#### **Dr Ranjev Kainth**

Faculty of Life Sciences & Medical Education
King's College London

Simulation and Interactive Learning Centres (SalL)

Guy's & St Thomas' NHS Foundation Trust

Whipps Cross University Hospital Barts Health NHS Trust

# Plus-Delta: Maximising learner selfassessment





### Approaches within plus-delta



**BENCHMARKING** 



DYNAMIC ELEMENTS



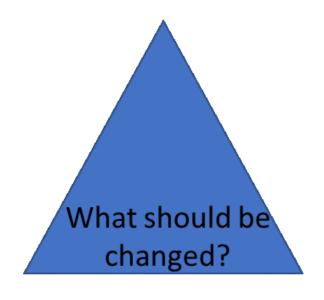
DEEPENING DISCOURSE



## Traditional Approach

Learner Self-Assessment





#### Learners may reveal key Reactions **REACTIONS** areas that are important Phase to them Educator may shorten if Description **DESCRIPTION** learners appear to have a Phase shared understanding of case **Select Learning Objective ANALYSIS Select Strategy** 1. How much time is available? CONSIDER: 2. Is the rationale evident? 3. What is the content area? **PEARLS** More Time Less Time - Rationale +/- Rationale Content: Cognitive/ entent: Undefined Behavioral Learner **Focused Facilitation** Self-Assessment (e.g. Advocacy-Inquiry, **Guided Team Self-Correction)** Shorter Time + Rationale Content: Technical/ Cognitive **Learner Generates** Analyze Objectives Performance related $(+/\Delta)$ to Objective **Provide Information** (Directive Feedback and Teaching) Discussion and More Time; Good Learner Insight Less Time; Poor Learner Insight Teaching Learner Guided: Discussion **Educator Guided: Teaching** Were All Learning Objectives Covered? NO YES

**SUMMARY** 

**Application / Summary** 

**Educator Guided** 

Learner Guided

Revisit Learning Objectives







DYNAMIC ELEMENTS



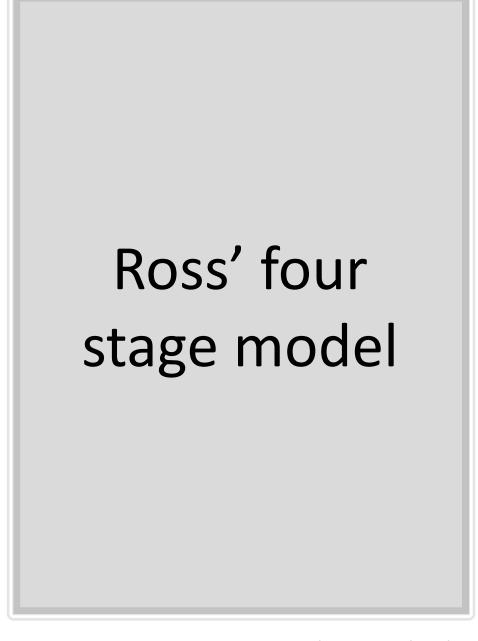
DEEPENING DISCOURSE





#### **Compare performance | set standards**

- Course objectives
- Curricula
- Learner-agreed objectives
- Established checklists, guidelines or protocols





1. Define the criteria

Clarify criteria used to judge performance



2. Apply the criteria

Teach learners how to apply criteria in context



3. Provide feedback

Deliver feedback on their performance and reflect on self-assessments



4. Develop goals and action plans

Support learners to develop action plans that generalize learning to other contexts



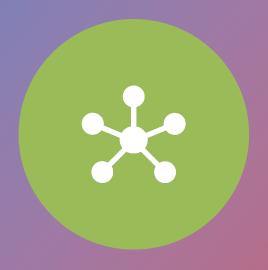


DYNAMIC ELEMENTS



DEEPENING DISCOURSE



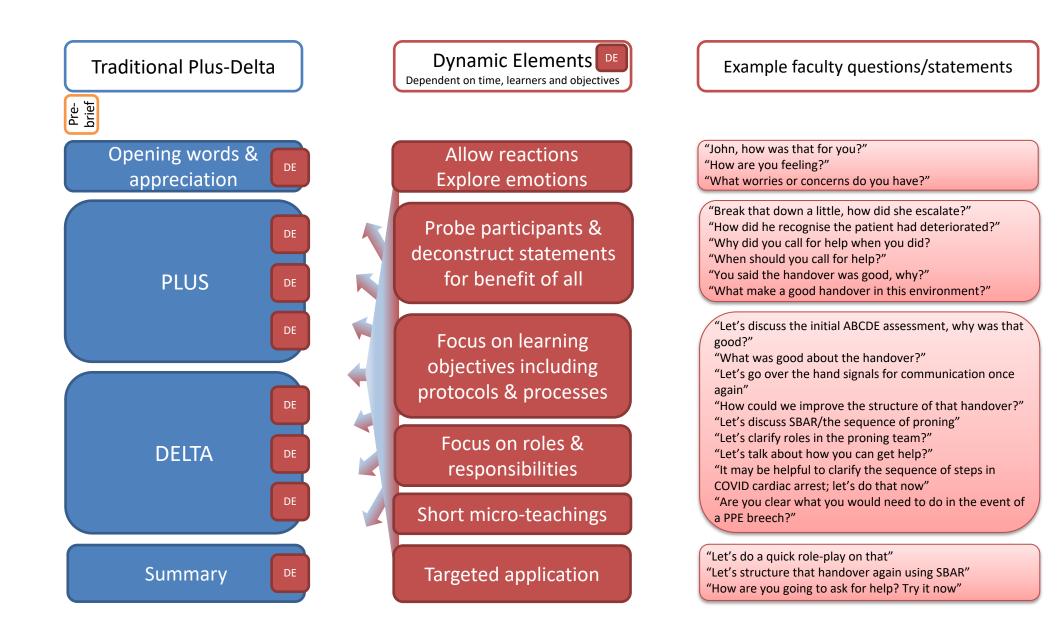


#### DYNAMIC ELEMENTS

## **Expanding phases of plus/delta to incorporate other elements**

Depends on what you want to achieve:

- Opportunity to discuss emotions
- Cover learning objectives (protocols & procedures)
- Microteaching (if new content)
- Roles & responsibilities







DYNAMIC ELEMENTS



DEEPENING DISCOURSE





DEEPENING DISCOURSE

Plus – Delta to produce initial data:

- 'big picture'
- specific issues

May identify performance perception mismatch



F: So, let's discuss the good things about that clinical encounter.

P: I thought it was all quite good, good teamworking, maybe a bit better communication but, yea, think we got the right diagnosis.

F: You mentioned communication, tell me more.

P: I think it was fine. Maybe just could have been more clear between me and the other doctor

F: What specifically do you mean?

P: Well, when we were handing over.....



## Questioning strategies

- Debrief diamond
  - probing
- Advocacy with inquiry
  - observation-faculty opinion-curiosity
- Circular questions
  - Examining situations from other perspectives





DYNAMIC ELEMENTS



DEEPENING DISCOURSE





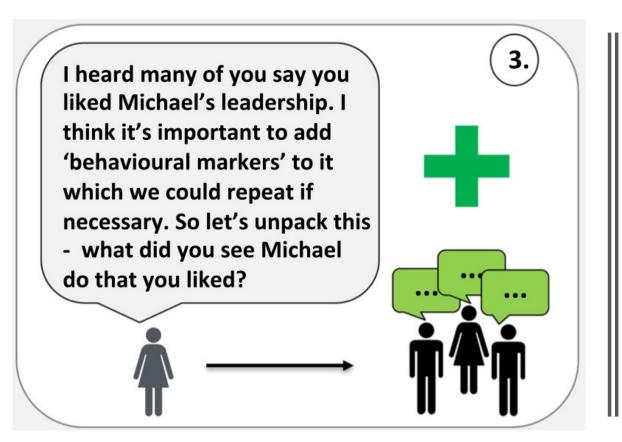
LEARNING FROM SUCCESS

"When learners do something properly, other learners do not automatically appreciate

- (a) what was done well,
- (b) how it was done,
- (c) and **why** it was important to be done in that fashion."

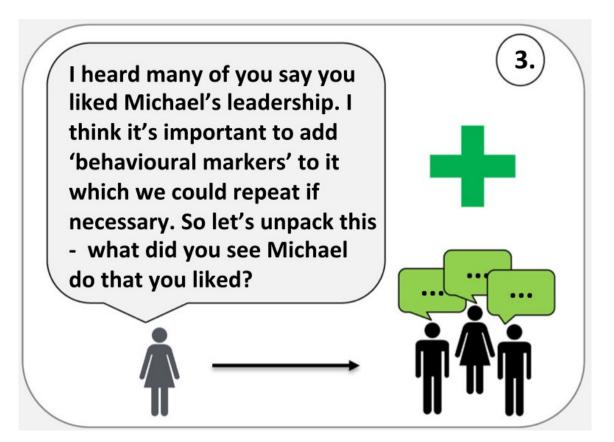
p.5 Cheng et al. Advances in Simulation (2021) 6:22 https://doi.org/10.1186/s41077-021-00173-1

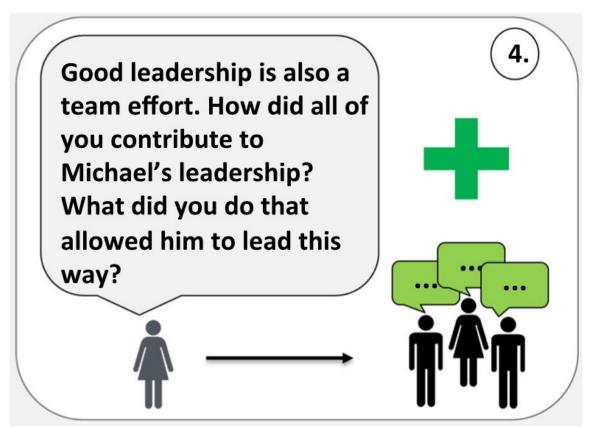
## Learning From Success



## LEADERSHIP











DYNAMIC ELEMENTS



DEEPENING DISCOURSE



## Simple

Adaptable

Dynamic elements

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## Summary







**ELEMENTS** 









**LEARNING FROM SUCCESS**