

# EFFECTIVE FEEDBACK

## Skills for teaching *and* learning

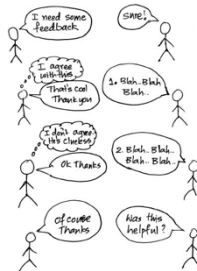
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### SESSION GOALS

- Identify principles of effective feedback.
- Discuss feedback from the perspectives of both learner and teacher.
- Describe a model for providing feedback.
- Discuss common issues in the feedback process.
- Practice feedback skills.

### YOUR FEEDBACK EXPERIENCES

*Recall a situation you have experienced, either as a teacher or learner, in which feedback given or received was helpful or harmful.*



### WHAT IS FEEDBACK?



“The giving, seeking, and receiving of performance-related information among the members of a team.”

### WHY IS THIS IMPORTANT?

### FEEDBACK VS. EVALUATION

- Summative Evaluation:
  - Rates the “final” performance/product.
- Formative Evaluation: “Time Out”
  - Guides performance prior to completion.
  - Allows in-process correction.
  - Facilitates improvement of ongoing behavior.

## FEEDBACK VS. TEACHING

### FEEDBACK:

WHAT DO YOU WANT TO CONVEY?

- *Your self-assessment is a key element*
- *Here's what I see*
- *Here's how to become even better*
- *I believe in your ability to do this*
- *I expect you to work on it*
- *I am here to help you*

## THE FEEDBACK PROCESS

### 1. Establish a positive learning environment

- *Learners are more receptive to feedback when they feel that you understand and **respect** their concerns*

### THE FEEDBACK PROCESS: BEFORE LEARNING ACTIVITY

### 2. Orient the learner to what is expected, and purpose of feedback

- Goals and objectives
- EPAs
- Milestones

- *Planned learning experiences*
- *Time allocated for feedback*
- **“Well-timed and expected”**

### THE FEEDBACK PROCESS: AFTER LEARNING ACTIVITY

### 3. **ASK:** Learner evaluates own work

- Stimulate learner's insight
- Encourage self-reflection
- Help them identify their learning needs
- *“What did you do well? What did you struggle with?”*
- **Long-term goal: building the capacity for self-evaluation**

## THE FEEDBACK PROCESS

### 4. **ASK:** Learner asks for specific feedback

- Identify appropriate criteria
- Identifies what would be helpful to hear



## THE FEEDBACK PROCESS

5. **TELL**: Discuss your observations with learner.

- Based on first-hand data: *direct observation*
- Limited to behaviors that are changeable: DIRECTED TOWARDS IMPROVEMENT
- Phrased in descriptive language: SPECIFIC
- Specific performances, not generalizations: CONSIDERATE
- Subjective data should be labeled as such
- Actions are emphasized, not assumed intentions behind the actions

## THE FEEDBACK PROCESS

5. **ASK**: Compare self-evaluation with teacher's evaluation

- Calibration of judgment
  - EPAs
  - Milestones
  - Goals/objectives

## THE FEEDBACK PROCESS

5. **ASK**: Discuss with learner:

- Problems that may interfere with learning
  - Personal: health concerns, family issues, etc.
  - Environment: e.g. system logistics
- How to balance learner's needs with:
  - "System" (e.g. hospital, residency) needs
  - Other requirements (rules, regulations)

## THE FEEDBACK PROCESS

6. **Plan for improvement**

- *Progression of future work in steps towards competency and excellence*
- *Building capacity to take on greater complexity*
- Verify learner's understanding of feedback.
- Invite learner to comment on your feedback.
  - Reinforce interactive participation.
- Re-negotiate learning goals as needed.

## WHAT MAKES IT DIFFICULT TO GIVE GOOD FEEDBACK?

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- Never discussed expectations up front
- Learner not engaged in feedback process
  - Fatigued
  - Overwhelmed
  - Doesn't trust person giving feedback
- Teacher avoidance
  - Teacher did not directly observe behavior
  - Lack of training in how to provide feedback
  - Lack of relationship with learner
- TIME...

### WHAT ABOUT TIME TO DO THIS?

#### o *Minimal Time*

- **ASK:** Elicit learner self-evaluation of his/her performance
- **TELL:** Give feedback on self-assessment
  - o Specifically indicating *why* a learner was correct or incorrect
  - o Give reasons, rationale for feedback
  - o Offer suggestions
- **ASK:** Agree on goals with learner
  - o Develop an action plan
  - o Allow the learner to react to the feedback



### RED FLAGS – TAKE ACTION!

- o Behavior that is unsafe, unethical, unprofessional, or demonstrates absence of core competency should be addressed immediately.
- o Discuss concern with learner promptly and privately.
- o Notify the attending. “No Surprises” policy.
- o Observe for improvement in appropriate time frame (i.e. mid-week/weekly if no safety concerns.)
- o Note learner’s progress and improvement. Comment on this in evaluation, if appropriate.



### FEEDBACK IN THE RED ZONE

- o High patient loads and stressful situations can make time for feedback difficult
- o Often, this is when positive and constructive feedback is needed the *most*
- o Recognize that your approach may change under stress and let your learners know
- o Make time for formal & midpoint feedback, even when time is short

### FEEDBACK OPPORTUNITIES

- o Precepting
  - Admission Clinic
  - Procedures Deliveries
- o Post call discussions
- o Inpatient (beginning of week)
- o Inpatient (end of a week)
- o Teaching clinics
- o Video tape review



### “TAKE PERFORMANCE TO THE NEXT LEVEL”

- Tell them what they’re doing right (they might have done it by accident!)
- Let them know you’re on their side.
- Positive, reinforcing feedback can be followed with restating new goals to reach a new level.
- There’s always room for improvement.
- For any resident, the end of one rotation is the start of the next – help them define their next goals.

### FEEDBACK: KEY CONCEPTS

- o Learner is at the center: seeks information, responds to comments, forms new goals.
- o Prior to teaching: orientation/briefing; anticipate feedback; working towards self-evaluation and personal initiatives.
- o After teaching: working towards sustainable assessment.
- o Importance of emotion, culture, relationships: TRUST.

### FEEDBACK SUMMARY

- o Educator and student work as allies: **RESPECTFUL**
- o Well-timed and expected: **TIMELY**
- o Encourage learner's self-reflection
- o Based on first-hand data: Direct observation
- o Limited to behaviors that are changeable
- o Phrased in descriptive language: **SPECIFIC**
- o Elicit learner's reaction, and convey support: **CONSIDERATE**
- o Develop constructive learning plan: **DIRECTED TOWARDS IMPROVEMENT**

### WORKSHOP

- o Handout for reference
- o Questions for discussion
- o Working through scenarios in providing feedback