Helping Learners with Oral Case Presentations
The STAGE Model

First Presented STFM May 1\textsuperscript{ST}, 2005
Revised April 11\textsuperscript{th}, 2006
Chandran, Monroe, Fagan, Dube, Wellman, Borkan
(Videos in collaboration with Scott Wellman)
Supported by the UMass Macy Mentorship Program
in Health Communication Education funded by
the Josiah Macy, Jr. Foundation

Rabin Chandran, MD
Residency Director - Dept. of Family Medicine

Alicia Monroe, MD
Associate Dean for Minority Affairs
Brown Medical School/MHRI
How satisfied are you with medical student and junior resident oral case presentations?

 Picture a recent oral presentation in your mind:

 – What was good about it?
 – What could have been better?
 – Would a tool to help give feedback be helpful?
Oral Presentations

- Critical for patient care
  - Work hours limitations increase the frequency of sign-out
- A currency by which learners are often evaluated
- The expectations are always changing
Goal

- Participants will improve their ability to give specific behavioral feedback to learners regarding oral case presentations.
Objectives

1. Participants will be able to recall the STAGE mnemonic regarding oral presentations.
2. Participants will be able to distinguish feedback from evaluation.
3. Participants will practice generating feedback statements.
Objectives

4. Participants will choose to explore using the STAGE mnemonic in an upcoming clinical teaching setting.
STAGE

- A flexible model for reflection on oral case presentations
- A checklist to go through when preparing or giving feedback on an oral presentation
- Can be applied in different settings
STAGE

S – Style/Story
T - Timing
A - Audience
G - Goals
E - Elicit Feedback
Acted-out Trigger Tapes

- Real medical students - but acting out fictional scripts
  - not the students’ actual presentation
  - not about real patients

- Produced in collaboration with Dr. Scott Wellman.

- Sponsors: Josiah Macy, Jr. Initiative In Advanced Communication Skills with the University of Massachusetts Macy Mentorship Program.
Imagine Yourself

- You are a busy 3rd year resident coming in to take overnight call for the Obstetrical Service.
- There are patients in labor and you are busy.
- A sub-intern you do not know well, tells you they have to sign out a patient to you.
- Please write down two specific pieces of feedback you might give to the student about her oral presentation skills.
STAGE

- A mnemonic
- A checklist to go through when preparing or giving feedback on an oral presentation
STAGE

S - Style
T - Timing
A - Audience
G - Goals
E - Elicit Feedback
Style

- Deductive - Are you building a case?
- Didactic - Are you telling a mystery?
- The Story you are telling
  - Organization/sequencing – (?cc, hpi, ros, pmhx …)
- Professional - respectful
- Do you have habits you are working on?
  - “Um’s”/”Ah’s,” eye contact, mannerisms, nose in chart, colorful, confidence
Timing

- How long should you take?
- How concise?
  - How to balance completeness and succinctness?
  - How much to summarize?
  - Pertinent positives
  - Pertinent negatives
  - Are you expected to be complete?
Audience

- Who are you focusing on?
- What level of language?
- How much abbreviation/jargon is appropriate?
- Respond to cues from the audience.
Goals

- Accurate and effective communication of clinical information
- The goals/purpose will drive the content
- For consultation?
- To inform a supervisor?
- To teach learners?
- To be evaluated?
- To transfer care? Sign-out?
Elicit Feedback

- If possible, ask ahead about expectations
- Watch others and pay attention to style/content.
- Evaluate your own presentation
- Ask for specific feedback
- Consider framing your goal as flexibility/adaptation - not a “perfect” presentation.
Feedback

- Actually, it is rocket science!
  - specific information about a rocket’s course relative to planned trajectory
- Information that assists people in correcting their course
- Works well with the adult learner model
Being thoughtful about giving feedback

- Consider the setting
- Consider the timing
- Consider how much feedback to give
- Consider a feedback sandwich (at least open faced)
- If you are frustrated - consider delaying
  - Unless urgent/time sensitive consequences
  - (Is it true? Is it kind? Is it necessary?)
Consider coupling with a learning plan

- Especially important for “negative” feedback
- Very important to consider some sort of follow-up plan
Evaluation

- Based on standards
- Related to grades/promotion
- Not strictly based on the adult learner model
- Optimally, should be summative and after having given feedback.
Questions?
Summary

S – Style/Story
T - Timing
A - Audience
G - Goals
E - Elicit Feedback
Imagine Yourself

- You are a senior resident on an inpatient pediatric rotation.
- A third year student has just started on the rotation.
- She has admitted a child the night before with a night-float resident.
- Keeping the STAGE model in mind, please write down two specific pieces of feedback you might give to the student about her oral presentation skills.
Imagine Yourself

- You are a senior resident on an inpatient medicine rotation.
- A third year student with whom you are working closely is presenting a patient you both admitted.
- Keeping the STAGE model in mind, please write down two specific pieces of feedback you might give to the student about his oral presentation skills.
Imagine Yourself

- You are an attending physician volunteering to precept in an ambulatory residency clinic.
- A fourth year student with whom you have never worked is presenting a patient to you.
- Keeping the STAGE model in mind, please write down two specific pieces of feedback you might give to the student about her oral presentation skills.
References

