

## Feedback: Small Group Exercises

*What is your first reaction to this feedback?*

*What type of feedback is this?*

*Positive, constructive negative, unconstructive negative?*

*Any triggers you can see being tripped in this scenario?*

*How can you process this to find something useful?*

*What kernel of truth can you learn from and change for next time?*

### Case # 1:

You have just finished a month of ward attending at the VA. Your team consisted of a senior resident, two interns, and one medical student. Much of the teaching was done with the whole team, using the Socratic method, and starting with the least experienced learner up to the senior resident. The team dynamic felt very comfortable, and you felt like all of your learners participated and improved over the course of the month. Your medical student specifically did very well, and you gave her good feedback and a high grade at the end of her rotation. You receive the following comments on the rotation:

*“Some of the teaching was very advanced. For example, she covered all antibiotics that cover pseudomonas up to the level of detail of levofloxacin. The knowledge is useful, but perhaps would be better taught without pimping. If we are pimpled on it, it stresses me because I feel that I should know it already.”*

### Case # 2:

You just concluded two weeks of ward attending. Your team consisted of a senior resident, two interns, and two medical students. You found the learning environment and team dynamics very challenging, particularly with the medical students. Both students gave substandard performances and pushed back significantly on any of your attempts to give feedback. Your patients were very sick, with one of them having an acute decompensation right when you were about to meet a student to observe his history-taking skills. You receive the following comments on the rotation:

*“She tests (“pimps”) knowledge above a third year level (e.g., rates, dosing) or until you get an answer wrong - usually late to scheduled appointments/meetings (sometimes hours late), occasionally never shows up; does not seem to respect the time of others - chats in team room for long periods of time, giving little time for students and interns to think and work; does not seem to respect the workload of others.”*

Case # 3:

You just completed a month of student teaching attending, in which you teach all the third year IM clerkship students in a case-based format for an hour a day. This was your first experience teaching in this format and with this group of learners, and you did not feel completely comfortable with the expectations. Your group was overall productive and accomplished, but some of your students did not always perform up to your expectations. When you attempted to give corrective feedback throughout the rotation, you did not feel that it was always well received. The following student feedback is representative of multiple comments included in your rotation feedback:

*“She could set clearer expectations up front and be consistent with how she grades assignments. She could learn how to grade assignments more similarly to those of her peers and superiors. She could better facilitate a positive learning environment during teaching sessions and avoid putting students down when their comments are not exactly what she was looking for.”*