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

5. **ASK**: Compare self-evaluation with teacher's evaluation
   - Calibration of judgment
     - EPAs
     - Milestones
     - Goals/objectives

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?

- 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?

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

RED FLAGS – TAKE ACTION!

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

FEEDBACK IN THE RED ZONE

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

FEEDBACK OPPORTUNITIES

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

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

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

Workshop

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