Check-in: (5 min)
Ask questions like: “What’s happening?”; “What do we have to do to clear the air so we can begin the session?”; “Do you have any major stressors?”

Self-assessment:
Ask residents to mark pre-session conviction and confidence scales. (handout)

Session Goal Setting:
Inform your group members of the following goals:
- Describe characteristics of a learning environment that facilitates and encourages feedback.
- Describe general feedback principles.
- Describe the problems associated with giving effective feedback and how to overcome them.
- Describe the general principles and specific strategies you can use to create an optimal learning environment for interns and students.

Personalized Goal Setting:
Ask what specific skills from the Behavior Checklist each resident wants to improve for him/herself. (Write these on the board or easel.)

Engaging Learner Interest/Discussion: (20 min)
- Inquire about residents’ prior experience: Ask about their experiences giving and receiving feedback. “Who had an effective and helpful experience receiving feedback and what made it so?”
- Module review: Ask about the main insights they had from reading Module 40. Review the most interesting points from their replies and from their answers to MCQs and discussion questions.
- Personal experience: If you have a compelling experience with giving or receiving feedback that shaped the way you give feedback, it can be helpful to share that after residents have offered their own perspectives.
- Next, discuss the guidelines handout. “What points did they find particularly useful?”; “How many of these strategies did they experience in their training so far?”; “What did the best residents do to enhance their learning?”; “What did residents do that was unhelpful and that they will not do when they are leading a team?”; “What gets in the way of using some of the strategies in the handout?”; “How can the barriers be overcome?” Discuss the essential components of giving and receiving feedback. Ask about the way one should receive feedback. (Some guidelines for receiving feedback: Be open to learning; consider that the person giving the feedback is trying to contribute to you; listen carefully; breathe; suppress the urge to be defensive; ask clarifying questions; acknowledge the feedback.)
Skills Development: (20 min)

Show VIDEO: Module 40:TV-Intern Resident feedback. This video runs about 5 minutes. You may wish to pick a 3-minute segment. While watching the video and using the BCL, each learner should identify at least five skills demonstrated by the clinician in the video.

- Sometimes a resident in the group will be able to discuss a situation that he/she encountered with an ineffective or negative learning environment. The resident can tell enough of the situation so that you can facilitate doing a role play in which the resident can give feedback to the resident or attending in an effort to correct the situation.
Conclusion/Next Steps: *(10 min)*

Ask residents to complete the following pages on handout:

- Conviction and confidence post-session scales
- A skill they plan to practice in the coming week in their clinical work
- What else they learned in the session today
- What you might do to improve a future session (feedback)

See GUIDELINES FOR RESIDENTS - attached to “Learner handout”
Rationale:
Giving effective feedback facilitates learning and can be essential in improving teamwork and patient care. You can learn to make your feedback more effective by paying attention to certain principles and using certain communication strategies.

Learning Goals:
At the completion of this session you will be able to:
- Describe characteristics of a learning environment that facilitates and encourages feedback.
- Describe general feedback principles.
- Describe the problems associated with giving effective feedback and how to overcome them.
- Describe the general principles and specific strategies you can use to create an optimal learning environment for interns and students.

Key Concepts:
- Effective feedback from faculty and peers facilitates improvement and learning. A safe and effective culture of feedback includes the following features:
  - agreement on learning goals
  - consensus about expectations
  - direct observation of behaviors
  - consideration of emotions
  - checking learners’ understanding and commitment to continued improvement
  - invitation to reflect on potential personal and system resistance to utilization of feedback
  - there are defined principles and strategies that can help facilitate an optimal learning environment
GUIDELINES FOR RESIDENTS

Developed by Interns of the Drexel University College of Medicine Internal Medicine Residency Program 2008 - 2010, with Dennis H. Novack, M.D.

Principles:

1. **Golden rule:** Treat your interns the way you would want to be treated! You and your interns are a team and you are equal colleagues/teammates; interns are not subordinates. Remember, you were in their shoes a short time ago. If you can both share and discuss that sense of teamwork, patient care becomes more effective and efficient. (Sometimes interns have done residencies in other countries and have considerable experience. Be open to learning from them.)

2. **Residents have an obligation to teach,** both interns and medical students. Please think about what and how you will be most effective at this and spend time preparing to teach. This teaching can be both academic and practical. (Examples of practical points: How to work with talkative patients, how to respond to family members’ concerns, how to decrease patients’ hospital stays, how to prioritize clinical tasks, time management in general, the “ins and outs” of the system.)

3. **Communication is key.** Keep communication open with your team. If you are unhappy with how some things are going, set aside time to “clear the air;” resentment undermines team dynamics. As team leader, you are an authority figure, and most interns feel reluctant to bring up issues or be assertive about their needs. They probably need your encouragement to talk about how things are going for them and what they need from you.

4. **Perfection is the enemy of the good.** You don’t need to be perfect or expect your interns to be perfect. Saying “I don’t know the answer to that, let’s look it up.” or, “I’m not comfortable managing this problem, let’s get a consult.” can be reassuring to your team members and set a good example.

5. **Provide positive energy!** Your positive attitude and enthusiasm can make a real difference in the team.

6. **You are a role model and a mentor for your team.** Your interaction with patients, colleagues and staff sets an example of professional behavior. Also, you have been through a lot during your internship, and the lessons that you pass on to your interns will be a real help to them. Interns will make mistakes. If you are supportive and understanding, your attitude will reduce anxiety and promote learning.
   a. Encourage questions and requests for help. Let them know it is normal to be unsure of many things and this action will foster their growth and team effectiveness.
   b. In addition to looking for things that are wrong and correcting them for the future, find things that are going right, and compliment your interns for them.
   c. Do not talk disparagingly about other house staff. This amounts to gossip and sets a poor example.
   d. Ask yourself whether your contributions to the culture of learning in the residency program are positive ones?
7. **Monitor feelings and mood.** Since up to 30% of house staff suffer burn-out or depression, be sensitive to your own and your team members’ emotional state. If you are irritable and easily annoyed, it diminishes your effectiveness and contributes to a negative learning environment; talk to a colleague or get other help. If you notice that a team member is down or dragging, find out what’s going on and offer help.

8. **Be an advocate for your team.** Team leaders need to protect team members from inappropriate demands. Take responsibility for the team. (For example, if the attending asks about something that hasn’t been done, don’t blame the intern!)

9. **“Think about what’s best for the patient, not about yourself, and you won’t go wrong.”** (Edgar Sanchez) In a way, this principle seems obvious but sometimes it gets lost when a fellow or attending gets annoyed at you when you call in the middle of the night. You or your intern might feel intimidated to call because of a superior’s negative reputation or you may not want to ask a question for fear of being criticized or that others might think less of you. If you can keep the perspective that we’re here for the patients first of all, and that any potential blows to our self-esteem count for little when compared to the patients’ needs for us to care for them, you’ll do what is right.
Strategies:

1. Look at the first day as a team building exercise. Get to know each other. This sets the tone for the whole rotation. Ask your interns how they learn most effectively. What are their expectations and learning goals for this rotation? How can you help them achieve those goals? Do they learn best with a lot of guidance or do they want to work independently and call you when they need you? Come up with an explicit agreement about how you will work together during the month.

2. At the beginning of every rotation, clarify with your interns and students the goals and expectations for the rotation. It is helpful to set high expectations. Be clear on the details of everyone’s roles, including your own. Tell interns to call you right away if a patient takes a turn for the worse. Talk to interns about how to organize and prioritize their days. Ask them about their system and make suggestions to improve it. Help interns understand the “long view” of the goals of the rotation since interns tend to get caught up in the minutia of all the tasks that need to get addressed each day and lose perspective on their general patient care and learning goals. Tell interns the rules about new admissions. (For example, when it is OK for triage to give you new admits, etc.) Be open to suggestions.

3. Work as a group. If you do this and share the work, there will be more time for teaching, (and for much needed breaks). Consider setting goals at the beginning of the day. Help interns manage their time and work more efficiently. Help interns prioritize tasks in the beginning since everything seems important in the beginning. In the first months, ask the intern how many notes they can write by 10AM and call them at 10AM asking, “Who have you seen and what do you need me to do?” At the end of the day, consider sitting down, going over what we all did today, what do we need to accomplish tomorrow? If you see your intern struggling to get through the patient notes, go over some of the patients and make concrete suggestions that can help the intern be more efficient.

4. Be available and make sure your interns know you are available. Show up when needed. Don’t teach over the phone.

5. Plan for mid-rotation informal feedback and articulate what that feedback will cover. (This feedback session will be something like going to coffee with your intern(s), asking them how things are going, are they accomplishing their stated goals, asking how can we do better, what could I as the resident do differently that will help the team, etc?)

6. As team leader, you are responsible for the care of patients on your team. This means that you should have a goal of seeing every patient on your team every day! For the sicker patients, you need to spend time and make sure all bases are covered. For the less sick patients, you can spend less time. You should review all patients’ labs every day.

7. Set aside learning time, apart from attending rounds. Every day, pick something from your patient panel: a physical finding, a feature of a patient’s disease that you can explain more fully. These sessions should last just 5-15 minutes. At the beginning of the year, a good teaching session would be “common calls that an intern will get and how to respond to them.” (This session would also be good at the end of the year for the fourth year students.)

8. For specialty rotations, like at the beginning of MICU, CCU or oncology rotations, organize a 20 minute team orientation with a Fellow. Make it a short overview of what is expected and perhaps create handouts of essentials unique to that specialty - adjusting vent settings in MICU, interpretation of swan readings and how to make management adjustments based on them, how to respond to a febrile neutropenic patient in oncology, etc.

9. (Repeat!) Occasionally bring coffee for your post call interns or show other concrete signs of support. Periodically check in with your intern to see how he/she is managing emotionally. Your support is reassuring and helps your interns have a positive attitude.
10. Pay attention to communication with other members of your patient care team. You can work at improving a variety of communications: How to respond to “suggestions” from nursing staff without being confrontational. Listen to nurses and be respectful in talking with them. Don’t get to the point of yelling at a nurse or colleague. Work at being assertive and respectful at the same time.

11. As a sister team resident, you should help your post call intern. Both of your work should be done before you leave the hospital on weekends.
Pre-session: Conviction and Confidence:

How **convinced** are you that it is important for you to be skilled in giving feedback? (0 = not at all; 10 = totally)

0 1 2 3 4 5 6 7 8 9 10

How **convinced** are you that it is important for you to create an optimal learning environment for your trainees? (0 = not at all; 10 = totally)

0 1 2 3 4 5 6 7 8 9 10

How **confident** are you that you can give helpful feedback to your trainees? (0 = not at all; 10 = totally)

0 1 2 3 4 5 6 7 8 9 10

How **confident** are you that you can create an optimal learning environment for your trainees? (0 = not at all; 10 = totally)

0 1 2 3 4 5 6 7 8 9 10
Post-session: Conviction and Confidence:

How convinced are you that it is important for you to be skilled in giving feedback? (0 = not at all; 10 = totally)
0 1 2 3 4 5 6 7 8 9 10

How convinced are you that it is important for you to create an optimal learning environment for your trainees?
(0 = not at all; 10 = totally)
0 1 2 3 4 5 6 7 8 9 10

How confident are you that you can give helpful feedback to your trainees? (0 = not at all; 10 = totally)
0 1 2 3 4 5 6 7 8 9 10

How confident are you that you can create an optimal learning environment for your trainees?
(0 = not at all; 10 = totally)
0 1 2 3 4 5 6 7 8 9 10

What skill do you plan to practice in your clinical teaching work in the coming week?

To improve this session, what should I continue doing or do more of? What should I stop doing or do less of?

If this is your last session, leave enough time for all to offer appreciation for the contributions of everyone in the group. Go around the room and ask each resident the main things they learned out of this series of sessions.