

WSU CVM DC FEEDBACK OUTLINE

During the CVM Diagnostic Challenge, facilitator feedback is essential for students to learn and build upon valuable skills and knowledge. In this document, we will outline the process of providing daily feedback to students throughout the DC week.

WHAT IS DAILY FEEDBACK?

Throughout the DC week, facilitators should prioritize providing oral student feedback following each day of the DC. This feedback will be given on both individual and team aspects. Daily feedback should ideally incorporate time for student reflection to allow for students to think about and share their thoughts regarding the DC experience (see 1-minute preceptor).

OPTIONS FOR DAILY FEEDBACK

To ensure that there is adequate time allocated for daily feedback, as well as other DC tasks, please choose from one of the following options...

1

~20-30 mins-- At the end of each day, oral feedback is given to students from the facilitator (both group and individual) with opportunities for students to share what they thought did or didn't go well. Following this, students may choose to go home and personally reflect on strategies that they may employ the following day (or share the next morning verbally with the group if desired)

2

~15-20 mins-- Group feedback is discussed orally at the end of the day. Students go home and personally reflect, and may share individual thoughts the following morning with facilitator input. On DC day 3, any personal thoughts may be shared in the final debrief. Facilitators may also choose to collaborate and take specific personal notes of what went well & what could have been better with each student to be shared later on.

3

~10-15 mins-- Group feedback is discussed orally at the end of the day. Individual feedback is given following each client interaction (this may not include every student).



WHY DAILY FEEDBACK?

Daily oral feedback helps students reflect on and improve their clinical reasoning, communication, and teamwork in real time throughout DC. Compared to only receiving feedback during final evaluations & debriefing, daily feedback fosters growth in real time and reinforces reflection during the DC process itself.

GOALS FOR DAILY FEEDBACK

Daily feedback given during the DC should include student and team goals, and ideally focus on the following discussion scheme (though they may vary with case setting).

1- Setting the Foundation

This day of the DC involves a lot of initial interactions and discussions as students meet with their clients for the first time. Day 1 is a great day to establish a baseline among students, so that they may look back on Day 3 and reflect on various improvements. Day 1 feedback should focus on:

- Client engagement and body language
- Clinical reasoning strategies
- Willingness to learn
- Any other vital points that may be noticed

2- Team Functioning & Case Workup

Students really start to get into the bulk of the case; they have already constructed their day 1 SOAPs, and are in the midst of submitting various diagnostics. Day 2 feedback should focus on:

- Collaboration and group dynamics
- Knowledge application
- Further problem solving and case management

3- Reflection & Professional Growth

Students are finalizing their case and preparing for the grand rounds. It is quite vital for student personal development to reflect on how they have improved through the week. Day 3 feedback should focus on:

- Personal & team reflection
- Overall weekly milestones
- Additional student concerns

