



University of California  
San Francisco

## SMALL GROUP ENGAGEMENT

ACTIVITY HANDOUT

VERSION 01.29.23

### Activity Instructions

In groups, travel to each of the four world café stations. The moderators will tell you when it is time to move to the next station. You will likely have time for three stations overall for this exercise.

At each station, read the scenario and add your group's responses to the questions posed. Record your responses on the flip chart. Each group can build on the reflections shared by previous groups. You can feel free to react to previous groups' ideas.

World Café Stations:

- Team orientation
- Procedural teaching
- Feedback
- Faculty burnout and capacity building

### World Café Table 1: Team Orientation

You are the attending on service with a new team. You are eager to bring to light diversity and equity in teams and patient care and want to be sure you start off on the "right" foot.

Questions for reflection:

1. How do you set expectations?
2. How do you deal with microaggressions that may occur?
3. How can you be explicit in allyship?
4. How do you support team members in sharing experiences with microaggressions and be allies?

### World Café Table 2: Procedural Teaching

You are teaching how to insert central lines with ultrasound guidance to a group of 3 learners. You have time to teach them in a simulated environment and then you will take each one to the ICU to insert a central line in patients. One of the learners is very anxious and starts trembling whenever they are asked to practice their skill, and gets tearful. Another learner is very confident and feels they can do this without problem because they are generally good at procedures.

Questions for reflection:

1. How do you approach teaching in the simulation situation?
2. How do you determine what the facility level of each student may be?
3. How do you personalize teaching without causing them to feel inferior to others?
4. How do you use self-reflection and combat imposter syndrome or overconfidence in this setting?



5. How do you use collaborative problem solving among learners?
6. How do you assure competency for patient care, maintaining safety while allowing learners to stretch their skills?

### **World Café Table 3: Feedback**

You are teaching a small group (6 individuals) session on performing the abdominal examination with a standardized patient. This is the first time you have met the group. You have included the fundamentals of draping the patient, demonstrated the examination, integrated theory with practice and explained each step of the examination; the students have all performed an examination and now you are providing feedback. When you ask one of the students to identify what they have done well, they tell you they cannot think of any portion they did well and start tearing up.

Questions for reflection:

1. How do you approach the feedback portion? How much time do you allot?
2. How do you individualize the feedback and assure that what you want them to hear is what they retain?
3. How do you combat individual levels of skill and impostor syndrome?
4. How do you help students with self-reflection when they may not be able to see themselves realistically?
5. How do you promote inclusivity?

### **World Café Table 4: Faculty burnout and capacity building**

You have been attending and doing rounds for several months. Your service is heavy, the patients are complex and sick, you must write long EHR notes and bill for compliance each day, and you have time pressures to get home to your family. You have had different teams who have rotated through, and you feel like you have repeated yourself many times. You sometimes feel like you wish you could record what you want to teach, and just play it over to the new teams since it is always the same anyway. You are rather exhausted. Today you have a brand-new team, with new residents and students. They are gathered on the floor and are waiting for you to start rounds. You feel like you need to push yourself to even join them. You fantasize about just leaving the hospital right now.

Questions for reflection:

1. How do you recognize stress vs. burnout?
2. How can you galvanize in the moment? How do you communicate with your team?
3. How do you step up to avoid mistakes?
4. What can you do when you feel overwhelmed?
5. What counteracting methods do you employ to combat these feelings?
6. How can others be helpful?
7. What long-term strategies can help?



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## LARGE GROUP ENGAGEMENT

ACTIVITY HANDOUT

VERSION 01.29.23

### Activity Instructions

1. In trios, select one of the case scenarios below.
2. Answer the following questions:
  - a. What engagement strategies would you consider to optimize learning, retention, and transfer?
  - b. What are one or two considerations that would promote inclusivity for all learners?
  - c. What strategies would help you minimize potential fatigue and burnout from the teaching session?

### Scenario 1: In Person Large Group Session

You are teaching a session to 60 learners on how to promote professional behaviors in the clinical learning environment. All of the participants are in person. During the session, you want to describe specific aspects of professional behavior, such as sensitivity to others, responsiveness to others, humility, professional demeanor, professional dress, respect, honesty, ethical practice, self-awareness, seeking supervision and feedback, balancing the needs of others with the needs of self, punctuality, preparedness, and adherence to standards. You want to explore how the hidden curriculum in the clinical learning environment may promote unprofessional behaviors in any of these specific areas.

### Scenario 2: Virtual Large Group Session

You are teaching a session to 60 learners on how to provide effective education to patients and families. All of the participants are on Zoom. During the session, you want to identify and apply effective feedback strategies that promote learning and retention after a new diagnosis and treatment plan. You also want to identify factors that impact learning and retention opportunities when the diagnosis is serious or the treatment plan is complex.

### Scenario 3: Hybrid Large Group Session

You are teaching a session to 60 learners on how to effectively engage learners in a large group teaching session (we know, this scenario is somewhat meta). Some of the participants are in person and some of the participants are on Zoom. During the session, you want to describe why engagement is important to promote learning, discuss how to use engagement strategies that assess learners' prior knowledge, identify a range of engagement strategies, and compare and contrast which strategies might be most useful for particular learning objectives.



## Engagement Strategies (adapted from Gail Taylor Rice, *Hitting Pause*, 2018)

Activity	Description
Starting Pauses	
K-W-L Start	Each student answers two questions at the start of the session about the topic (what you <b>know</b> ; what you <b>want</b> to know) and one question at the end of the session (what you learned).
Dot the Objectives	Each student puts a colored dot on the instructor's learning objectives for the topic being taught. Each color represents a different priority level (e.g. green = highest priority)
Five Facts I Know	Each student writes down five facts or concepts that they know about the topic.
Trivia	Each student answers trivia questions that relate to the topic of the learning session.
What's In It For Me?	Each student writes down on a sticky note what would make the session worthwhile and posts the note on a whiteboard for all to see.
Mid Pauses	
Short Write	Each student responds to a question by writing their response on a piece of paper or on their electronic device.
Think-Pair-Share	Each student thinks about a question posed to the group and then turns to the person sitting next to them (or in a breakout group) and discusses it.
Pause Procedure Question	The instructor says: "I am going to ask a question, and I want to ask that no one answer the question out loud until I call on someone to answer it." Each student writes down a response to the question. The instructors calls on a student.
Midway Summary Check	Each student thinks about what they have learned so far at the mid-point of the session. In pairs, one partner summarizes and the other partner responds with clarifications or expansions.
Make it Right	The instructor prepares an item (diagram, figure, concept) that contains an error. Each student is asked to identify what the error is and correct it.
Closing Pauses	
K-W-L Closure	Each student answers one question at the end of the session about the topic (what you learned). This follows the two questions answered at the start of the session about the topic (what you <b>know</b> , what you <b>want</b> to know).
Commitment to Action	Each student completes a statement on an index card (or on another platform such as a delayed email) that addresses what practice they hope to do in the future and when they will do it. The card can be sent to the student (or the email may be received on a delayed send at a future date).
Word Cloud Closure	Each student responds on a word cloud (e.g. Poll Everywhere) to a question about the content they have just learned. The responses are projected by the instructor in an artistic design.
Quiz Time Closure	Each student answers a quiz at the end of the session. This closing ungraded quiz might be a repeat of a quiz given earlier in the session, a different version of the quiz, or an entirely new quiz.
One Word at the Door	Each student is asked to share one word or phrase they learned that day.

*Note: if you are interested in learning more pauses, check out the book!*

