

## LCC Session: Resident as Teacher and Feedback Culture

### CanMEDS Competency: Scholar

Dr. Q. Ngo

**GOAL:** *The purpose of this session is to reflect on your role as both a teacher and learner in the clinical setting and how a culture of feedback is impacted by the learning environment and the individual. In the context of competency based medical education, the role of feedback and of trust between learner and teacher is especially important, and understanding how feedback culture helps set the stage for continuous improvement.*

*“Children have never been very good at listening to their elders, but have never failed to imitate them.”*

- *James Baldwin*

### PRE-SESSION MATERIALS

#### 1. Required materials:

- VIDEO – Teachers need real feedback  
<https://www.youtube.com/watch?v=81Ub0SMxZQo>
- VIDEO – Teachers and relationships  
<https://www.youtube.com/watch?v=SFnMTHhKdkw>
- ARTICLE/Blog – Trust and Entrustability – a curated discussion from the Harvard Macy Institute – be sure to click on the link for useful resources and guided discussion!  
<http://www.harvardmacy.org/index.php/hmi/hmichat-february-2018-let-s-talk-about-trust-of-the-educator>
- ARTICLE – Debriefing With “Good Judgment” – a simulation article on debriefing that provides a framework for feedback around critical learning events – see article attached by Rudolph et al.

#### 2. Additional reading – things to consider if you are interested:

- Learning Culture and Feedback Amongst Medical Athletes and Musicians – see attached article by Watling et al 2014.
- The do’s, don’ts and don’t knows of feedback for clinical education:  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4673072/>
- What makes a good teacher?  
[https://journals.lww.com/academicmedicine/Fulltext/2008/05000/What\\_Makes\\_a\\_Good\\_Clinical\\_Teacher\\_in\\_Medicine\\_A.7.aspx](https://journals.lww.com/academicmedicine/Fulltext/2008/05000/What_Makes_a_Good_Clinical_Teacher_in_Medicine_A.7.aspx)

