Supervisor Response
That seems like a small thing.	I agree that those questions are a small piece of a full visit, but why do you think they might be an important piece of some of today's visits?
I'm doing my best!	
Um.... OK.	
You just didn't see me do it this one time.	

# Feedback: The Resistant Learner



Resistant Response	Supervisor Response
That seems like a small thing.	I agree that those questions are a small piece of a full visit, but why do you think they might be an important piece of some of today's visits?
Um.... OK.	You sound unsure - what will you take away from this feedback? How does this fit in with your goal to improve your ROS during interviews?
I'm doing my best!	I can see that you are working hard to improve your ROS. I think it is important to give regular feedback to help you continue to improve.
You just didn't see me do it this one time.	I'm glad to hear that; tell me why you do that most of the time?

# Feedback: Take Home Points



- ❖ Be a coach: Psychological safety, growth mindset
- ❖ Align learner goals, your expectations
- ❖ Direct observations
- ❖ Feedback as a GPS
- ❖ Feedback as discussion