



## Using OBEFA to Give Instructor-to-Student Feedback (Transcript)

<https://www.youtube.com/watch?v=Kle3FmgW8-c>

### Part 1: The instructor gives instructions to the students, and the students complete the activity.

**Professor:** In this simulation exercise, you are homecare professionals meeting the client for the first time. Henry is 75 years old. His wife is in hospital, and his daughter arranged for this home visit because she's worried about him taking his medications and safety in his daily activities in his home.

The objective of this scenario is to build rapport and to begin an assessment, all the while focusing on patient-centred care. So wait for my signal and then knock on the door and Henry will let you in.

**Neil:** Great. After you.

**Professor:** Start whenever you're ready.

**Henry:** Come in.

**Neil:** Hi Henry, I'm Neil.

**Henry:** Hi Neil.

**Susan:** Hi, I'm Susan.

**Henry:** Hi Susan.

**Susan:** Nice to meet you.

**Henry:** Do you want to grab a seat somewhere?

**Neil:** Oh great.

**Susan:** That'd be great, yeah. Thank you for having us.

**Henry:** Hey, not a problem.

**Susan:** So I hear that your wife is in the hospital

**Henry:** Yeah poor old soul, yeah.

**Susan:** And your daughter arranged this homecare visit.

**Henry:** Stella, yeah she's such a worry wart that one. She thinks I need some help over time. I'm old, not senile.

**Susan:** I notice the open pill bottles on your counter and I just wanted to say that's a really bad idea.

So you can forget to put them in your pill box for the week?

So I would just recommend that the pharmacy put them in a blister pack for you. So it's the same as your normal pill box but the pharmacy does it.

**Henry:** Well that sounds like a good idea. It saves me doing it.

**Susan:** Did you want me to maybe ask?

**Henry:** Yeah, could you?

**Susan:** Of course.

**Neil:** Henry, your daughter mentioned that you had a fall last year, and I noticed the walker.

**Henry:** Well yeah that's a good conversation piece. I had a fall. I'm fine.

**Neil:** Yeah?

**Henry:** They gave me that thing, I don't know why. I don't use it.

**Neil:** Would it be all right with you if we took a walk to the kitchen?

**Henry:** Sure, no problem.

**Neil:** Just so I can see for myself that you're walking well.

**Henry:** No, that's fine.

**Neil:** Maybe help alleviate some issues.

**Henry:** Yeah I can do that. That's not a problem.

**Neil:** Great. Everything looks great. Do you have any grandkids?

**Henry:** Yeah, I've a couple actually.

**Neil:** Oh yeah?

**Henry:** Yeah.

**Neil:** How old?

**Henry:** Oh one's two and one's four.

**Neil:** A handful.

**Henry:** Oh absolutely.

**Neil:** I know.

**Henry:** You bet.

**Neil:** Right on. You can go back if you'd like.

**Henry:** Okay thanks.

**Neil:** Looks good to me, Henry.

**Henry:** Yeah I mean just because I'm old, it doesn't mean a thing.

**Susan:** It does look like you're doing well.

**Neil:** All right Henry, well it was nice to meet you.

**Henry:** And you.

**Susan:** Yes.

**Neil:** Is it all right if we came back in a week to see you, Henry?  
**Henry:** Yeah please, sure yeah.  
**Neil:** Okay.  
**Susan:** And I will contact the pharmacy about those blister packs.  
**Henry:** Okay thanks, I'd appreciate that.  
**Neil:** Have a great day.  
**Henry:** And you. Bye now.

## **Part 2: The instructor gives Sandwich Feedback (positive, negative, positive).**

**Professor:** All right, let's talk about how this exercise went today. What did you think?  
**Susan:** I thought it went well.  
**Neil:** Yeah, me too. It was positive.  
**Professor:** Okay. Susan, you built good rapport with Henry right from the beginning [*Positive*], but then you accused him of being messy and he didn't like that [*Negative*]. So, try not to do that. You had a great suggestion about the blister pack and he liked that [*Positive*]; good job.  
**Susan:** Thank you.  
**Professor:** Neil, having him walk into the kitchen and back with you was a great idea [*Positive*]. That rug was a tripping hazard, and you ought to have recommended that he get rid of it [*Negative*]. You were very polite and positive about the return visit [*Positive*]; good job.  
**Neil:** Thank you.  
**Professor:** Any questions.  
**Susan:** No.  
**Neil:** No.  
**Professor:** Great.  
**Susan:** Thanks Professor.  
(Students leave the room.)  
**Susan:** That went well.  
**Neil:** It did go well.  
**Susan:** Yeah, you handled that really well.  
**Neil:** Thank you.  
**Susan:** I like her. She's a good prof.  
**Neil:** Yeah, Professor Cunningham.  
**Susan:** Good old Cunningham.  
**Neil:** What class do you have next?

[What did the students learn from this feedback?]

### Part 3: The instructor gives OBEFA feedback.

**Professor:** Let's talk about how the exercise went today. What did you think?

**Susan:** I thought it went well.

**Neil:** Yeah, he was good and felt positive.

**Professor:** Susan, I was concerned [*Open*] when you criticized the patient [*Behaviour*] about the open pill bottles, that he seemed offended [*Effect*]. I worried [*Feelings*] that he might stop communicating with you. So let's talk about that [*Action*].

**Susan:** Oh, well I needed a way to bring up the blister packs so I thought I would mention the pill bottles. And it's really not safe for him to leave them like that.

**Professor:** You're right, it isn't safe the way it is. I'm wondering if there's another way you might have approached it.

**Susan:** Well I could have been more direct I guess. I could have said 'Oh I'm concerned about this' instead of saying "Oh that's a bad idea."

**Professor:** Mm-hmm, it's a great idea to do it that way, because owning your concern rather than accusing or blaming the patient is a better way of enlisting him. Good.

Neil, I was concerned [*Open*] when the patient almost tripped on the rug that you didn't say anything [*Behaviour*]. I worry [*Feelings*] that the patient will have a bad fall in the future and it was something that we could have prevented [*Effect*]. So let's talk about that [*Action*].

**Neil:** Well he really wanted to show me that he could walk well without his walker, and I didn't want to offend him. Except for the rug, he was walking fine.

**Professor:** You're correct, he was walking well, and we want him to keep walking well for a long time in the future. What could you have done differently there?

**Neil:** I should have straightened out the rug for him. And I could have suggested to him that he get rid of the rug altogether to prevent future falls.

**Professor:** Yes, those are good ideas. Help the patient understand how to prevent future falls.  
Any questions either of you?

**Neil:** No.

**Susan:** No.

**Professor:** Good.

**Neil:** Thank you.

**Susan:** Thank you, Professor.

(Students leave the room.)

**Susan:** That was interesting, eh?

**Neil:** Yeah it was good.

**Susan:** I was nervous though, but she gave good feedback. I missed that I offended him. I didn't even see that.

**Neil:** But you saved it with the blister packs. That was really good.

**Susan:** I don't know if I saved it.

**Neil:** I missed the rug.

**Susan:** Oh I missed that too. Don't worry.

**Neil:** No it was good though. She gives really good feedback.

**Susan:** She pays attention to details.

**Neil:** Mm-hmm.

**Susan:** Totally.

**Neil:** No sneaking one by her.

**Susan:** No.

**Neil:** Well I've got to get to my next class.

**Susan:** Yeah, me too.

*[What did the students learn from this feedback?]*



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