

The Art of Effective Feedback

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Objectives

- Discuss the significance of providing effective feedback
- Describe and differentiate among techniques to provide effective feedback
- Compare and contrast examples of oral and written feedback

Disclosure

- Disclosure statement:
 - Dr. Littlefield has no actual or potential conflict of interest associated with this presentation
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Providing Effective Feedback

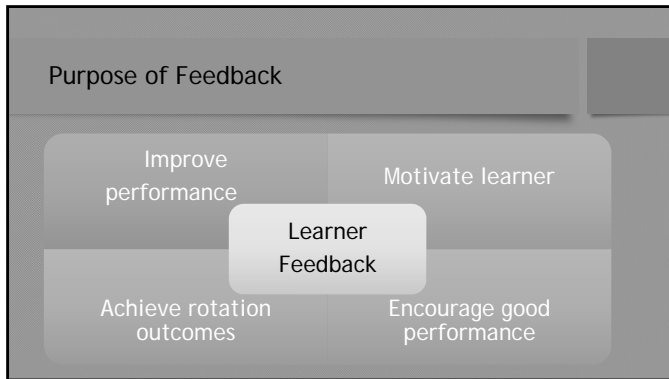
How do I do it and why should I care?

"Too often we forget the purpose of feedback - its not to make people feel better, its to help them do better"

- Tugend A. The New York Times, April 5, 2013

Feedback

- Feedback is the cornerstone of effective teaching
 - Good practice is reinforced
 - Poor performance is corrected
 - Path to improvement is identified
- Encourages learners to reflect on performance and identify ways to improve
- Feedback should be:
 - Frequent
 - Face-to-face
 - Provided in small doses

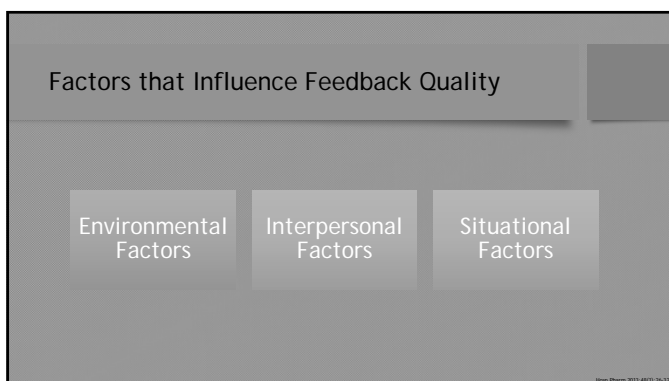


- ### Absence of Good Feedback
- Poor performance does not improve
 - Good behaviors are not reinforced
 - Learners assume their level of competency is good enough
 - Learners rely on comments from peers to judge performance
 - Self-assessed level of competence is based on how they are coping with the rotation
 - Learner is learning by trial and error

- ### Effective Preceptors
- Passionate and enthusiastic
 - Organized
 - Encourage critical thinking and problem solving
 - Facilitate self-learning
 - Role model
 - Strong communication skills
 - Tailor learning experience to the interest of the learner
 - Give effective feedback
 - Rotation flexibility

Evaluations vs. Feedback

	Evaluations	Feedback
Content	Objective	Objective
Quality	Summative	Specific
Timing	Planned	Immediate
Setting	Formal	Informal
Purpose	Grading (and improvement)	Improvement



- ### Environmental Factors
- Feedback should be provided in a neutral, private, setting
 - Feedback should never be given in a public setting
 - Both preceptor and learner should be comfortable
 - Especially important when providing constructive feedback
 - Timing of feedback is critical
 - Should be given as close to the event as possible
 - Allows both the preceptor and learner to recall specific details about the event

Interpersonal Factors

- Diversity of personality types can pose a challenge in providing effective feedback
- Individual traits can affect feedback delivery and reception
 - Confident vs. insecure
 - Extroverted vs. shy
 - Factual vs. sensitive
 - Structured vs. spontaneous
- Be able to adapt feedback to best suit the learner

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Situational Factors

- Feedback content is the most important situational factor
 - Studies have demonstrated that most preceptors are more comfortable providing positive feedback
- Need for specificity in feedback
 - "You did a great job handling that situation"
 - "I thought you did great at remaining professional when that provider was clearly upset. You remained calm and asked questions to understand his point of view."

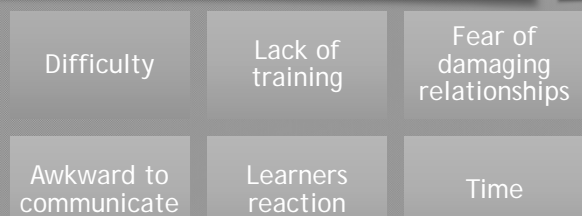
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Characteristics of Quality Feedback

Environment	Neutral, private, setting Face-to-face Minimize interruptions
Timing	Immediate and ongoing
Individualization	Establish relationship with the learner Encourage self assessment Offer ways to improve
Content	Relevant observed behaviors
Specificity	Provide specific examples
Preparation	Establish routine feedback sessions Set expectations prior to rotation

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Barriers to Feedback



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Assessment Question 1

What is the purpose of providing quality feedback?

- Improve performance
- Motivate the learner
- Encourage good performance
- All of the above

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Assessment Question 2

Which of the following are characteristics of quality feedback?

- I. Neutral, private, setting
- II. Objective
- III. Formal and summative

- A. I and II only
- B. I and III only
- C. II and III only
- D. All of the above

Assessment Question 2

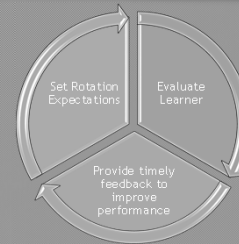
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Feedback Techniques

How to give feedback

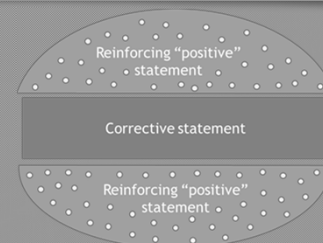


Informal Feedback

- Informal feedback should be specific
- Describe what the learner did (their behaviors) to help reinforce what they did well or what they need to improve on
- Should occur at the time of the event or shortly after

BMJ 2008;337:a1961

The Feedback Sandwich



BMJ 2008;337:a1961

Feedback Sandwich Example

- Video example

Criticisms of Feedback Sandwich

- Obscures the constructive feedback by highlighting praise
- Positive feedback is trivial and serves no function
- Leads to positive feedback distrust

The Pendleton Model

- Step 1 • Learner states what went well
- Step 2 • Teacher states areas of agreement and elaborates on good performance
- Step 3 • Learner states what was poor or could be improved
- Step 4 • Teacher states what they think could be improved

Pendleton Model Example

- Video example

Reflective Feedback Conversation

- Encourages learners to reflect on their actions and to motivate subsequent improvement in performance
- Similar to Pendleton's teacher-learner conversation but puts more emphasis on the learner's own ability to recognize performance deficits
- Includes a discussion about how the learner plans to improve

Reflective Conversation - W3 model

- W1 • What worked well?
- W2 • What didn't work well?
- W3 • What could you do differently next time?

W3 Model Example

- Video example

Assessment Question 3

What is a limitation to the "Feedback Sandwich"?

- Provides 2 corrective statements with 1 positive statement which may be discouraging to learners
- It involves self reflection with the learner self-identifying what they did well and what they can improve on
- May obscure the constructive feedback by highlighting praise

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Assessment Question 4

- Which of the following is a barrier to providing effective feedback?

- Difficult to communicate
- Time
- Lack of training
- All of the above

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Feedback Evaluation

The good, the bad, and the ugly

Feedback Scenario 1 - Oral Feedback

"You didn't seem to interact with the team on rounds"

- Susan's is on Matt's critical care rotation. This is her first critical care rotation and she has been working with Matt for a week now. Matt has noticed that Susan rarely speaks up on rounds and hasn't made any recommendations to the team
- Matt made the following comment to Susan as they were walking off the unit for lunch.

Feedback Scenario 1 - Oral Feedback

- "You didn't seem to interact with the team on rounds"
- Overall general comment that was non-specific for the learner
- Occurred in a public environment while they were leaving the ICU for lunch
- Did not offer ways for the learner to improve during future encounters
- Depending on the tone it may come across as judgmental

Feedback Scenario 2 - Oral Feedback

"I encourage you to prepare for rounds so that you aren't spending valuable team time pouring over the chart. This will allow you to be more engaged during patient care discussions"

- Matt and Susan met to discuss patients after rounds. When Matt asked Susan what she would like to improve on, Susan mentioned that she wanted to identify more patient interventions.
- Matt offered the following advice to Susan during their encounter

Feedback Scenario 2 - Oral Feedback

- "I encourage learners to prepare for rounds so that you aren't spending valuable team time pouring over the chart. This will allow you to be more engaged with more presence during patient care discussions"
- Feedback is much more specific, as Matt points out that she is spending her time on rounds reviewing patient charts
- Feedback is based on direct observation and is presented in a non-judgmental fashion
- Offers the learner a way to improve performance
- Occurred in a private setting while they were having patient discussions

Feedback Scenario 3 - Written Feedback

"Overall I think Susan is doing well on rotation. She should work on being more interactive with the interdisciplinary team. Otherwise, I think she is progressing just fine."

- Susan is now half way through Matt's rotation. They are meeting this afternoon to review her midpoint evaluation.
- Matt put this comment in the "overall comments" section of the evaluation

Feedback Scenario 3 - Written Feedback

- "Overall I think Susan is doing well on rotation. She should work on being more interactive with the interdisciplinary team. Otherwise, I think she is progressing just fine."
- Statement is very generalized, and does not highlight specific actions that the learner does well and needs improvement on
- Feedback may not appear to be based on direct observation
- Feedback will not lead to changes in the learners thinking, behavior and performance

Feedback Scenario 4 - Written Feedback

"Overall I am very impressed with Susan's ability to collect pertinent data on her patients. She has great attention to detail and is able to identify relevant labs related to various pharmaceutical agents. I encourage her to prepare for rounds so that she isn't spending this time reviewing the patient chart. This will enable her to make more interventions directly to the team."

- Susan is now half way through Matt's rotation. They are meeting this afternoon to review her midpoint evaluation.
- Matt put this comment in the "overall comments" section of the evaluation

Feedback Scenario 4 - Written Feedback

- "Overall I am very impressed with Susan's ability to collect pertinent data on her patients. She has great attention to detail and is able to identify relevant labs related to various pharmaceutical agents. I encourage her to prepare for rounds so that she isn't spending this time reviewing the patient chart. This will enable her to make more interventions directly to the team."
- Matt is providing feedback on specific behaviors
- Matt is able to set a clear expectation for Susan to make interventions during patient care rounds
- Matt is basing his evaluation on direct observations and does so in a non-judgmental way
- Feedback may lead to changes in the learners thinking, behavior and performance


Summary - 8 Principals of Effective Feedback

- 1 • Treat it as a normal everyday component of the teacher-learner relationship
- 2 • Ensure learners are clear about the criteria in which their performance will be assessed
- 3 • Give feedback on specific behaviors rather than on general performance
- 4 • Feedback should be based on what was directly observed and should be non-judgmental

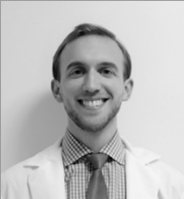
Summary - 8 Principals of Effective Feedback

- 5 • Offer feedback at the time of an event or shortly afterwards
- 6 • Feedback should be limited to one or two items
- 7 • Teacher led feedback should be balanced by seeking learners own perspective of performance and ideas for improvement
- 8 • Feedback should lead to changes in the learners thinking, behavior and performance

Special Thanks



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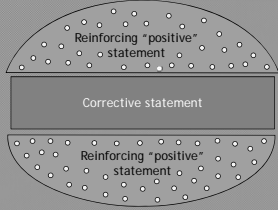


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