Moving Forward
Through Feedback

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QuickTime™ and a Cinepak decompressor are needed to see this picture.
Goal

- To improve your comfort and ability to give effective feedback

Objectives

- Discuss the value of giving constructive feedback
- Identify the essential elements and different styles
- Explore barriers to feedback in the hospital
Feedback

Formal Definition

“the process by which the teacher provides learners with information about their performance for the purposes of improving their performance”
Learner Perception of Feedback

- **Trainees WANT feedback**
  - 3471 learners
  - Top preceptor behaviors
  - 97% open to questions
  - 96% constructive feedback
  - 84% set time for topics

- **They NEED it**
  - 36 R1 feedback on notes
  - 78% useful & wanted the feedback

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Schultz KW BMC Med Educ 2004
Finn KM Med Educ 2007

Hodges B Acad Med 2001
Learner Perception of Feedback

- They don’t get ENOUGH feedback
  - 80% never or infrequently received corrective feedback
  - 31% received reinforcing feedback often

- Constructive feedback can IMPROVE learner knowledge and skills

They want it and its good for them

Finn KM Med Educ 2007
Isaacson JH SGIM 1995
Boehler ML Med Educ 2006
Schenarts PJ Crit Care Med 2007
Types of Feedback

Complimentary v. Specific

- RCT of medical student reactions to feedback
  - 33 medical students at Southern Illinois University
  - Given same instruction on 2-handed surgical knot-tying

- Intervention
  - Randomized to specific feedback or general compliments

- Measurements
  - Videotaped performing the skill before and after
  - Assessed student satisfaction via 7-point rating scale

Boehler ML Med Educ 2006
Mean Satisfaction Score

- Specific Feedback
- General Compliments

7-Point Likert Scale (1=Very Poor; 7= Truly Exceptional)

p=0.005
Mean Performance Scores

Specific Feedback: p < 0.001
General Compliments: p = 0.2

Total Possible Ratings 0-32; IRR > 0.8
Feels good vs. Makes you better

- Specific feedback can improve performance on procedural skills
  - FEEDBACK ↑ LEARNING

- Satisfaction with feedback is a poor marker of the QUALITY of feedback
  - SATISFACTION ≠ QUALITY

High quality feedback must be specific
Giving high-quality feedback is strongly associated with teaching ratings

- High quality feedback: OR 4.5 (95% CI 3.57-6.25)

Feedback on:
- Oral presentations
- DDx
- At bedside
- Progress notes
- Written H&Ps
What Feedback Is *NOT*

- A time to vent your frustrations
- A power struggle
- An evaluation
  - Summative
  - Occurs at the end
  - Filled with adverbs and adjectives = judgment
  - Assigns a numerical and descriptive value to a learner’s performance (grades/promotions)
  - May go to outside institutions or departments

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Alguire PC Teaching in Your Office ACP 2008
Effective Feedback Methods

How should feedback be delivered?

- Sandwich – positive, negative, positive
Effective Feedback Methods

... or,

- Start with self reflection - ask, tell, ask
  - How do you think it went? Successful? Areas for improvement?
  - Attending shares perspective
  - Ask the student to create a plan for improvement
Effective Feedback Starts on Day 1...

- **Set expectations**
  - Your learners (ask them to self-reflect)
    - What do your learner want to improve on?
    - What do they want from the rotation?
    - What do they expect/ want/ need from you?
  - Yours
    - What do you want from them?
      - When do you meet? How much detail? When to call?...
      - What are your particular quirks that they should know?
Example 7

- Dr. Cox in ICU setting expectation after night on call

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...and continues every day

- **Direct Observation**
  - Identify learners strengths and weaknesses
    - Choose 2 or 3
  - Focus on the behaviors, not the person
  - Include positive as well as constructive observations

- **Indirect Observation**
  - What do the RN, SW, pts, residents, other students think?
  - Attempt to complete 360 degree evaluation
  - Indirect better written than reported through you
...then it’s time to give the feedback

**Types & Timing**

- **Brief feedback**
  - Tends to be 1 minute, frequent & closely tied to specific action
  - “...you did a great job reporting the labs but missed the anion gap acidosis.”

- **Formal feedback**
  - Tends to be 5-20 mins, mid-rotation (or w/ critical incidents) & more comprehensive
  - “...you do a great job presenting the pt data but moving forward I’d like to see you spend more time interpreting the data.”

**Location**

- Depends on type, content and audience for feedback
- Create a safe environment
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...then it’s time to give the feedback

- **Delivery**
  - Start by labeling the interaction as “feedback”
  - Focus on observed behaviors
    - Refer back to expectations and goals as appropriate
  - Be Specific
  - Be concise—limit it to 2-3 points
  - Be unequivocally clear
  - Beware verbal and non-verbal clues
...and move forward.

- Moving Forward
  - Summarize the feedback
  - Commit to a plan to improve
  - Repeat Feedback
Feedback Checklist

Type, Timing & Location
- Brief or formal feedback
- Identify optimal timing
- Location – private or public, safe?

Method
- Start by labeling it “Feedback”
- Sandwich
- Ask-Tell-Ask

Delivery
- Behaviors--comment on observed behaviors
- Be specific
- Be concise--limit to 2 or 3 areas
- Be unequivocally clear
- Beware of verbal and non-verbal communication

Moving Forward
- Summarize the feedback
- Commit to a plan to improve
- Repeat feedback on the same issues later in the rotation
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Case Example 3

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Why Don’t We Do It?
Overcoming Barriers

- **Failure to Observe** - create opportunities to observe your learners
- **Time** - schedule time, make it a priority
- **Knowledge** - know how to do it quickly and effectively
- **Skills** - practice, practice, practice
- **Create a Culture for Feedback** - safe and reciprocal
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Summary

- **Learners want and benefit from feedback**
  - They’ll rate you higher if you do it
- **Feedback is a process**
  - Verbalize expectations up front
  - Make feedback a priority
  - Identify specific observable actions or behaviors
  - Find the time and place
  - Set plans to accomplish the expectations
- **It takes practice**
  - Be sure to get feedback on your feedback
Last thoughts...

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Acknowledgements

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