Providing Meaningful Feedback

Goal

Progress

More Progress

RIME Fellows’ Session
September 19, 2019
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Word association:

Feedback
Learning objectives

1. Review the importance & definition of feedback
2. Describe the features of meaningful feedback
3. Apply the principles of meaningful feedback to a learner (struggling or succeeding)
Is feedback important?
Value of FEEDBACK

• 96% of surveyed residents (n=1500) believed feedback was important for learning (Schultz, BMC Central 2004).

• Giving high-quality feedback is strongly associated with teaching ratings (Torre, Acad Med 2003).

• Constructive and specific feedback can improve learner knowledge and skills (Boehler, Med Ed 2006).

• Learners often do not specifically ask for feedback, they may not recognize it when it is given, and often don’t remember it after it’s done (Sostock, Acad Med, 2002).

Adapted from SGIM 2011 National meeting workshop by:
Eva Aagaard, MD Shobhina G. Chheda MD MPH, J. Harry Isaacson, MD, Anna Skold, MD MPH
What is the purpose of feedback?
Definition: Feedback

• The process by which the teacher provides learners with information:
  • about their performance
  • for the purpose of improving their performance

• “Feedback provides information, not judgment”
  • Jack Ende
What is the difference between evaluation and feedback?
Evaluation VS Feedback
Feedback exercise

- **Observation:** You have noticed that on rounds, the intern flounders on presentations. He doesn’t seem to know what’s going on with the patients, but you can’t tell because the presentations are so disorganized.

- **Task:** Turn to the person next to you, and practice giving this intern feedback for the next 3 minutes.
Feedback debrief

• How did it go?
BARRIERS

• I don’t have time
• Someone else can do it
• I’m sure they will figure it out
• I don’t want to hurt their feelings
• I don’t want the learner to retaliate with my evaluations
• I don’t know how to give feedback
Is this meaningful feedback?

What are features of Meaningful Feedback?
Good feedback principles

• Linked to learner’s goals
• Focused on task, not the individual
• Simple praise is nice, but not helpful
• Timely
• Acknowledge their limitations (and yours)

• Allow the emotional response
• Specific steps to improve
• Measurable, specific, behavioral
• Observer and trainee agree on plan
• Timeframe
What level of feedback is this?

THE TEACHER IS HANDING BACK OUR TEST PAPERS TODAY...

I CAN HARDLY WAIT TO SEE WHAT SHE THOUGHT OF MINE...

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Levels of feedback

- Minimal
- Behavioral
- Interactive
Minimal feedback

• Tell learner the performance is correct or incorrect
• Agree or disagree with learner’s opinions
• Use nonverbal cues like nodding

• Examples:
  • “No.”
  • “Good.”
  • “That’s correct.”
  • “You made a mistake.”
Behavioral Feedback

• Tell learner why performance is correct or incorrect
• Give reasons for agreement/disagreement
• Offer suggestions for improvement

Examples:
- “Your case presentation was clear and well organized”
- “Your presentation does not include all of the important test results”
- “I agree with you because...”
Interactive Feedback

• Elicit learner’s reaction to feedback
• Give feedback on self assessment
• Develop an action plan with learner
• Examples:
  • “How did you feel you did?”
  • “How do you think that went?”
  • “Do you agree with my observations?”
  • “What do you want to change?”
• ASK-TELL-ASK approach
Feedback: Other considerations

• Setting:
  • Brief/informal (on they fly)
  • Formal (often a one on one meeting)
• Amount (digestible quantities)
• Use the F word (label the feedback)
  • “I’d like to give you some feedback about your presentation”
  • “... there, now we’ve had a feedback session”
Feedback exercise (revisit)

• **Observation:** You have noticed that on rounds, the intern flounders on presentations. He doesn’t seem to know what’s going on with the patients, but you can’t tell because the presentations are so disorganized.

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Example: Disorganized Presentation Student

• I’d like to give you some feedback on your presentations, if that’s ok.
• How do you think it went?
• *Wait for intern to tell you what the problem was from their standpoint*
• This morning on rounds, I had some trouble following your presentation on rounds. I found it difficult to follow your thought process.
• *(acknowledge limitations) For a first year resident, you are doing a great job with these really complex patients, so take this feedback as suggestions to help! I’m learning too.*
Example: Disorganized Presentation Student

• Recommend how to improve
  • I think we can work on the organizing the presentation a bit and you’ll feel better about presenting your plan.
  • When you have a complicated patient, I find it useful to organize your presentation with a problem list. That way others can follow your thought process and your presentations will be more concise and organized.

• Also, on rounds, listen to how (name) presents and try to model your presentation like theirs. That’s what I did when I was an intern…

• Let’s sit down again Thursday to see how….
Learner

Target skill
Take Home Points

• You must **observe** the **behaviors**
• Coach every day, not mid month
• Label it as such
  • “Let’s sit down for some feedback”
• Describe the performance
• Wait for response
• Recommend a next step
• Arrange for retry
• Arrange follow up to discuss
• The feedback club sandwich

Lucey, Feedback in the clinical setting
The Clinical Teaching Handbook
Ohio State University College of Medicine
Recognizing the desire for an accessible, practical yet content-rich way to enhance medical
THANK YOU