



Can I Really Say That? Navigating Feedback Across Differences

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1

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2

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3

Name, role and something about your name you would like us to know

4

Learning Objectives

At the end of this workshop, you will be able to

- 1. Recognize, name, and begin to overcome obstacles, in giving and receiving feedback across differences
- 2. Describe strategies of giving feedback that mitigate the effects of stereotype threat in learners
- 3. Apply these strategies to challenging real-life scenarios that include differences across race, ethnicity, gender, LGBT identity and/or interprofessional differences

5

Workshop Agenda

- Welcome
- Introductions
- Overview/Ground rules
- Brief didactics followed by smaller group practice
- Gather learnings and make commitment to practice

6

Guidelines

- ~~Perfection~~
- What is said here stays here
- Move up, move back
- Groups are small and interactive, we ask for your full attention
- Please turn pagers and cell phones to vibrate
- Feedback to each other: kind, specific, nonjudgmental
- Facilitators are people too

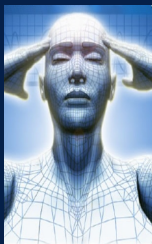
7

"I'm glad I understand that while language is a gift, listening is a responsibility."

Nikki Giovanni

8

Imagine a scenario



- Think about a learner with whom you have experienced obstacles in delivering feedback related to **race, gender, LGTB identity or immigration status**

Speaker: Talk with a partner for 2 minutes about that experience

Listener's goals: Reflect, Ask no questions, Tell no stories, No advice!

9

Debrief Exercise

- What was it like to be the speaker?
- What was it like when you were the listener?
- Take home points?

10

Definitions of Feedback

- Feedback: specific, nonjudgmental information comparing a trainee's performance with a standard, given with intent to improve performance
- Fact: Feedback is always being given, consciously or unconsciously, skillfully or carelessly
- Suggestion: Feedback is an expression of commitment to the relationship


Van de Ridder *et al*, Med Educ 2008

11

Feedback Steps

- Set up
- Gather Information / Observe*
- ARTful Feedback

Reinforcing
Corrective
Next Steps



Bennett *et al*, Am J Obs Gyn 2007

12

Set up: Prepare and Acknowledge

"I wish that I could promise that we have a microaggression-free zone here at Holy Grail University Hospital."

"The reality is that unskillful or hurtful things may be said or heard related to identity- gender, race, religious identity, LGTB identity. I'm going to check in with you and all members of the team regularly about experiences of bias."

13

Practice Preparatory Set Up in Pairs

"I wish that I could promise that we have a bias-free zone here."

"The reality is that unskillful or hurtful things may be said or heard related to identity- gender, race, LGTB identity are examples. I'm going to check in with you and all members of the team regularly about experiences of bias. No one should have to be alone with those experiences."

14

Set-up

- Creating a **permissive environment** for maximal learning
 - In context of relationship
 - In the spirit of dialogue rather than downloading
- Features:
 - In accordance with learner's goals and readiness.
 - *Add your goals as teacher/mentor "Creating a wildly successful and positive learning climate is one of my goals with you."*
 - Temporally close to event when possible

15

Gather information

- Transcribe what happened
 - Verbal and Nonverbal
- Record words and/or behaviors to give feedback about
 - Avoid "You were..."
 - Practice "I saw..."; "I heard..."; "I noticed..."



16

Delivery:ARTful Skills

- **Ask**
 - Self-assessment
 - Recall previously-stated goals from Set-Up
- **Respond**
 - Depends on active listening
 - Use empathic words
- **Tell**
 - Your own assessment and thoughts
 - Behavioral and specific
 - Can illuminate blind spots

17

Demonstration

18

Obstacles to Effective Feedback Across Differences

- **Stereotype threat**

"refers to being at risk of confirming, as a self-characteristic, a negative stereotype about one's social group" (Steele & Aronson, 1995)

- **Implicit Bias**

"attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner"

19

Overcoming Stereotype Threat

- Foster self affirmation "*What's a recent success?*"

- High standards for learner "*I have high standards for you and the entire team and I am confident you can meet them.*"

- Rehearse giving feedback with a trusted coach first

20

Addressing Implicit Bias

- Individuation-getting to know someone as an individual rather than as a category "*I have time to hear about what you are good at outside of medicine.*"

- Substitution –how might you feel about the person if they had a different identity

- Cultural humility-on going self examination, reflection and learning, while also holding systems accountable



21

Demonstration

22

Break into 2 smaller groups

- Please re-introduce yourself, your name and how you think learners see your identity(s)
- Gather 2 cases- level 3-4/10 difficulty
- Practice a skill that you would like to learn

23

ARTful Next Steps

- Ask a partner: What do you think you'd like to **start** doing?
- What will you stop doing?

24

Gather Learnings
Make a Commitment

25