

Case 16

Demonstrates own knowledge (which is not always accurate) at expense of others – answers questions posed to others, “teaches” peers when not asked, and downplays their own errors (“that’s what I meant”)

You are attending on the Pediatric hospital medicine team. In addition to your residents, your team consists of three third year medical students rotating on their core Pediatrics clerkship. Over the course of your week with the team you notice that one student, “Beth” seems a little more aggressive than most students. During rounds you will pose questions to one of the other two students, and Beth will immediately offer her answer without allowing her peers the opportunity to speak. Her responses are often inaccurate and you observe growing irritability on the face of her peers. On one occasion you asked for a volunteer to demonstrate the newborn examination while rounding on an infant. Beth immediately volunteered and proceeded to “pimp” the other students while she was walking through the exam steps. Beth made several mistakes during her demonstration of the examination and in each circumstance replied, “oh yeah, I know, that’s what I meant.”

Author: MR

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Feedback Script

Case 16 – Shows own knowledge at expense of others

<p>Step 1: Action Identify the Trigger Behavior</p> <ul style="list-style-type: none"> • <i>Describe specific examples</i> 	<p>Offers input without allowing others the opportunity to share their thoughts (e.g. responding to questions posed to other learners) Places peers in uncomfortable positions (e.g. “pimping” peers during physical exam) Fails to acknowledge deficits in knowledge</p>
<p>Step 2: Subcompetency Identify Milestone-based correlation</p> <ul style="list-style-type: none"> • <i>Correlate behavior to milestone/EPA anchor</i> 	<p>EPA 1: Gather a history and perform a physical examination</p> <p>PROF2: High standards of ethical behavior which includes maintaining appropriate professional boundaries (Level 1)</p> <p>PROF4: Self-awareness of one’s own knowledge, skill, and emotional limitations that leads to appropriate help-seeking behaviors (Level 1)</p> <p>PBL1: Identify strengths, deficiencies, and limits in one’s knowledge and expertise (Level 2)</p> <p>PBL4: Incorporate formative evaluation feedback into daily practice (Level 1)</p>
<p>Step 3: Evidence Target High Yield Feedback Points</p> <ul style="list-style-type: none"> • <i>Real issue behind behavior</i> • <i>Identify impact of behaviors</i> 	<p>Apparent sincere desire to demonstrate knowledge base/competence. Attempts to “pimp” other members of the team. Demonstrates lack of knowledge, but does not accept feedback and replies, “that’s what I meant.” These behaviors come at a cost to others and result in hurt feelings, lack of trustworthiness among peers, poor team dynamics, and have the opposite effect of what was intended.</p>
<p>Step 4: Script Create Brief Script</p> <ul style="list-style-type: none"> • <i>No more than 3-4 sentences</i> • <i>Neutral language</i> • <i>Focus on behaviors and actions</i> 	<p>Beth, I can see that you clearly have an exceptional interest in this rotation and are motivated to share your thoughts regarding patients on the team. However, it’s important to allow others the opportunity to demonstrate their knowledge as well by giving them the chance to respond to questions. I worry that the team dynamics and the trust the team places in you may suffer if you answer before your teammates have a chance to speak. The resulting tension between yourself and your peers is likely giving people the wrong impression of your intentions. In addition, at this stage of your training, you are not expected to know everything and you should try to be more open to others’ feedback.</p>

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<p>Step 5: Strategy Describe Possible Plan for Improvement</p> <ul style="list-style-type: none">• <i>Create 1-2 specific methods for improvement</i>	<ul style="list-style-type: none">• If a question is asked about a patient you are not caring for, wait at least 10 seconds for your peer to respond• Do not “pimp” your peers• When you are given feedback or you are corrected by your attending, attempt to be open and accept the new information without defensiveness
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