

## **ICS 2 Introduction to the Medical Interview and Physical Examination**

### **Faculty Development Guide**

#### **Facilitating Self-Reflection, Setting Learning Goals, Giving Feedback**

Faculty members working in small groups will facilitate self-reflection and feedback.

#### **Introducing feedback to students**

Introduce feedback as the way we all improve. We are all learners and part of the learning process is the ability to identify where we need to make improvements. Being specific makes us more intentional about the learning. We can also identify strategies for trying something different next time.

#### **Describe to students what will happen.**

Before each interview you will be asked what specific aspect of the medical interview or physical exam you are focusing on improving. Ask students to be specific their answer.

After each interview you will be asked what you thought went well and where there are opportunities for improvement (where you felt challenged, what you wish you had done differently or would like to try differently next time).

Then your colleagues will each give you feedback – one specific aspect of the interview they noticed you did well and one area for improvement.

Then I (faculty member) will give you feedback – one (or more) specific aspect of the interview they noticed you did well and one (\*1-3) area for improvement.

\*Avoid giving too much feedback on ways they can improve – as this can be overwhelming.

#### **Pre-session**

“Muge – you’re about to interview your patient – in preparation, have you thought about what you would like to work on today?”

Students often list everything – very broad “I would like to work on getting better at the medical interview” – we help them narrow down their focus to 1-2 goals so that they can be specific about their learning intentions and notice improvements, you can give suggestions for specific strategies.

#### **Post interview**

Muge just completed her medical interview

Muge, so how was that for you? What went well and if you were to do it again, what might you do differently or wish you had done differently?

Again, try to help students be more specific about their performance.

Time allowing give them space to debrief with you. Often they are hard on themselves and have many negative things to say about their performance. Give supportive comments and encourage them to recognize that this is a learning process.

Help them focus on one aspect that went well and one aspect they see as an opportunity for improvement.

Limiting feedback is important so that the student does not get overwhelmed and so that you can manage time.

**Thank the student, summarize/reflect back** what you heard, add to the learning by making a suggestion or two and move on.

Then ask Muge's colleagues – "now we will turn to your colleagues to see what they observed."

Ahmet – name one thing you noticed that Muge did well and one aspect of the interview (or physical exam) that might be an opportunity for improvement. Or you can ask what they might have done differently and why.

Remind students to be specific, to focus on **behaviors** students are doing well and **behaviors** they can change.

Help the students rephrase the feedback if they are not specific. Thank the students for their feedback and move on.

Now it's your turn to give feedback

### **Giving Feedback**

**Be specific**, focus on **behaviors** students are doing well to reinforce these behaviors, and behaviors they can change to improve their skills.

Examples:

During the medical interview when Mrs. Hanife mentioned her husband died, I noticed that you froze and moved on with the interview without acknowledging what was just said.

You guide the student's learning by asking – what might you want to try doing differently next time?

Student decides to try something different next time – "I will try empathic statements" when someone shares something difficult. Review examples of some empathic expressions: "I'm sorry." "That must be difficult." "How has that been for you?"