

Tutorial McBloopers

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Preamble

Tutoring in problem based learning is usually a satisfying and fulfilling experience. In particular, the close contact with highly involved students and the active engagement with their learning is found to be very rewarding by tutors. However, when things are not going smoothly, there is no question that it can be highly challenging – partly due to this close engagement with the students and the tutorial groups.

In this workshop, several common problems in PBL tutorial groups will be addressed. A series of vignettes, illustrating several of these problems, are presented in a somewhat light-hearted format.

Recognizing that group facilitation and conflict management skills are very complex, this workshop's main objectives are:

- ❖ to understand how some of the common tutorial group problems start and how to prevent them
- ❖ to determine basic principles that can be helpful in dealing with difficulties in groups
- ❖ to provide an intervention model for dealing with dysfunctional groups
- ❖ to share strategies and approaches for dealing with problems once they have arisen within a group

Maurice Hitchcock and Alex Anderson looked at the issue of dysfunctional tutorial groups and came to three important conclusions. The first is that developing ground rules is important to the successful development of tutorial groups. Second, tutors and groups should deal with conflict directly as it arises in the group rather than allowing it to become dysfunctional. Finally, tutors need to intervene strategically to foster positive development in a group.

Keeping these principles in mind, we will now follow several stages of a tutorial group and some of the possible difficulties that may arise.

1 **Getting the Group Going**

The first tutorial is a crucial one as it sets the tone for the tutorials to come. The tutor's first task is in facilitating the development of an effective environment for learning, and this includes modeling respectful, professional behaviour and making it safe to take the risks which are necessary to learning in the small group environment. It is self evident, and many studies have confirmed, that students identify a positive and non-threatening atmosphere as essential to their learning.

It is worth investing some time in being thoughtful about introductions and in finding ways for the group to get to know a bit about each other. This is particularly important in the early stages of the program when the individual members of the group may not know each other.

Some of the tutor characteristics which have been identified as being helpful for group function include: an enthusiastic approach to the tutoring role; showing interest in the students; and showing commitment to the group. By actively demonstrating these qualities to the group in the first tutorial, the groundwork is laid for effective group function.

At the same time, the tutor must have a firm grasp on the tasks that the group needs to accomplish over the course of the tutorials. Understanding the framework of the PBL approach, and ensuring that students are working within it, are key.

Students in the early part of their program will, of course, need help in understanding what is likely to be a very new approach to learning. Clarity in the beginning can help prevent some of the common tutorial group mistakes -- for example, skipping ahead past mechanisms to focus on clinical diagnosis.

References

Knowles, M. "Self-directed learning. Guide for Learners and Teachers. Toronto, Prentice Hall, Canada. 1975.

Steinert Y. "Student Perceptions of Effective Small Group Teaching". *Medical Education*, 2004;38:286-293.

Walsh A. "The Tutor in Problem Based Learning at McMaster". Program for Faculty Development, McMaster University, Faculty of Health Sciences. 2004.

2 *Planning to Work Together*

Early in the first tutorial, the effective tutor will lead the group in setting the group norms which establish the ground rules for the remainder of the tutorials. A common mistake is to assume that all group members share a common understanding of the purpose and the process of tutorials. Even at senior levels, this is not the case and significant problems can be prevented by taking the time to have this discussion in the group. Smooth functioning is facilitated by this step and these norms are something that can be a very useful framework to return to if problems do arise within the group.

Many students face a major adjustment in moving from being a totally independent learner, to one working within a small group, who must at times sublimate his or her own learning needs to that of the group. The inevitable irritations and annoyances that come up as the group begins to work together are known as the “storming” phase of group development, according to Tuckman’s theory. By setting group norms at the beginning of the tutorial process, some of the small irritants can be avoided. More details on Tuckman’s theory will be reviewed in an upcoming chapter.

Common group norms include such things as: methods of communication; starting and stopping times; and pet peeves amongst group members. Experienced group members will be able to develop their group norms very quickly. Experienced tutors will know which ones they want to see included in this list, but will wait to see if the students come up with them first. Setting aside some time at the end of each tutorial to review the process of that tutorial is a wise move. This provides a regular and natural opportunity to discuss any difficulties as they arise in the course of the tutorials. If this is not done, difficulties tend to be left unaddressed and can become quite significant before they are finally brought up.

References

Walsh A. “The Tutor in Problem Based Learning at McMaster”. Program for Faculty Development, McMaster University, Faculty of Health Sciences, 2004.

Tuckman, B.W. “ Developmental Sequence in Small Groups” *Psychological Bulletin*, 1965;63:384-399.

Hitchcock, M.A., Anderson, A.S. “Dealing with Dysfunctional Tutorial Groups”, *Teaching and Learning in Medicine*, 1997; 9 (1):19-24.

3 A First Look at the Case

In problem based learning, the intent is not to diagnose and solve the problem, but rather to use the problem to help students identify their own learning needs as they attempt to understand the problem through synthesis and application of new and prior information. However, it is not uncommon for students (and sometimes their tutors!) to want to skip quickly to diagnosing and managing the clinical problem presented to them. The learning objectives for the problem will guide the group, and the tutor needs to bring the group back to these objectives if necessary.

In addition, the steps of problem based learning, as it is used at McMaster, provide a systematic approach to each problem and can help the group avoid the temptation of becoming mini-clinicians prematurely.

These steps, while not strictly linear, are as follows:

1. Identifying the problem
2. Exploring pre-existing knowledge
3. Generating hypotheses and possible mechanisms
4. Identifying learning issues
5. Self study
6. Re-evaluation and application of new knowledge to the problem
7. Assessment and reflection on learning

By emphasizing these steps, the tutor can help prevent and or deal with a number of common tutorial problems including the “mini-clinician” one noted above. It may also be useful in handling groups or students who are avoiding dealing with particular aspects of the problem (such as the behavioural aspects) as all of the identified issues should relate back to the program objectives which have been provided for the problem.

References

Walsh A. “The Tutor in Problem Based Learning at McMaster”. Program for Faculty Development, McMaster University, Faculty of Health Sciences, 2004.

Hitchcock, M.A., Anderson, A.S. “Dealing with Dysfunctional Tutorial Groups”, *Teaching and Learning in Medicine*, 1997; 9 (1):19-24.

4 The Case Revisited

Following their independent work, students come back to review the case and apply their new knowledge to the problem. The purpose of the tutorial is really to help them understand the key concepts that are being illustrated by the problem, which will be applicable in future situations. In so doing, much important knowledge will ideally “stick” with them. While the tutorial is the primary mode of instruction, students in PBL programs must necessarily learn most of the “facts” in their own self-study. The tutorial is for integration, for elucidation of difficult concepts, and for probing understanding.

Students need to be encouraged to explain and demonstrate ideas and concepts rather than reading facts from notes. Tutors can promote “going to the board” to draw or illustrate concepts to the rest of the group, as well as model the use of probing questions which challenge student understanding of the ideas under discussion.

When a student appears to have not thought deeply about ideas, or indeed appears to be unprepared for tutorial, the tutor needs to consider the possible underlying reasons. While any student might be having a bad day (or have had too good an evening!) -- if this happens several times, there is a problem to be dealt with as soon as possible. Possibilities include: a misunderstanding of the purpose of tutorial in PBL (early in the program); academic difficulty; group dysfunction and personal turmoil. How the tutor addresses the difficulty depends very much on the level of the group and its functioning. It is possible that the group may address this at the end of tutorial evaluation. However, as in any serious problem with a student, the tutor must address this as early as possible, professionally and with respect.

Describing observed behaviours and asking the student about them, is a reasonable way to start defining the cause of the problem, and thus the approach to its solution. Possibly, a private conversation may initiate this process. If the group members are not dealing with this in a professional manner, or if group functioning is being disrupted, the tutor needs to ensure that the group issue is addressed. Not addressing the issue, or addressing it late, is a common mistake.

It is important to be very aware of the issue of scapegoating. This will be discussed in more detail in a subsequent section.

References

Hendry G.D, Ryan G, Harris J. Group problems in problem-based learning. *Medical Teacher* 2003; (25):609-616.

Hitchcock, M.A., Anderson, A.S. “Dealing with Dysfunctional Tutorial Groups”, *Teaching and Learning in Medicine*, 1997; 9 (1):19-24.

5 ***Getting Students to Transfer the Concepts***

Transfer can be defined as the extent to which a concept or principle learned in one context can be transferred or applied to a problem which, while different in initial appearance, requires the same principle for resolution. A number of studies of problem-solving have shown that changes in the surface features of a problem impede transfer so that the problem-solver doesn't recognize the similarity of the underlying concept and the analogy is not utilized. Novice problem-solvers therefore need specific hints, in this case provided by the tutor, to help them recognize the similarity between a new problem situation and one which they have previously read or discussed. There are a number of ways in which the tutor can facilitate this process.

If knowledgeable about both the content of the topic under discussion as well as being aware of what the students have covered previously, the tutor can make explicit mention of similarities between the problem at hand and a problem tackled previously, either in the same or a previous curriculum Foundation. The goal here is to teach students to search for the similarity between new problems and their existing database. Tutors can ask probing questions to promote the students' active processing capacities, inspiring them to search for deeper structural elements of novel problems. When students are attempting to develop hypotheses to explain concepts, they should be given immediate feedback to allow them to appreciate whether in fact they have truly understood the concept. Tutors should also be able to provide a number of examples that exemplify the basic underlying constructs or concepts being discussed, thereby adding more information to the abstract schema that have resulted from the students' generalization of the problems with which they have gained experience.

References

Neville, A.J. "The Problem-Based Learning Tutor: Teacher? Facilitator? Evaluator?" *Medical Teacher*, 1999; 21(4): 393-401.

Eva, K.W., Neville, A.J., Norman, G.R. "Exploring the Etiology of Content Specificity: Factors Influencing Analogic Transfer and Problem-Solving". *Academic Medicine*, 1998; 73(10):S1-S5.

6 The Mid-Session Evaluation (Showdown!)

Midway through the tutorial course, a written evaluation of student performance is required. From a process point of view, this provides the student with an opportunity to make any necessary changes to improve his or her performance. Regular feedback should have been a part of the tutorial process – however, it is possible that this mid-session evaluation will be the first opportunity for group members to vocalize any issues they may have with the group and other members. Unresolved tensions may have been building which will require the active interventions of the tutor.

Conflict in a group is quite normal. When it has gone unresolved for too long, it is common for one group member to be blamed as the source of the problem with the perceived solution being to “fix” or extrude” the problem member. A tutor is a group member like any other, and may scapegoat, or may be scapegoated. Prevention is better than cure, but should there be a hint of this dynamic, it is important to seek advice from someone outside the group since the tutor will have difficulty being objective.

Collusion with the group or part of the group must be avoided and the tutor must strive to maintain a neutral stance. Invoking the ground rules set initially, as well as the *Guide to Professional Behaviour in Tutorials* may be helpful in describing desirable and undesirable behaviours (see Appendix 1). Hitchcock’s *Intervention Model* may also be a useful guide. (see Appendix 3)

If the tutor needs to mediate, the following general principles may be helpful:

- check that all interests are raised
- separate people from behaviour
- separate interests from positions
- aim for the best win-win approach
- set and clarify goals
- determine how the final decision will be made

For more reading, see *Getting to Yes*, by Roger Fisher and William Ury.

References

Fisher, R., Ury, W. *Getting to Yes: Negotiating Agreement Without Giving In*. New York: Penguin Books, 1983.

7 Giving an Unsatisfactory Evaluation... But Where's the Evidence?

Historically, tutors in the MD Program have often felt uncomfortable giving a student in a tutorial group an unsatisfactory rating on the End-Unit or Rotation Evaluation. There are two major reasons for this. Firstly, it may appear at first glance easier to give someone a failing grade if there is a numerical test score or grade which is universally accepted as a “fail”. Tutorial evaluation is by its very nature narrative and yet it relates to real-time observations of student tutorial behaviour which should have been captured tutorial by tutorial throughout the Unit. In the last few years, the MD Program has developed an evaluation form and guide that more clearly delineates for the tutor and the students what is to be evaluated in tutorial.

The second perception of many tutors has been that the apparent “wooliness” of the evaluation system and tutorial evaluation in particular makes it very difficult for an unsatisfactory evaluation to “stick”. In other words, tutors may feel that the evaluation is easy for the student to challenge successfully. However, if some simple guidelines for providing regular feedback and evaluation of students are followed, most of these pitfalls can be avoided.

One of the most important reasons for introducing a new tutorial-by-tutorial evaluation form for students at McMaster in the past two years was to encourage tutors to make regular observations in a structured format rather than relying on vague memories at either mid-unit or end-unit evaluation. By the end of any curriculum Foundation, tutors should have a large number of data points for each student in the group across all the domains of tutorial evaluation. This is in addition to evaluative information from written objective tests and professional skills.

Much of what the tutors observe in tutorial relates to professional behaviour between and among the students and there is clearly more discomfort in evaluating this and giving feedback about professional behaviour than about issues of contribution to discussion or demonstration of knowledge and understanding of content. The MD Program has a widely distributed list of acceptable professional behaviours in the tutorial setting and at the earliest possible moment, if unprofessional behaviour is observed, specific feedback needs to be given, rather than general comments. Feedback from the tutor should be descriptive, rather than evaluative, and has to focus on the behaviour directly observed by the tutor rather than constituting comments on personality.

Other characteristics of effective feedback noted by a number of authors include: sharing information rather than giving advice; limiting the amount of information given to how much learners can use rather than what overloads them, and verifying or checking in with learners that the feedback is being understood and/or responded to. Most importantly, it is really vital that the tutor not provide

7 Giving an Unsatisfactory Evaluation... But Where's the Evidence? (cont'd)

meaningless and misleading or dishonest feedback since this does a disservice to both the tutor and the student.

In the dynamics of a tutorial group, feedback about professional behaviour needs to include comments from other group members so that there is no perception of the situation simply being one of conflict between the tutor and a particular student.

By undertaking to provide feedback for situations that arise in tutorial on a regular basis and particularly at mid-unit, there should be no surprises at the end-unit evaluation. Students deserve an opportunity to be able to remediate their performance during a Foundation to correct any deficiencies noted earlier.

In the MD Program at McMaster, the emphasis is on remediation of deficits rather than identifying failure. Successful remediation of deficits, however, requires that they are accurately identified and have occurred with some consistency despite feedback.

References

Guide to Professional Behaviour in Tutorials – *see Appendix 1*

End-of-Foundation Evaluation Form – *see Appendix 2*

Stewart, Moira et al., *Patient-Centred Medicine: Transforming the Clinical Method*. Sage Publications, 1995, Chapter 11, pg. 150.

8 *The Unprofessional Tutor*

Many tutors and their student tutorial groups make the mistake of assuming that they share a common understanding of the purpose and process of the tutorials at the beginning of each block of curriculum. They often discover a lack of agreement only after the group reaches a crisis. It is therefore vital for group function that the group deliberately sets ground rules or norms early in the group's existence. If this process is undertaken, should the group reach a crisis point, established ground rules can serve as an important reference for the group and tutor to diagnose the problem and decide how to proceed. The rules that are established should be non-negotiable.

The ground rules or norms established by the tutor and the group should relate to the professional behaviour expected in tutorial as laid out in all the MD Program Curriculum Medical Foundation Guides. The professional behaviours expected of both faculty and students in tutorials can be grouped under the four headings: **Respect, Communication Skills, Responsibility** and **Self-Awareness/Self-Evaluation**. In most circumstances, the tutor may be able to intervene at an early stage of a potential conflict before having to call a halt to proceedings to invoke the tutorial group ground rules or norms.

The first step requires the tutor to recognize that there is some problem brewing in the group. The tutor should attempt to correct the problem by asking questions or making suggestions that will allow the group to move forward on the task at hand. This might include re-focussing the discussion and asking direct questions of the group or a particular student that relates to what the tutorial is supposed to be about.

If this fails to get the group back on track, the tutor should call a "time out" and get the group to identify that a problem exists in how they are functioning. At this point, the tutor may attempt to negotiate a new approach to whatever appears to be causing the problem and only if these issue-specific negotiations fail should the tutor have to invoke the ground rules described above. Only rarely should the tutor or group require the assistance of an outside mediator to resolve group conflict.

References

Guide to Professional Behaviour in Tutorials – *see Appendix 1*.

Hitchcock, M.A., Anderson, A.S. "Dealing with Dysfunctional Tutorial Groups", *Teaching and Learning in Medicine*, 1997; 9(1):19-24.

9 ***Storming, Never Norming***

Bruce W. Tuckman is a psychologist and after completing his doctorate, he undertook research on small group and organizational behaviour at the Naval Medical Research Institute in Bethesda, Maryland. In 1965, he published a seminal article in the journal *Psychological Bulletin* called "Developmental Sequence in Small Groups". This is the source of the well-known "*forming, storming, norming* and *performing*" quartet of group formation stages to which, in 1977 a fifth stage, "*adjourning*", was added.

Over the last 40 years, others have attempted to modify Tuckman's original four-stage model and have criticized its implicit linearity, but it still forms a useful and simple approach to considering how PBL tutorial small groups and their tutors interact.

In the second or "*storming*" stage, Tuckman describes a sequence which is characterized by conflict and polarization around interpersonal issues, with concomitant emotional response in the task sphere. These behaviours serve as a resistance to group influence and task requirements.

This stage of group development is normal and a necessary step prior to the beginning of group cohesiveness. The tutor's role is to encourage careful listening, and to help the group find ways to meet everyone's needs, looking for win-win solutions.

However, if the development of the group arrests at this stage, with individuals vying for attention and promoting their own agendas, group tasks cannot be developed resulting in an ineffective learning environment and continuing conflict within the group.

The role of the tutor is to identify the situation and name it at the specific time in the tutorial when events or behaviours of members of the group demonstrate the "*storming*" phenomenon. Following this, the tutor should then provide focussed questioning directed at different members of the group to focus them on a collaborative approach to attempting the tutorial problem at hand. To do this, the tutor may have to gently remind students that they may be interrupting one another as well as asking students to reflect back to the first tutorial when they should have developed some norms for how the group was going to operate.

References

Tuckman, B.W., "Developmental Sequence in Small Groups", *Psychological Bulletin*, 1965; 63(6): 384-399.

This article is available as a Word document online at [http://dennislearningcenter.osu.edu/references/Group Dev Article.doc](http://dennislearningcenter.osu.edu/references/Group%20Dev%20Article.doc)

10 *Students Going Nowhere*

In this situation, the students are off track from the point of view of tutorial content, not necessarily group process. However the danger with letting a student group wander off topic is that tangential or lateral thinking by individuals in the group secondarily diminishes group performance on the task and is therefore regressive to group function. To recognize that the students are off track, the tutor needs to have sufficient content understanding of the basic principles under discussion to recognize what students should be discussing, so that appropriate focussed questions can bring the members of the group back to where they should be. In this role, the tutor is a facilitator of learning, guiding students away from one path and down another.

In an ideally functioning group, group members will recognize when the group is off track before the tutor needs to intervene. However, tightly written objectives for each problem make it easy for the tutor to ask focused questions which relate back to these objectives and return the students to an appropriate area of inquiry. In the case of objections from group members, the tutor can summarize the paths which the students have been exploring so the students can match them up with the problem objectives and more easily recognize the fruitful areas.

References

Neville, A.J. "The Problem-Based Learning Tutor: Teacher? Facilitator? Evaluator?" *Medical Teacher*, 1999; 21(4): 393-401.

11 The “Out-To-Lunch” Tutor

For the tutor to be an effective facilitator of student learning, active participation in the group will be required from time to time. Evidence from research in cognitive psychology suggests that students require immediate and accurate feedback on their problem-solving attempts. This feedback should include explicit mention of similarities between problems from different domains. In this way, students will learn to search for the similarity between new problems and their existing database -- since if new problems can be understood using old schemas, learning should be more efficient and longer lasting.

Tutors need to be familiar with tutorial problem guides and also the overall layout of the curriculum. If tutors are familiar with the curriculum structure, they can choose appropriate examples from areas already covered by students in the curriculum to identify and make explicit to the students any conceptual similarities. A tutor who knows absolutely nothing about what is being discussed in tutorial, who is therefore forced to acquiesce to group ignorance, will let many golden opportunities for reinforcing students' learning go by. The biggest mistake, of course, is to try to talk knowledgeably about something that is not actually well understood. The results of falling into this trap are very painful.

Knowledge gaps for a tutor are inevitable. The wise tutor models for the students the approach of a self-directed learner.

References

Neville, A.J. “The Problem-Based Learning Tutor: Teacher? Facilitator? Evaluator?” *Medical Teacher*, 1999; 21(4): 393-401.

Eva, K.W., Neville, A.J., Norman, G.R. “Exploring the Etiology of Content Specificity: Factors Influencing Analogic Transfer and Problem-Solving”. *Academic Medicine*, 1998; 73(10):S1-S5.

12 The “Know-All” Tutor

It is important for tutors to resist the temptation to share their knowledge over-enthusiastically with their tutorial groups. A number of studies cited in the reference below have shown that in some PBL small group situations, tutors can dominate in tutorial, especially when they are knowledgeable about the content under discussion. In some situations, it appeared that faculty felt that clearly directed tutors could save time in tutorial by sharing their content knowledge with the students.

Rather than pouring forth content knowledge, the tutor who is knowledgeable about the topic under discussion should act as a catalyst -- identifying the pearls as they appear in the conversation of the group, helping students amplify their hypotheses and asking probing questions to help students focus on the important concepts. By unobtrusively steering the course of discussion using these techniques, the tutor can allow the students the satisfaction of developing their own learning objectives and problem solutions after they have struggled a little bit to figure out for themselves what is going on.

Unfortunately, most tutors don't recognize when they are monopolizing the tutorial discussion. Some clues include the following:

- ❖ Students writing pages of notes while you talk
- ❖ Student whose attention is wandering while you talk
- ❖ You have spoken for more than 3 or 4 minutes straight

If you notice any of these signs, **STOP** and ask a probing question –

- ❖ *How ?*
- ❖ *Why ?*
- ❖ *What if ?*

References

Neville, A.J. “The Problem-Based Learning Tutor: Teacher? Facilitator? Evaluator?” *Medical Teacher*, 1999; 21(4): 393-401.

13 *The Quiet Student*

All people have their own personal styles, but from time to time a group member who is very quiet may be identified as a problem in the tutorial group. It is important to understand why the group member is quiet. It may be a personal preference, a learning style issue, or a reflection of the dynamics within the group. It could also indicate a problem with the student, either interpersonally or academically. The issue can be broached by the tutor at the end of tutorial evaluation, if neither the student nor other group members raise the issue. The appropriate approach depends entirely on the underlying cause, and ideally the solution will be found from within the group.

Possible strategies include the following:

- Naturally reserved personality —————> ensure air time during tutorial
- Reflective learning style —————> appreciate contributions later in problem
- Intimated by other member(s) —————> identify problem, rebalance group
- Interpersonal struggle —————> ensure referral to sources of support
- Academic difficulty —————> ensure referral to sources of support

At times, the student may not feel comfortable acknowledging in the group that they are dealing with some personal struggles, and may benefit from a private conversation with the tutor. On occasion, a student may not feel comfortable airing concerns about other group members and may need some guidance from the tutor. In this case, it is very important that the tutor not collude (or appear to collude) with the student. While advice may be given, the tutor must strive to facilitate the group as a whole to deal with issues which are affecting its function.

References

Walsh A. "The Tutor in Problem Based Learning at McMaster". Program for Faculty Development, McMaster University, Faculty of Health Sciences, 2004.

14 *The Domineering Student*

Some students can dominate a group either by talking a great deal, or through imposing their needs and wishes on the group as a whole. As always, it is important to understand what underlies this behaviour in order to deal with it appropriately. Often, students are unaware of this behaviour, or -- in contrast -- have had it pointed out before, but need reminding. Ideally, this behaviour will be identified early on, before it has become a significant problem, but if not, the sooner the discussion is held, the better.

Reminding students of the ground rules may be helpful. A focus on describing behaviour, rather than criticizing the person and discussing the impact on self, or on others, may also be useful.

In addition, the tutor may need to keep tabs on airtime in the group, and ask questions to draw out other group members. It is important to revisit the issue to track progress, as this tendency often recurs despite appropriate labeling and the best of intentions.

References

Walsh A. "The Tutor in Problem Based Learning at McMaster". Program for Faculty Development, McMaster University, Faculty of Health Sciences, 2004.

Summary

Tutoring in problem-based learning is not without its challenges. All small groups go through periods of conflict that is normal and healthy. Tutors must be able to help the group work through these conflicts to ensure a functional learning unit. By getting the group off to a good start, and by intervening strategically before problems magnify, the effective tutor is unlikely to run into major problems.

However, when this does happen, it is important to remain as objective as possible, to seek counsel from a colleague who is outside the group, and upon rare occasions, to formally request outside assistance for the group.

Guide to Professional Behaviour in Tutorials

Comment [COMMENT1]: v29
-->v30: reordered domains:
moved commskills to end of doc

RESPECT

- 1). listens, and indicates so with appropriate verbal or non-verbal behaviour
- 2). verbal and non-verbal behaviour are neither rude, arrogant nor patronizing
- 3). does not humiliate or denigrate group members for their opinions or information
- 4). differentiates value of information from value of person
- 5). acknowledges group members' contributions
- 6). does not interrupt inappropriately
- 7). participates in discussion of differences in moral values
- 8). apologizes when late or gives reason for being so

RESPONSIBILITY

- 1). is punctual
- 2). completes assigned tasks
- 3). presents relevant information
- 4). identifies irrelevant or excessive information
- 5). takes initiative or otherwise helps to maintain group dynamics
- 6). takes initiative or otherwise helps to define group goals
- 7). advances discussion by responding to or expanding on relevant issues
- 8). identifies own emotional or physical state when relevant to own functioning or group dynamics
- 9). accepts priority of tutorial time over other activities
- 10). identifies lack of honesty in self or others that interferes with group dynamics or attainment of group goals
- 11). describes strengths and weaknesses of group members in a supportive manner
- 12). gives prior notice of intended absence
- 13). negotiates alternatives if unable to complete assigned tasks

SELF-AWARENESS/SELF-EVALUATION

- 1). acknowledges own difficulty in understanding
- 2). acknowledges own lack of appropriate knowledge
- 3). acknowledges own discomfort in discussing or dealing with a particular issue
- 4). identifies own strengths
- 5). identifies own weaknesses
- 6). identifies means of correcting deficiencies or weaknesses
- 7). responds to fair negative evaluative comment without becoming defensive or blaming others
- 8). responds to fair negative evaluative comment with reasonable proposals for behavioural change

COMMUNICATION SKILLS

- 1). speaks directly to group members
- 2). uses words that group members understand
- 3). presents clearly
- 4). uses open-ended questions appropriately
- 5). uses non-judgemental questions
- 6). identifies misunderstanding between self and others or among other group members
- 7). attempts to resolve misunderstanding
- 8). tests own assumptions about group members
- 9). accepts and discusses emotional issues
- 10). able to express own emotional state in appropriate situations
- 11). non-verbal behaviour is consistent with tone and content of verbal communication
- 12). verbal or non-verbal behaviour indicates that statements have been understood
- 13). recognizes and responds to group members' non-verbal communication

To (a) improve the reliability and validity of tutorial-based evaluations, (b) ensure that students receive timely and focused feedback about their progress, and (c) provide a more useful record of student performance for tutors and the MD program the Medical Education Committee has voted to adopt a new protocol for tutorial-based evaluations.

The new protocol involves recording minimal assessments of each student after every tutorial. A form will be provided in the tutor binders that is intended to make your task of recording tutorial evaluation less onerous and more reliable. We ask you to remember, however, that these simple ratings do not substitute for qualitative comments during discussions with students. Please continue to provide students with constructive feedback regarding their performance. In fact, feel free to share the form with your students to provide them with a better sense of what is expected of them in tutorial. A blank space has been provided on the form for each tutorial to facilitate note taking in an attempt to assist you with providing feedback to students and completing the end-of-tutorial rating form.

The form itself consists of 3 global ratings, one for each of (a) Professional Behaviours, (b) Contribution to Group Process, and (c) Contribution to Group Content. These domains are defined as follows. The behaviours listed should not be considered comprehensive, but are provided instead, as a guide to the definition of each category.

Professional Behaviours

Attends tutorial; Punctual; Shows respect for others; Able to give and accept constructive feedback; Demonstrates accountability to self and peers

Contribution to Group Process

Contributes to the development of group objectives; Completes task as negotiated within the group; Encourages participation by others; Identifies own strengths and weaknesses; Communicates ideas and information effectively

Contribution to Group Content

Asks questions to clarify points and enhance understanding; Checks accuracy and validity of information; Analyses and applies relevant theories, concepts, and facts; Generates and considers alternative perspectives; Makes links with prior relevant readings, experience, or knowledge

You are asked to complete the tutorial evaluation form after **EVERY** tutorial by circling the number that best corresponds to your opinion of each student's performance within that tutorial. These ratings should be informed by the end-of-tutorial discussions that take place among the students. Neither students, nor tutors should be concerned with one particularly poor or particularly exceptional tutorial performance, but an ongoing trend should prompt the facilitation of feedback between tutor and student. At the end-of-unit you will be asked to provide a summary of your ratings to the student and the program using the electronic tutorial-evaluation form. The forms will remain in the student's file, but only the qualitative summary will be transferred to the student transcripts.

End-of-Foundation Evaluation Form

Field/Tutorial Evaluation Form		Tutorial # _____				Date: _____				
Student Name		Index registration		Attendance registration		Mark registration		Absence registration		Total
		1	2	3	4	5	6	7	8	
1.	1. Individual Evaluation	1	2	3	4	5	6	7	8	10
	2. Contribution to Group Process	1	2	3	4	5	6	7	8	10
	3. Contribution to Group Conflict	1	2	3	4	5	6	7	8	10
2.	1. Participation/Involvement	1	2	3	4	5	6	7	8	10
	2. Contribution to Group Process	1	2	3	4	5	6	7	8	10
	3. Contribution to Group Conflict	1	2	3	4	5	6	7	8	10
3.	1. Individual Evaluation	1	2	3	4	5	6	7	8	10
	2. Contribution to Group Process	1	2	3	4	5	6	7	8	10
	3. Contribution to Group Conflict	1	2	3	4	5	6	7	8	10
4.	1. Individual Evaluation	1	2	3	4	5	6	7	8	10
	2. Contribution to Group Process	1	2	3	4	5	6	7	8	10
	3. Contribution to Group Conflict	1	2	3	4	5	6	7	8	10
5.	1. Individual Evaluation	1	2	3	4	5	6	7	8	10
	2. Contribution to Group Process	1	2	3	4	5	6	7	8	10
	3. Contribution to Group Conflict	1	2	3	4	5	6	7	8	10
6.	1. Individual Evaluation	1	2	3	4	5	6	7	8	10
	2. Contribution to Group Process	1	2	3	4	5	6	7	8	10
	3. Contribution to Group Conflict	1	2	3	4	5	6	7	8	10

Dysfunctional Tutorial Intervention Model – Hitchcock et al



Figure 1. Dysfunctional tutorial group intervention model.

NOTES: