CORD

Council of Emergency Medicine Residency Directors

Best Practices in Residency Education – CORD 2018

Session title	**Why are you Crying? Innovative Feedback for the Difficult Learner**
Speaker name (s)	Miriam Kulkarni, Joan Noelker, Nur-Ain Nadir, Gregory Podolej, Neel Naik
How this info can change current practice	This talk will provide you with tools to engage learners on a wide spectrum of emotions using concrete examples.
Major teaching point #1	**Prevent problems by:** 1. Preparing your faculty—feedback/debriefing curriculum 2. Preparing your learners—set expectations upfront, basic assumption 3. Reflection and coaching---deliberate practice
Major teaching point #2	**Engage the Skeptics**: Don't let learners hide behind the facade of disinterest. Break through defense mechanisms by creating a safe space, drawing parallels to the clinical setting and gently putting disengaged learners on the spot.
Major teaching point #3	**WTF?:** Address learners without insight by staying objective, using advocacy inquiry, and figuring out "Whats The Frame?"
Major teaching point #4	**Simmer down now:** Simple techniques to diffuse emotions such as acknowledgment, normalization, and discussion can go a long way to calm angry or emotional learners.
Helpful resources for more information	1.Cheng, A. et. al. Coaching the Debriefer: Peer coaching to improve debriefing quality in simulation programs. Soc Simulation in Healthcare. (12);5. 2017. 2.Fanning RM, Gaba DM. The Role of Debriefing in Simulation-Based Learning. Soc Simulation in Healthcare. (2);2. 2007. 3.Gardner AK, Kosemund M, Hogg D, Heymann A, Martinez J. Setting goals, not just roles: improving teamwork through goal-focused debriefing. Am J of Surgery (213), 2017. 4.Dieckmann, P and Krage, R. Simulation and Psychology: Creating, Recognizing and Using Learning Opportunities. Current Opinion in Anesthesiology. 26: 714-719 5. Dieckman, P, Gabba, D and Rall, M. Deepening the Theoretical Foundations of Simulation as a Social Practice. Simulation in Healthcare. 2007. 2: 183-193
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