

Worksheet 1: Practice Tables

Learner Goal	Sample Starting Responses
I'm a bad proceduralist	
I struggle with antibiotics	
I'd like to improve my oral case presentations	
I think I want to see more patients this week.	

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

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.	

Breakout Room Guidance

- Camera's on (Please!)
- Introduce yourself – go alphabetical order by first name
 - Where you work
 - What you do
 - What level/ type of learners you work with
- **Try to remember your small group room number**

Breakout Session #1: Coaching Learners on Goal Setting and Identification

Introductions 3 min	<ul style="list-style-type: none">• Meet your breakout group!• Introductions• Who are you? Where are you? What type of learners do you work with?• Remember the order of introductions for the next task!
Practice 1 6 min	<i>See next page</i>
Practice 2 6 min	<i>See next page</i>

Remember: the objective of the exercises is to practice setting a shared learning goal – it's OK if you don't know anything about the clinical roles!

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Practice #1 (6 min)

1. Remember your position in your group in alphabetical order
2. The first two people will practice goal setting. One person will choose to be a **coach** and the other person will be the **learner**.
3. Persons 3 and 4 will be **observers**.
4. Read instructions for your role:

Instructions for the coach:	Instructions for learner:	Instructions for observers:
<p>1. Read prompt:</p> <p><i>You are a family medicine physician working in a busy academic outpatient clinic. You have a student spending the next two weeks with you in clinic. They will spend five days a week in your clinic where they will be seeing patients as part of their family medicine clerkship. You start out the first morning with a quick session to figure out what the student's goals are for the next two weeks.</i></p> <p>2. Ask your learner "So tell me about your goal for the next two weeks..." and</p> <p>3. Assess "SMART" – ness of the learner's goal</p> <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Timebound – reasonable time to achieve it or for you two to work on it together? <p>4. Does their goal need any adjustment?</p> <p>5. Plan together how you will work on this goal together (when to check-in, how to measure, etc)?</p>	<p>1. Read prompt and think about what your learning goal might be given the circumstances presented. Feel free to take some creative license!</p> <p><i>You are a third year medical student on your family medicine clerkship. You're meeting your preceptor on the first day of your two week stretch with them. You just finished your internal medicine clerkship and you really struggled with oral presentations on inpatient rounds. You were told that your presentations didn't follow the SOAP format and often included too many details. You are eager to focus on presentations during this clinic block, with a special focus on the structure and length of your presentations.</i></p> <p>2. Negotiate a shared learning goal with your coach. Feel free to start with a vague goal like "I'd like to work on my presentations."</p>	<p>1. Read both of the prompts.</p> <p>2. Watch the coach and learner set a shared learning goal.</p> <p>3. Did they reach a SMART goal? Does it embody a growth mindset?</p> <p>4. Share your thoughts with the group! Debrief if there is time!</p>

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Practice #2 (6 min)

1. Time to switch roles!
2. Persons 3 and 4 will practice goal setting. One person chooses to be a **coach** and the other person will be the **learner**.
3. Persons 1 and 2 switch to being **observers**.
4. Instructions below.

Instructions for the coach:	Instructions for learner:	Instructions for observers:
<p>1. Read prompt:</p> <p><i>You are an attending anesthesiologist who works primarily in the OR. The group of residents rotating with you right now includes a second year resident who has been struggling with their intubation skills. They'll be on a rotation in your hospital for the next month. You set aside some time between cases on their first day to discuss goals for the month.</i></p> <p>2. Ask your learner "So tell me about your goal for the next month..."</p> <p>3. Assess "SMART" – ness of the learner's goal</p> <ul style="list-style-type: none"> • Specific <ul style="list-style-type: none"> • Measurable • Achievable • Relevant • Timebound – reasonable time to achieve it or for you two to work on it together? <p>4. Does their goal need any adjustment?</p> <p>5. Plan together how you will work on this goal together (when to check-in, how to measure, etc)?</p>	<p>1. Read prompt and think about what your learning goal might be given the circumstances presented. Feel free to take some creative license!</p> <p><i>You are a second year anesthesiology resident and the transition to anesthesia from your prelim intern year has been challenging. You have loved the medicine and pharmacology components of anesthesia, but you seem to have a mental block in medication selection surrounding your intubations. You enjoy the procedure itself and have no difficulty once the pre-meds are in, but your mind goes blank when your attendings ask you what meds to use.</i></p> <p>2. Negotiate a shared learning goal with your coach. Feel free to come up with your own, but you could use "I'd like to work on intubations" if you can't think of anything else.</p>	<ol style="list-style-type: none"> 1. Read both of the prompts. 2. Watch the coach and learner set a shared learning goal. 3. Did they reach a SMART goal? Does it embody a growth mindset? 4. Share your thoughts with the group! Debrief if there is time!

Breakout Session #2: Giving Feedback!

<p>Prep 2 min</p>	<p>Remember your position in your group in alphabetical order? In alphabetical order by first name (same order as the first)</p> <ul style="list-style-type: none"> • Participant 3: read the mentor prompt. • Participant 4: read the mentee prompt. • Participants 1 and 2 will observe and give feedback – (can read both scripts)
<p>Practice 5 min</p>	<p>Participants 3 and 4: use the Ask-Tell-Ask framework to discuss the experience/ observations.</p> <ul style="list-style-type: none"> • Ask: Ask for thoughts about how things went. • Tell: Discuss student observations, your observations (identify modifiable, specific behaviors related to the skills) • Ask: Check for understanding <ul style="list-style-type: none"> ○ How do you two want to adjust goals? ○ Make plans for next steps.
<p>Feedback 4 min</p>	<p>Participants 1 and 2: share feedback on the process.</p> <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 Ask-Tell-Ask were missing? Too vague?
<p>Pearl? 3 min</p>	<p>All participants: identify a pearl for giving feedback based on your group's experience and report out into the chat.</p>

Remember: the objective of the exercises is to practice giving feedback – it's OK if you don't know anything about climbing!

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Mentor Prompt	Mentee Prompt
<p>You are an experienced indoor bouldering climber and volunteer coach. Today is your first meeting with a high school student who wants to learn how to climb. You want to incorporate lessons from your Clinical Teacher Certificate, so you decide to start with a discussion of goals and expectations.</p> <p>You reflect on your own goals: you want the student to feel enthusiastic about climbing and build their confidence as they develop basic climbing skills.</p> <p>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 break down into a more manageable “chunk” for today. You inquire about past experience – they climbed once with a friend. You agree to start with climbing basics: identifying hand-holds and foot-holds and starting to plan routes.</p> <p>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).</p> <p>The student jumps on the easy route near you and gets about halfway up before getting stuck and coming back down. You observe that the big shoes limited the student’s foot holds and they were unable to effectively use their legs (forcing them to use their arms to pull them up and tiring them quickly).</p> <p>Assess: You realize that you need to adjust your goals: You need to cover climbing fundamentals: like proper shoe fit, safety (don’t walk under people), and relying on legs to power up the wall.</p> <p>- Ask: Ask for thoughts about how things went.</p> <p>- Tell: Discuss: learner’s observations. Your observations (identify modifiable, specific behaviors).</p> <p>- Ask: Check for understanding.</p> <ul style="list-style-type: none">○ How do you two want to adjust goals?○ Make plans for next steps and follow up.	<p>You are 18 yo and were inspired to learn to climb after watching the 2024 Olympics. You climbed once with a friend 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.</p> <p>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.</p> <p>You and your mentor will use an Ask-Tell-Ask format to discuss feedback and make plans for the next step(s).</p> <p>Observers</p> <ul style="list-style-type: none">- What did you observe that was effective?- How well did the supervisor assess the need to adjust goals and pivot?- Did they include constructive and reinforcing observations?- What did you observe that was less effective?- Were any elements of Ask-Tell-Ask missing? Too vague?

All: Identify a pearl for giving feedback based on your group’s experience and report out into the chat.

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If you are done early, consider examples from your practice where a trainee has been far from your expectations and you need to pivot with your feedback and goals.