

Danish University Colleges

Have another go

enhancing the impact of feedback through re-rehearsal

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SESSION 2.3.WS1**Workshop - "Have Another Go": Enhancing the Impact of Feedback Through Re-rehearsal**

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Rationale: Providing constructive feedback to learners is the cornerstone of experiential approaches to enhancing learners' communication skills. Key to the effectiveness of this teaching is to enable this feedback to be received non-defensively by the learner and to ensure that it enables behavioural change and a lasting impact on learners' skills and behaviours. This workshop will explore these challenges, giving participants the opportunity to consider and practice techniques for enhancing the impact of feedback on learners' skills with particular emphasis on re-rehearsal where learners have a chance to immediately incorporate feedback that they have received into further practice within the session.

Learning objectives: After participating in this workshop, participants will be able to:

- Describe the challenges to providing feedback to learners on their communication skills
- Appreciate the use of the learner's self-assessment to guide feedback
- Facilitate opportunities for learners' to re-rehearse skills within the session

Teaching Methods:

- After brief introductions, pairs discussion of the challenges of providing feedback and integrating re-rehearsal and further practice of communication skills (5 minutes)
- Demonstration of learner-SP encounter followed by pairs discussion and then brainstorm of what participants would give learners feedback about (15 minutes)
- Fishbowl demonstration of how to provide feedback using learner self-assessment as a guide, followed by large group analysis (15 minutes)
- Groups of 4 followed by large group discussion of when/how learners might implement the feedback if the session ended at this point and the value of immediate reinforcement by re-rehearsal (10 minutes)
- Brief didactic on theory and research basis of immediately re-rehearsal (5 minutes)
- Further groups of 4 discussion and large group brainstorm of how skills could be re-rehearsed within the session in various different contexts (10 minutes)
- Practice of several approaches to re-rehearsal with participants generating principles of effective practice (25 minutes)

Evaluation:

- Participants to verbalise main take home points and reflect on how to use at 'home'
 - Collect individual participant's most important learning point to be emailed back to them in 8 weeks (5 minutes)
- Preferred maximum number of participants: 30

SESSION 2.3.WS2**Workshop - Experiencing And Comparing Communication Training Tools For Allied Healthcare Professionals**

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In the curricula for many allied professionals there is a growing attention for teaching and learning effective communication skills. Although the aims of these curricula are in line with that of medicine curricula, the goals and content of the communication may differ and so the teaching of these skills should be tailored to the specific profession. The majority of publically available teaching tools are from the medical field. The purpose of this workshop is to explore and compare communication training tools(exercises) from various healthcare professions, so that developments can be incorporated in each tool to further meet the needs of allied healthcare professional training. The workshop will also provide the opportunity to meet and network with professionals working in allied healthcare professions, such as pharmacy, physiotherapy and psychology, amongst others.

• Learning Objectives:

Participants will be able:

- to adapt existing teaching tools from different disciplines to the unique needs of training in their own discipline.
- to identify differences and similarities of the teaching tools applied to their specific education and practice context.
- to expand on their communication training toolkit to fit their communication teaching needs.

Teaching Methods:

1. Introduction of the workshop objectives, facilitators and participants: 10 min
2. Short presentation of the communication tools/exercises from the three different professional areas. : 10 min
3. Simultaneously, in three small groups the participants experience the chosen tool (role play, group reflection, etc.): 20 min
4. Individual reflection (using a worksheet) on the utility of this tool/exercise for their own professional and education setting and how they could use this exercise in their own curriculum: 10 min
5. Discussion in small groups how the tool/exercise could be adapted to other health professional fields 15 min
6. Plenary presentation of the three subgroups on the tool/exercise (how can it be adapted and used in different settings) 15 min

Evaluation: 10 min

Participants reflect on:

- What did they learn from this workshop?
- What steps are necessary to find and adapt existing and available tools to their own local curriculum and teaching needs?

Max. number participants: 20