



University of California
San Francisco

Can I Really Say That? Navigating Feedback Across Differences

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

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
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Workshop Agenda

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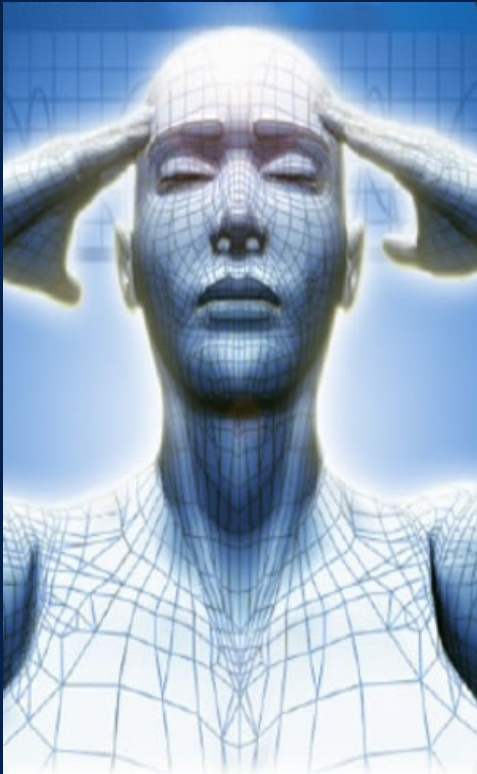
Ground Rules

- ~~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
-

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

Nikki Giovanni

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!

Debrief Exercise

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

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

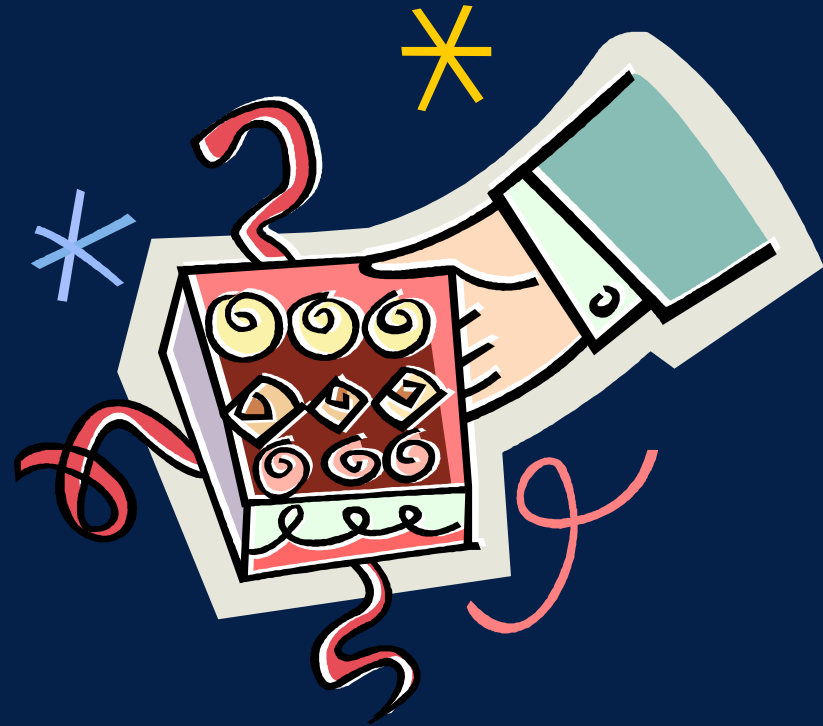
Feedback Steps

- Set up
- Gather Information / Observe
- ARTful Feedback

Reinforcing

Corrective

Next Steps



What is the optimal ratio of reinforcing
to corrective feedback?



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
-

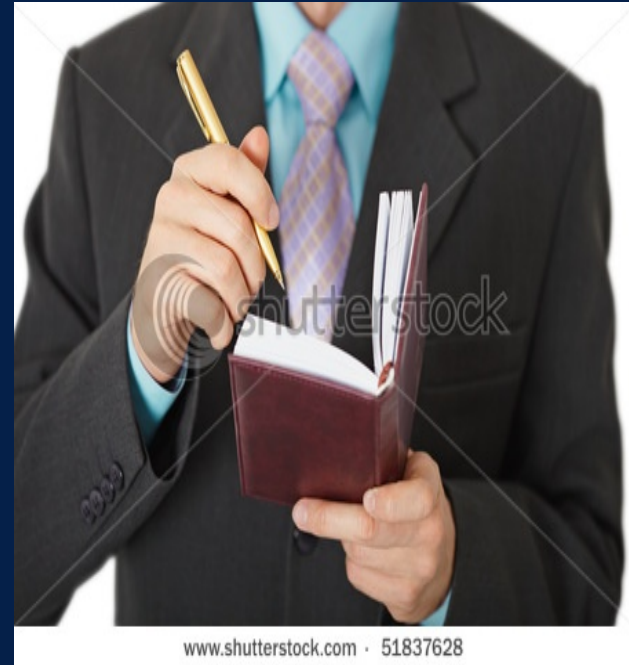
Set up: Prepare and Acknowledge

“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.”

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...”



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
-

Demonstration



Small Group Practice 20 minutes
Use cases you used in first exercise

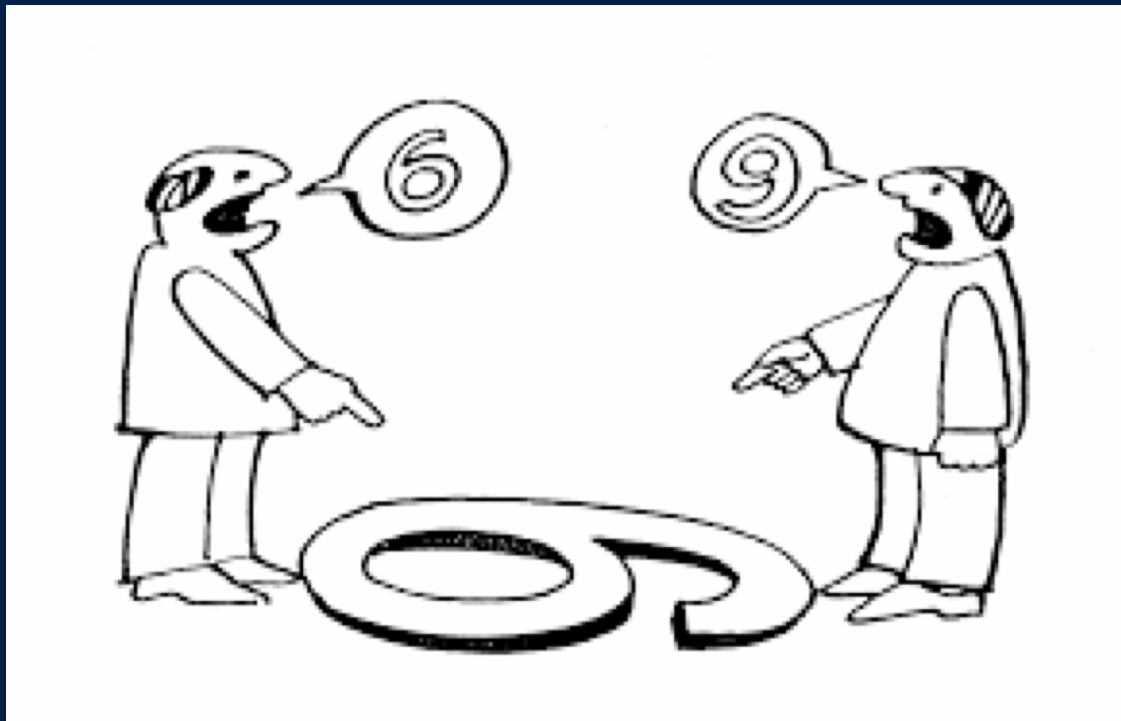
Obstacles to Effective Feedback Across Differences

- **Lack of training**
- **Absence of role models**
- **Diversity tax**
- **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”



Overcoming Stereotype Threat

- Foster self affirmation
 - High standards for learner
 - Practice giving feedback with a trusted coach
-

Fostering Self Affirmation

- *“I would like to get to know you better. What do you feel most proud of outside of medicine?”*
 - *“What did you do you feel proud of during this clerkship?”*
-

High standards

“I have high standards for all the faculty in our department.”

“I am going to stick with you as you work on improving your presentations.”

“ May I give you some feedback meant to help you achieve your goals? I’m noticing that you have said you feel so nervous that its getting in the way of your success. What ideas do you have about where that comes from and what might help you?”

Acknowledge

“I’ve learned that people’s backgrounds and identities have a great deal to do with their experiences in education.”

“I’d like to hear whatever you feel comfortable telling me about the pride you feel in your background and any challenge you’ve experienced.”

Demonstration



Overcoming Obstacles

Break into small groups

- Please re-introduce yourself, your name and how you think learners see your identity(s)
 - One word debrief experience of self identifying
 - Gather cases
 - Practice skills in overcoming obstacles with the same case form previous exercise
-

ARTful Next Steps

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

Gather Learnings Make a Commitment

