

# Improving Feedback

## Tips and tricks for teaching the CanMEDS Communicator Role

Perle Feldman, Emma Glaser, Genevieve Agoues, Marie-Thérèse Lussier

Family Medicine Forum, November 14th 2018

# Disclosure of Financial Support

---

- **This program has received no financial support**
- **Potential for conflict(s) of interest:**

**Marie-Thérèse Lussier** has received honoraria from Merck Canada for the development and facilitation of a workshop on communication about vaccinations (2016-2017)

# Mitigating Potential Bias

---

- Content of the current presentation is independent of the content found in **MT Lussier's** funded workshop on communication about vaccinations

# Ice Breaker

**1**STEP  
FORWARD

# Workshop Objectives

---

- Optimize our regular clinical teaching by including CanMEds FM communication competencies into feedback
- Diagnose pitfalls in learners' communication and teachers' feedback skills
- Practice giving effective feedback using the ALOBA method (Agenda-Led-Outcomes-Based Analysis).

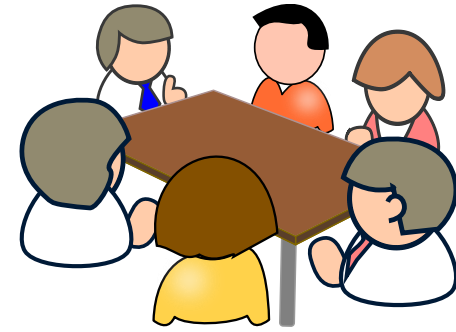


# **EXERCISE #1 VIDEO OBSERVATION**

## **R1 conducting an interview**



# Your Task



- Using CanMEDs FM communication competencies write down:
  1. What are the **communication difficulties** of this **resident**?
  2. What are the **feedback difficulties** for the **teacher**?
- Tip: think about the **CONTENT of communication (WHAT)** and the communication **SKILLS (HOW)** of the resident
- Tip: think about **WHAT** the teacher may give feedback on and **HOW** they will do so

# Resident Communication

## Content – the WHAT

- Agenda setting
- Information gathering
- What are the patient's objectives?
- What are the patient's concerns?
- Relationship building

## Skills – the HOW

- Verbal
  - Open questions, letting patient complete opening statement
  - Asking non-judgemental questions
  - Double-barrel questions
  - Picking up on patient **cues** to the underlying emotions, issues
  - Interruptions
  - Use of medical jargon
  - Summarizing
- Non verbal
  - Tone of voice, pace
  - Eye contact



# Teacher Feedback

## Teacher – the WHAT

- Information gathering
- What are the resident's concerns?
- What are the resident's objectives
- Specific comments (not just, « *oh what a train wreck* »)
- Encouraging residents to self observe and self reflect
- Relationship building

## Teacher- the HOW

- Verbal
  - Open questions, letting resident complete opening statement/initial case presentation
  - Structuring feedback
  - Prioritizing items to give feedback on
- Non verbal
  - Tone: non-judgemental in feedback
  - Eye contact

# Take home message # 1

- Feedback giving skills are from the same toolbox as the skills of being an effective physician
- Model the physician you want your resident to be through your feedback giving
- “The gift of family medicine is that the patient comes back”
- “The gift of FM teaching is that the resident comes back”



# **EXERCISE #2**

## **PRACTICE FEEDBACK TO R1 YOU JUST OBSERVED**

# Your Task

---

- Role-play giving feedback to this R1
  - 2-3 minutes
  - One **volunteer** to model feedback giving to this learner
- The rest of the group observes the feedback giving
  - Content of the feedback
  - Skills used

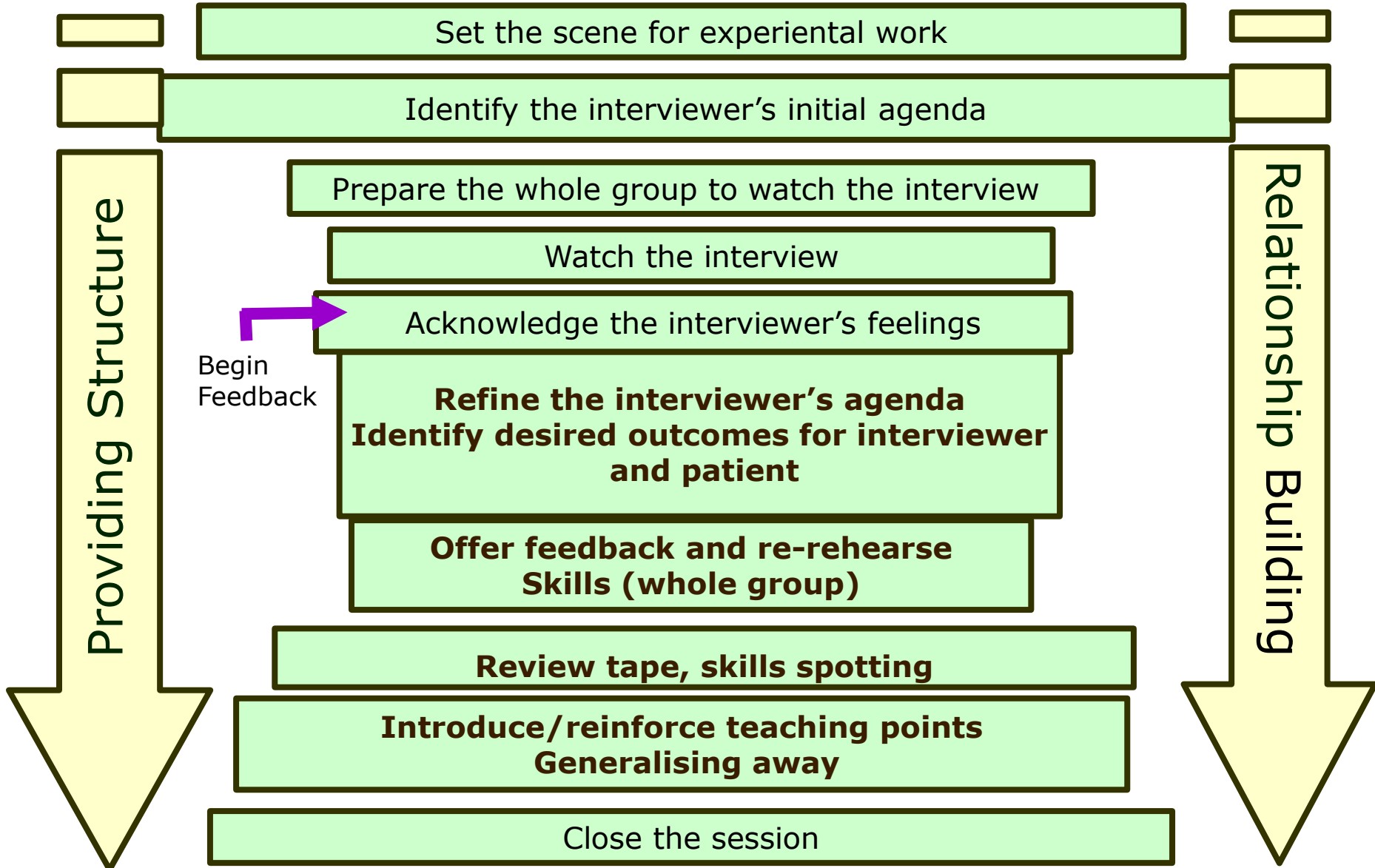
# ALOBA\*

## A communication feedback approach

---

- Agenda
- Led
- Otcomes
- Based
- Analysis

# « ALOBA » Feedback Approach



# Kurtz S., Silverman J., Draper J, *Teaching and Learning Communication Skills in Medicine (2<sup>nd</sup> Edition)*, Abingdon (UK), Radcliffe Publishing Ltd, 2005, p.133.

# ALOPA– simplified 4 step version

---

1. How did it go?

2. What were you trying to do?

Negotiating the objectives

1. What did you do?

2. What could you do differently?

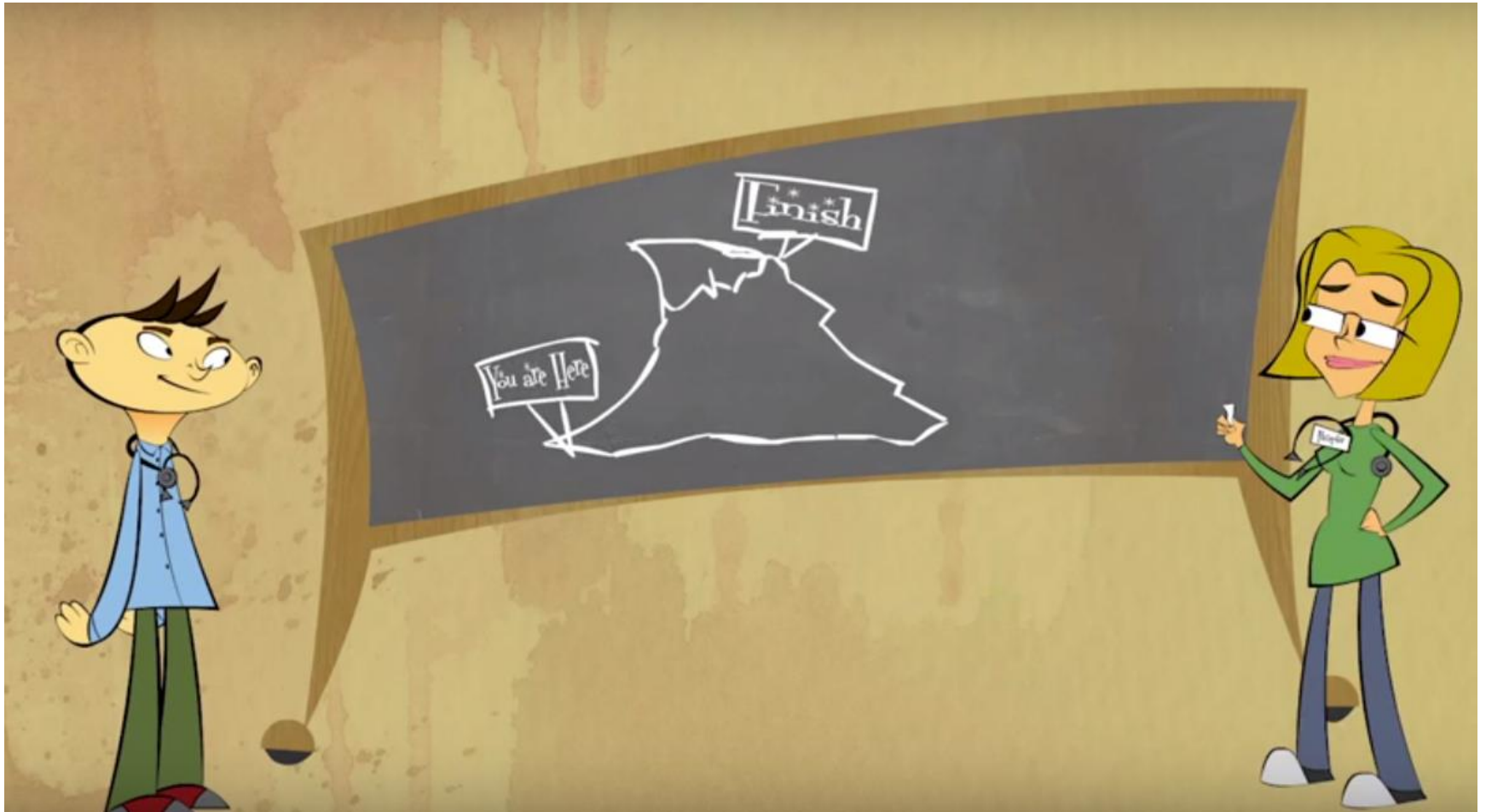
# Take home message #2

---

- Start from the resident's priorities
- Negotiate their agenda with your own



# Take home message #2



Triple-C Animation Video English. CFPC Media.

<https://www.youtube.com/watch?v=zEALBcfjCow&feature=youtu.be>. Consulted 21/10/2018.



## **EXERCISE #3**

**OBSERVE A R2 INTERVIEW WITH A PATIENT**



# Your Task

- Individually take 1-2 minutes to organize the content of your feedback to this R2 and determine your feedback priorities
  - Using CanMEDs FM, think about:
    - The **content of your feedback** to this **resident**
  - Using the ALOBA approach, think about:
    - **How you will go about** giving the feedback



## **EXERCISE #3**

**PRACTICE FEEDBACK TO R2 YOU JUST OBSERVED**

# Practising the ALOBA approach

- Divide into groups of 3 :
  - Role 1: Teacher or Feedback provider
    - Give feedback on communication using ALOBA
  - Role 2: Observer
    - Write down what you see, was ALOBA used, was it effective?
  - Role 3: Resident
    - Conduct a feedback conversation using the pre-determined objective (see card)
- **You have 2 minutes for feedback- then switch roles**

# Exercise # 3 - continued

---

- What could you do differently?
- An opportunity to rehearse skills
  - « Let's pretend I'm the patient, ok go »

# Take home message # 3

---

- A clinical objective can often be met through effective communication
- Good communication = effective clinical work



## **EXERCISE #4**

**OBSERVE A CASE PRESENTATION**

**SAME R1 AS IN EXERCISE # 1**



# Your Task

- Individually take 1-2 minutes write down:
  - Strengths and weaknesses of **Direct** vs **Indirect** observation



# Take home message # 4

---

- Encourage direct observation in your milieu

# And our workshop?

---

- How did it go?
- Our objectives (CanMeds, clinical teaching, ALOBA)
- What did we do?
- What could we have done differently?

# Take home messages

1. Act with the resident as you hope the resident acts with their patients (ALOBA)
2. Establish and negotiate the resident and your agendas
3. Integrate the CanMeds Communication competencies into your teaching!
  - Good communication = effective clinical work
4. Encourage direct observation in your clinical milieu

# Please fill out your session evaluation now!



Complete a session evaluation one of two ways:

▶ FMF app

Session #: **W225**

▶ [Fmf.cfpc.ca](http://Fmf.cfpc.ca)

Session Name: Improving Feedback:

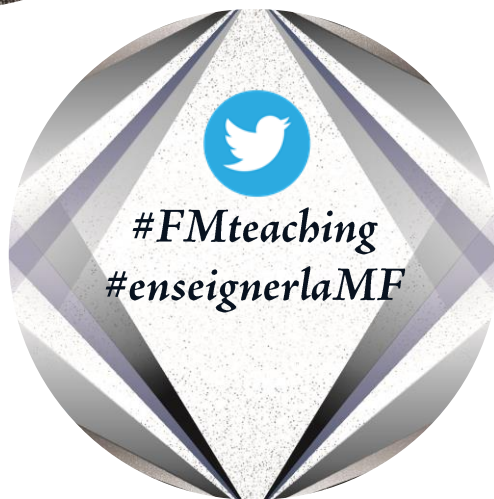
Tips and tricks for teaching the CanMEDS

Communicator Role

**YOUR FEEDBACK IS IMPORTANT TO US!**



Thank you to all family  
medicine teachers,  
preceptors, and educational  
leaders for your  
contributions !



Nous remercions tous les  
enseignants, superviseurs et  
leaders pédagogiques en  
médecine de famille pour  
votre contribution !

