Feedback like a Rockstar- CLIME: Case 2

Observer:

Please watch how the preceptor does regarding the quality of information solicited during the assessment phase and in providing feedback. Keep in mind key points regarding effective feedback!

Directions:

**Step 1 of the feedback process:** Preceptor completes an assessment of the learning situation via asking questions.

**Step 2.** Stop and have a discussion with your small group on the assessment formulation

- The case description for the student has some information about what we were thinking for the assessment when we were writing the case. Make sure you review this in your small group

**Step 3:** Return to the role-play and give feedback based on your assessment.
CLIME 2019 Rockstar Feedback Workshop: Case 2

Learner:

Edgar Eager is a trainee who is currently on the medicine service. One of his patients, Melanie Memoryloss struggles with alcohol addiction. She suffered an anoxic brain injury while heavily intoxicated and as a result has marked myoclonus and prominent short-term memory deficits. The patient requires staff to hold on to her gait belt for all transfers and for ambulation. The patient frequently complains on rounds that staff are too busy so she doesn't get to ambulate as much as she wants and she is fearful she is not making the gains in strength she needs to. Several times she has had near falls while staff have been ambulating with her. She wants to go to an AA meeting they have in the hospital but often no staff are available to take her. Edgar is really having a tough time with this patient. He had a family member who died of the complications of alcoholism and keeps thinking about her when he sees Melanie. He feels completely powerless to do anything to help Melanie Memoryloss. During the interdisciplinary team meeting the trainee Edgar said in a slightly raised voice “Staff have to be more available for Melanie. She has to ambulate and staff are not walking with her. It isn’t like it is that hard so I don't see why the chemical dependency counselor doesn’t do it. She needs to get to those AA meetings!” The staff were clearly offended by the trainee's comments and all left the meeting looking irritated.

Assessment key: Edgar is not able to see his behavior is disruptive and feels justified in being a bit direct with staff on behalf of the patient. He feels he needs to advocate for the patient.

Directions:

Step 1 of the feedback process: Preceptor completes an assessment of the learning situation via asking learner questions.

Step 2: Stop for a discussion with the small group on the assessment formulation
- The case description for the student has some information about what we were thinking for the assessment when we were writing the case. Make sure you review this in your small group

Step 3: Return to the role-play and the preceptor will give feedback based on their assessment.
Preceptor:
Amy Evenkeel has been working in the hospital for 15 years and knows all the staff very well. They are a hard working, committed group who are very patient-centered in their care. In recent years it has been challenging because the acuity of the patients has increased but staffing has not experienced a concurrent increase. Staff have been feeling increasingly stressed about feeling spread too thin and worry about the safety of the patients they provide care for. The patient, Melanie Memoryloss has been very challenging for staff. She has very unpredictable spells of myoclonus and on a good day is very unsteady on her feet. Several times she has had near falls while staff have been ambulating her. They wish that they had more time to walk with her but more acute patients have been taking much of their time. During the team meeting today Edgar Eager stated the following in a slightly raised voice "Staff have to be more available for Melanie. She has to ambulate and staff are not walking with her. It isn't like it is that hard so I don't see why the chemical dependency counselor doesn't do it. She needs to get to those AA meetings!" His comments went over like a lead balloon! How can Edgar not realize how busy the staff are and that clearly ambulating an unstable patient is out of the scope of practice of the chemical dependency counselor! What a mess!

Directions:
Step 1 of the feedback process: Preceptor completes an assessment of the learning situation via asking questions.

Step 2: Stop and have a discussion with your small group on the assessment formulation

- The case description for the student has some information about what we were thinking for the assessment when we were writing the case. Make sure you review this in your small group

Step 3: Return to the role-play and give feedback based on your assessment.