

The background of the slide is a photograph of a green chalkboard. Two pieces of pink chalk are lying on the board, one slightly behind the other. There are some faint, white chalk markings on the board, including a large 'C' on the left and some curved lines on the right.

Giving Effective Feedback

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Workshop Objectives

- At the end of the workshop you should be able to...
 - *Explain the importance of providing constructive feedback*
 - *Explain the characteristics of constructive feedback*
 - *Explain how to prepare for and conduct a feedback session*



Credits

- Preceptor Education Project, 2nd edition
 - *Developed by the Society of Teachers of Family Medicine*
- Providing Constructive Feedback to Learners
 - *William Anderson, PhD*
 - *Michigan State University College of Human Medicine*
 - *Department of Medicine Faculty Development Program*
- Feedback in Clinical Medical Education
 - *Jack Ende, MD*
 - *JAMA 1983;250:777-81*



Key Points

- Effective feedback promotes learning
- Interpersonal and communication skills enhance effectiveness of feedback
- Learner-centered feedback encourages development of self-evaluation skills
- Learner-centered feedback is less threatening and may be more effective
- The “feedback sandwich” is a helpful tool

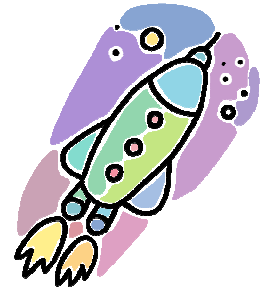


Providing feedback

- In what settings do you have to give feedback?
- What makes it difficult to give good feedback?

What is feedback?

- Information provided to learners about their performance that aims to improve their future performance
 - *Provides information, not judgement*
 - *AKA: formative feedback*
- Information provided to learners to compare their performance against course or clerkship objectives for the purpose of assigning a grade
 - *Judgement against standards to rank or grade*
 - *AKA: summative feedback*





Other definitions of feedback

- Information that lets people know where they are in relation to the goals toward which they are aiming
- Information that assists people in correcting their course
- Information about what the learner did that is shared with the learner
- A way of helping people learn how closely their behavior matches their intentions



What feedback isn't...

- Praise
 - *Providing positive comments about one's behavior or actions*
- Criticism
 - *Delivering an unfavorable appraisal of learner's actions*
- Both lack specifics about the behavior or action
- Both are personal judgements about a performance effort or outcome
- Based on opinions or feelings



Medical students' reactions to feedback

- Students rated praise feedback as higher quality than focused feedback on specific procedural skills, although the specific skills feedback resulted in improved performance while praise feedback did not
- Suggests: Student satisfaction with feedback is not an accurate measure of quality of feedback

Boehler ML, Rogers DA, Schwind CJ, Mayforth R, Quin J, Williams RG, Dunnington G. An investigation of medical student reactions to feedback: A randomized controlled trial. Medical Education 2006;40(8):746-49.



Types of feedback

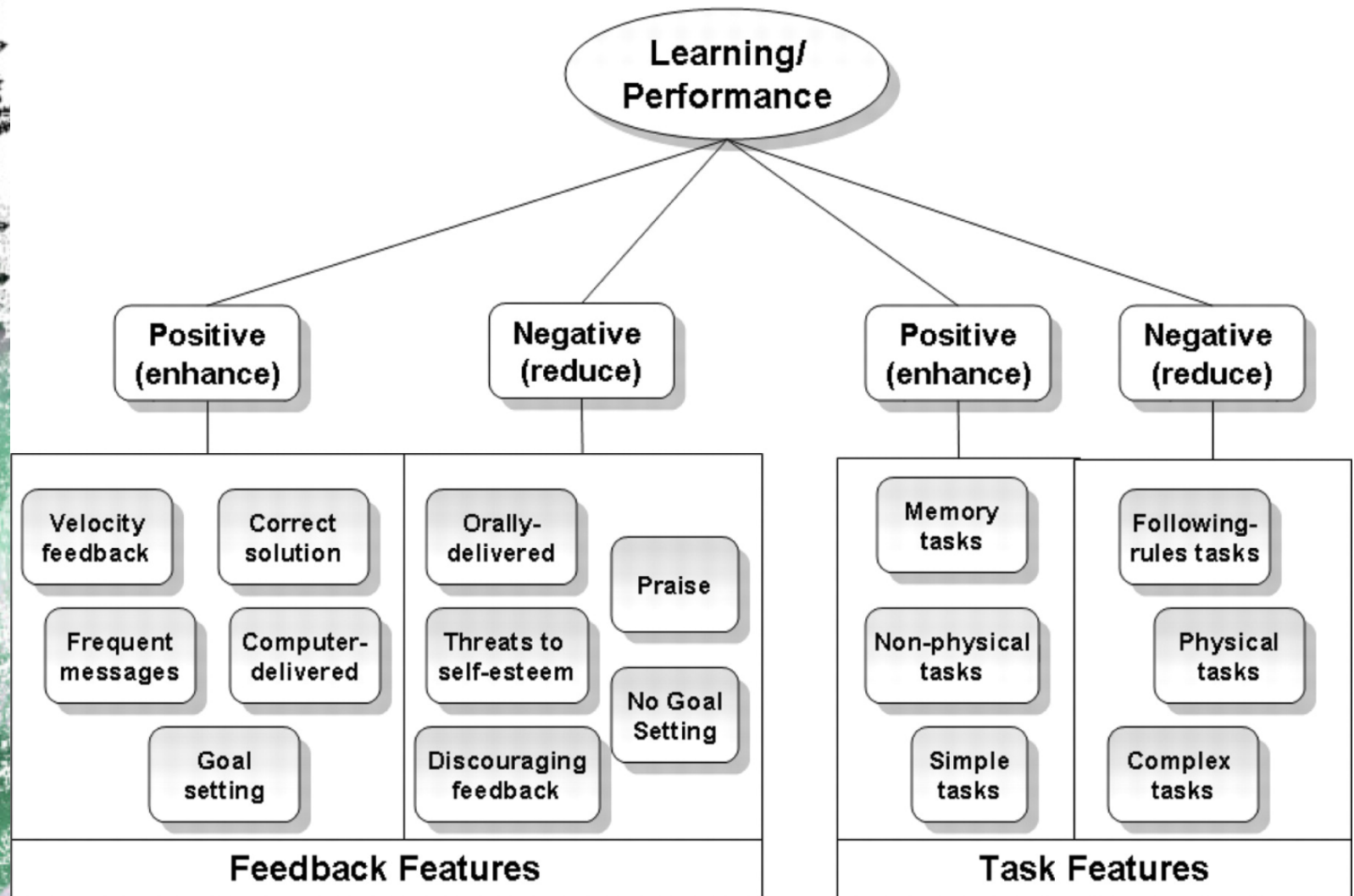
- Positive feedback
 - *Statements describing appropriate actions or responses*
- Negative feedback
 - *Statements describing inappropriate actions or responses*
- Incomplete feedback
 - *Statements which neither confirm nor deny actions or responses*

Types of feedback (con't)

- Non-verbal feedback
 - *Information conveyed by body language or facial expressions where meaning is interpreted by the learner*
- Destructive feedback
 - *Statements made in a way which punishes the learner's inappropriate actions or responses*
- Constructive feedback
 - *A combination of Positive and Negative Feedback along with a description of how to improve next time*



Summary of what we know





Providing Constructive Feedback?

- Why should I provide constructive feedback?
 - *Learners need to understand what they did right and wrong*
 - *Learners need praise for their accomplishments*
- When should I provide constructive feedback?
 - *Ideally, every time you work with a learner*
 - *Realistically, at frequent regular intervals during your work with a learner*
 - *Minimally, at the end of the learning experience*

Levels of feedback

- Level 1
 - *What you saw the learner do (acting as a human videotape recorder with no interpretation or judgement)*
 - *Description of the observed behavior*
 - *Easiest for learner to hear and accept*
- Level 2
 - *Your personal reaction (not judgement)*
- Level 3
 - *Your prediction of the likely outcome of this behavior*
 - *Judgement based on your experience about the appropriateness, correctness, or helpfulness of the observed behavior*





Levels of feedback (con't)

- A choice can be made as to the level of feedback provided
 - *Level 1 feedback is the easiest to hear*
 - *The recipients will feel relatively less defensive and in control of the communication and, thus, will be more likely to change their behavior*
 - *Level 2 feedback provides the learner with information they would not have otherwise (the reaction or feeling state of the teacher) and, ideally, helps build the relationship*
 - *Level 3 feedback allows the recipients to consider the consequences of their actions that they might not have considered otherwise*



Delivery

- In the first sentence, identify the topic or issue that the feedback will be about
- Provide the specifics of what occurred
 - *Use “I” statements*
 - *“I have noticed...”*
 - *“I have observed...”*
 - *“I have had reported to me...”*
- Be direct in delivering your message
- State observations not interpretations
- Avoid “need to” phrases; these send an implied message that things did not go well



Delivery

- Be sincere and avoid giving mixed messages
 - *Avoid “Yes, but...” messages*
 - *Similarly, the words “however” and “although” inserted into the middle of a thought create contradictions or mixed messages*
- In positive feedback situations, express appreciation
- In negative feedback situations, express concern
 - *tones such as anger, frustration or sarcasm change the underlying message*
- Give the feedback person-to-person



Characteristics of Constructive Feedback

- Constructive Feedback should be...
 - *Descriptive rather than evaluative*
 - *Specific rather than general*
 - *Based on firsthand data*
 - *Focused on issues the learner can control*
 - *Focused on decisions and actions, rather than assumed intentions or interpretations*
 - *Well-timed and expected*
 - *Limited in amount*

The “Feedback Sandwich”



What was done well

What was not done well

What to do next time



Examples

- The “quiet” student member of a small group
- The student who repeatedly submits work past a deadline
- Others??



Daily Feedback

- Actions
 - *Select appropriate time and location*
 - *Select 1 or 2 items to discuss*
 - *Use a mix of Level 1, 2, and 3 feedback*
 - *Serve the “Feedback sandwich”*
 - *Check for understanding*
- Characteristics
 - *Brief*
 - *Informal*
 - *Informational*
 - *Motivational*



Feedback practice session

- Roles
 - **The Patient-Observer:** *You are a 35-year-old patient who has had a persistent cough for 3 months that began with flu-like symptoms. You have been well otherwise, and you have come to the office today to get a medication that will stop your coughing.*
 - **The Student:** *In last week's New England Journal of Medicine, you read an article recommending chest CT scans for all patients with persistent coughs. The article also pointed out that cough suppressants should not be used until the cause of the cough is fully elucidated.*
 - **The Preceptor:** *Be prepared to provide level 1, 2, and 3 feedback to the student regarding the student-patient interaction you observe.*



Formal feedback session

- Actions
 - *Inform learner ahead of time*
 - *Prepare your notes*
 - *State purpose of meeting*
 - *Ask learner for self-assessment*
 - *Serve “Feedback sandwich”*
 - *Check for understanding*
 - *Ask for reactions*
 - *Develop future plans*
 - *Document results*
- Characteristics
 - *Comprehensive*
 - *Problem-solving*
 - *Learner participation*
 - *Goal setting*
 - *Documentation*



Follow-up

- Schedule timely meetings to review progress toward learning goals
 - *Review existing goals*
 - *Verify mutual understanding*
 - *Invite learner to reflect on progress*
 - *Offer observations via feedback sandwich*
 - *Verify learner's understanding of feedback*
 - *Ask learner to summarize what you said*
 - *Clarify as needed*
 - *Invite learner to comment on your feedback*
 - *Discuss learner's comments*
 - *Reinforce interactive participation*
 - *Re-negotiate learning goals as needed*



Feedback Summary

- Provide feedback sessions that are timely
- Encourage learner's self-reflection
- Focus your feedback on learner's goals
- Acknowledge when feedback is subjective
- Be specific: preferably cite observable behaviors
- Avoid overloading learner: limit your points
- Check for understanding
- Elicit learner's reaction to your feedback
- Convey support when providing feedback



Feedback practice session

- Roles
 - **Student:** *You are here for your mid-course feedback session and have brought your self-assessment in which you've identified yourself as "competent" in all categories (even though you know you don't speak-up enough in the group). You feel you're just "quiet".*
 - **Facilitator:** *This student is markedly more quiet than the rest of your group and you are concerned that his/her limited participation limits your ability to assess knowledge and decision-making skills. You have given him/her a "Concern" on the collaboration category and, unless the behavior changes, there may be several areas of concern on his/her final evaluation*
 - **Co-facilitator/Observer:** *Give feedback to the facilitator on the interaction reporting the relative amounts of levels 1, 2, and 3 feedback used in the interaction*



Feedback practice session

- Roles
 - **Student:** *You have just finished interviewing a “real” patient in the hospital who had a heart attack. Even though you have been taught how to take a sexual history, you didn’t see the need to do so for this patient and taking that history makes you uncomfortable anyway.*
 - **Facilitator:** *You have observed this student’s history and note them to be attentive and interested to the patient’s story. When the patient said in an asking tone, “I guess sex is out for a while, huh?”, you noticed the student appeared uncomfortable, faintly smiled and agreed and quickly moved on to a different line of questioning.*
 - **Co-facilitator/Observer:** *Give feedback to the facilitator on the interaction reporting the relative amounts of levels 1, 2, and 3 feedback used in the interaction*



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