

# Exploring 360 degree feedback to develop undergraduates' communication skills

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- BA (Hons) Midwifery Practice/RM



- Communication focused theory modules from Stages 1-3

## MIDWIFERY UNDERGRADUATES AT THE UNIVERSITY OF YORK LEARN WITHIN AN ENVIRONMENT THAT SUPPORTS:

### **A woman and family focused philosophy of care.**

The curriculum is underpinned by many disciplines with an emphasis on the psychosocial influences on the midwife-mother relationship.

### **The development of excellent communication and interpersonal skills.**

Opportunities are provided to enable you to fine-tune your ability to engage with women from diverse social and cultural backgrounds.

### **The integration of best evidence with practice.**

Learning is facilitated by a dedicated team of midwifery lecturers, supported by clinical midwives from the local maternity units, and lecturers from the Department of Health Sciences and the wider University.

### **Midwives able to work in a range of clinical settings.**

A variety of clinical opportunities are afforded to students at the University of York including home birth and experience in Midwifery Led Units. You are allocated a 'home' trust where the majority of your community and hospital midwifery experience is gained. You have the opportunity to explore different models of maternity care by attending another unit in the region and an elective clinical placement in the second year, which may be taken in this country or abroad.

### **The promotion of public health.**

There are many factors that influence the health and well-being of women and their families and these issues are explored throughout the programme.

### **Case loading.**

You are encouraged to identify a case load of women during the third year of your programme. Building a dedicated relationship with the mother and her family helps improve your confidence in performing the lead carer role.



# Simulation of clinical skills

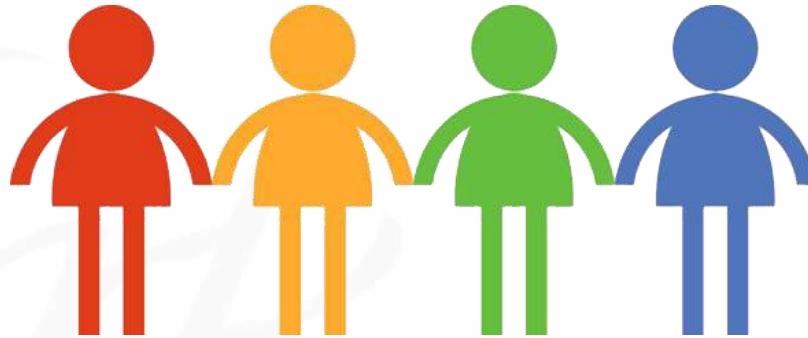


# Questions for reflection & sharing

1. How are students' communication skills developed and assessed within your programme(s)?
2. What kinds of feedback are employed to support development of students' communication skills?
3. How do you support and facilitate feedback on communication skills to support students' development?



# Professional Relationships



# Communication workshops



# Scenarios



## Communication Workshop – Year 2 – Professional Relationships Module

### Scenario - telephone call from a woman expecting a homebirth

#### Information for Student:

Janet is booked for a homebirth and has been informed today that due to staffing shortages and the 'Tour de Yorkshire' the homebirth service has been cancelled. Janet is experiencing regular contractions of moderate strength. It is her 3<sup>rd</sup> baby and there have been no complications in this pregnancy or previous pregnancies. You are a newly qualified midwife on labour ward and have just answered the telephone to Janet who is very upset that she cannot have a homebirth. She is refusing to come in to hospital and she says nobody told her this may happen.

- Try and establish a relationship with Janet over the telephone.
- Consider the use of your tone of voice to demonstrate your understanding for Janet's situation.
- Consider your negotiation skills during the conversation.



# Question for reflection & sharing

- Reflecting on 360 degree feedback - do you, or could you, use it to support the development of students' communication skills?
- What might be the benefits, opportunities and challenges for your students of using 360 degree feedback?



# Our reflections

- Actions based on listening to students and formal module evaluations, e.g. choice of groups and their reflections over time.
- Introduction of Pendleton's rules Pendleton (1984) and critique (e.g. Walsh (2005)).
- Staff reflections and facilitation skills.

# ***Thank you & questions***

## ***Contact***

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# References & resources

- Higher Education Academy (2015) *Framework for transforming assessment in higher education*  
[https://www.heacademy.ac.uk/system/files/downloads/higher education academy - transforming assessment framework - 210416.pdf](https://www.heacademy.ac.uk/system/files/downloads/higher%20education%20academy%20-%20transforming%20assessment%20framework%20-%20210416.pdf)
- Hulsman, R.L. and van der Vloodt, J. (2015). Self-evaluation and peer feedback of medical students' communication skills using a web-based video annotation system: Exploring content and specificity. *Patient Education and Counselling*, 98, (3), 356-363.
- Lanning, S., et al (2011). Communication skills instruction: An analysis of self, peer-group, student instructors and faculty assessment. *Patient Education and Counselling*, 88 (2), 145-152.

# References & resources

- Pendleton, D., et al. (1984). *The consultation: An approach to learning*. Oxford: Oxford University Press.
- Walsh, K. (2005). The rules. *British Medical Journal*, 331 (7516), 574.