

Educator Development Forum: Feedback

October 7, 2020

Learning Objectives

- By the end of the session, participants will be able to:
 - Describe key elements of a feedback discussion
 - Reflect on personal challenges in giving feedback
 - Provide feedback in challenging situations

What is Feedback?

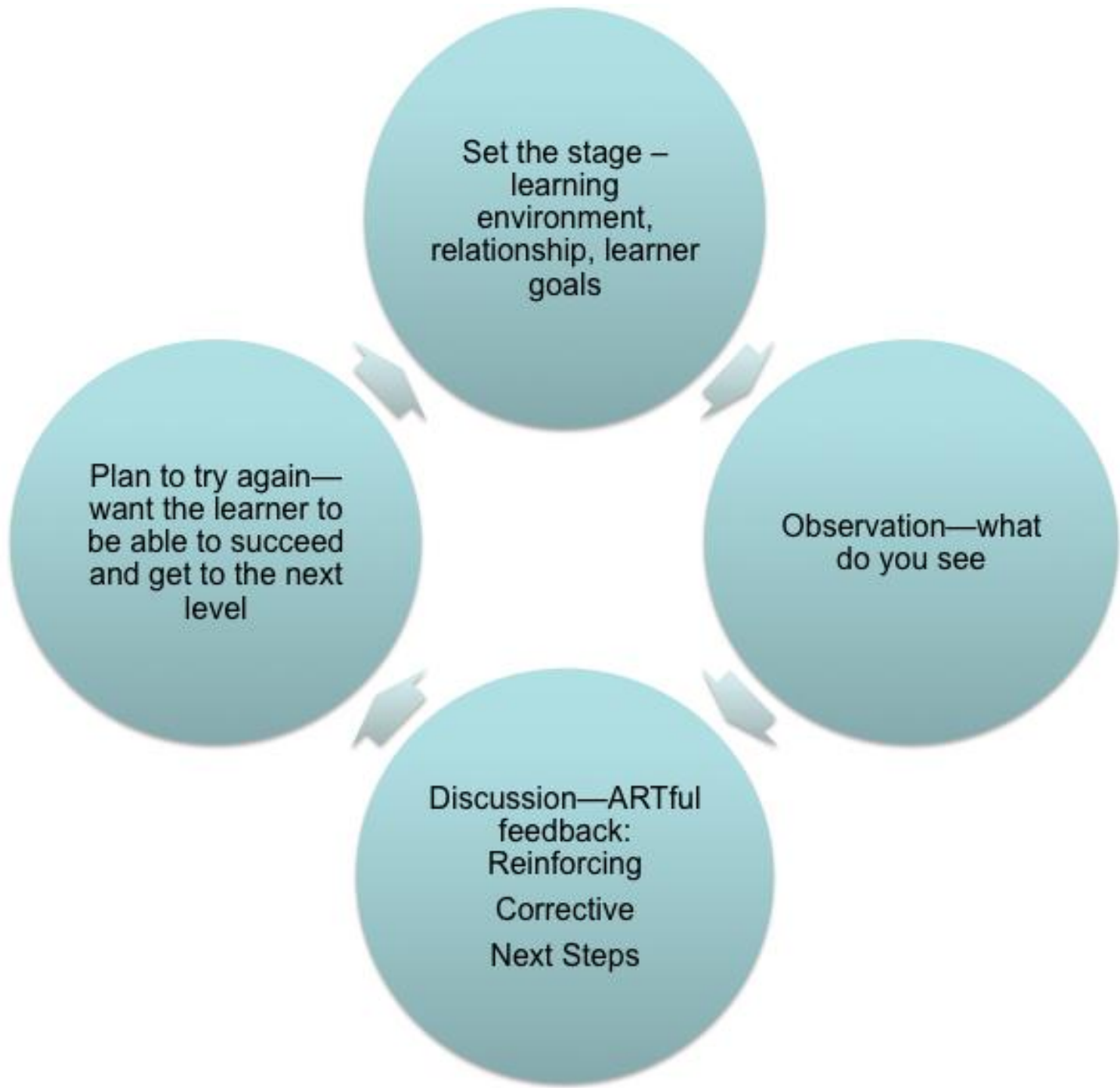
- Feedback is not evaluation (key point here)
- Needed for skill development
 - Coaching, not judging
- Our goal is to provide information in order to
 - Help learner improve and get to the next level
 - Need to understand learner goals
 - *What do you want to work on?*

Feedback

- Providing feedback is an opportunity to teach
 - Self assessment by learner
 - Learn skill of ongoing self assessment
 - Observations by teacher
 - Insight into the result of action
 - Discussion about the information
 - Learn how to improve future practice
 - Set a plan for making these improvements and following up

Formative vs Summative Feedback

- Formative
 - “Assessment *for* learning”
 - Used to adjust course
 - Provided while there is time to improve
- Summative
 - “Assessment *of* learning”
 - How much did they learn?
 - Evaluative in nature
- The chef tasting the soup vs the guests tasting the soup



Set the Stage

- A Learning Environment that supports:
 - Learner to be able to hear and incorporate the feedback
 - Need:
 - Supportive learner-teacher relationship
 - Safety
 - » OK to be getting it right rather than being right
 - Trust
 - » That the supervisor wants the learner to succeed
 - » Understanding that the goal is to get the learner to the next level
 - Respect

Planning the Discussion

- Consider when and where to have the discussion
 - Privacy perhaps
 - Not when rushed
 - Temporally close to observation
 - Mindset
 - Learner's readiness to hear

Features of Effective Feedback

- Based on direct observation of behavior
- Frame in behavioral terms
 - Nouns and verbs rather than adjectives and adverbs
- Avoid interpretation
- Keep tone nonjudgmental
- Regulate the amount of information given
 - Consider the ratio of positive:corrective
 - Perhaps 5:1 over time

Features of Effective Feedback

- Link feedback to learner's goals
- Understanding the learner's position can help
- Provide an opportunity to plan to try it again
- Specifics help the learner figure out what works
 - Can continue doing the positive
 - Can adjust behavior in areas for improvement

Feedback

- Direct feedback
 - Often technical or procedural
 - “move your hand here...”
- Feedback sandwich
 - More formulaic
- SBI-E format
 - Situation, behavior, impact, effectiveness
- Keep, Stop, Start
- Interactive feedback
 - Increased dialogue and understanding
 - Promotes skills of self assessment and self correction

Feedback

- SBI-E format
 - Situation
 - “when you examined the knee...”
 - Behavior
 - “you did not check for laxity...”
 - Impact
 - “we could miss a ligament injury...”
 - Effectiveness
 - “to be more effective, you should examine very systematically.”

ARTful Feedback

- **Ask**
 - Self-assessment
 - Can frame in terms of learner's previously-stated goals
- **Respond**
 - Need active listening
 - Using empathic words can be helpful
- **Tell**
 - Your own assessment and thoughts
 - Behavioral and specific
 - Can illuminate blind spots
 - **Reinforcing**—keep doing some things
 - **Corrective**—fix some things
 - **Next Steps**—practice again

Self-Assessment

- Getting started: General questions (“Double-YOU”)
 - What do YOU think YOU are doing well?
 - What do YOU think YOU need to work on?
- If needed:
 - More directive/specific
 - Name 2 things you need/want to work on

Respond

- Helpful to summarize briefly what learner has said, and to gently redirect self-criticism for now
- Use PEARLS tools to build relationship
 - Partnership: “I’ m happy to work with you on this”
 - Empathy: “Sounds like it was frustrating to struggle”
 - Apology: “I’ m sorry to hear that you had difficulty”
 - Respect: “Thanks for sharing your perspective”
 - Legitimation: “This is a really hard exercise”
 - Support: “Let’ s see how I can help you with this”

For challenging situations, try:

- Asking about **intention**
- Responding with empathy or a summary
- Telling your perception of how intention and impact differ

ARTful Feedback

- Reinforcing
 - Ask: What do you think you'd like to **keep doing**?
- Corrective
 - Ask: What do you think you'd like to **stop doing**?
- Next steps
 - Ask: What do you think you'd like to **start doing**?
- Respond, Tell (remain nonjudgmental)
- The ART cycle continues: ask for reactions to your feedback

Selected References

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- <https://www.uab.edu/medicine/dom/education/meded-moments>
- The Curbsiders: #233 Giving Effective Feedback with Drs. Abby Spencer and Alia Chisty. <https://thecurbsiders.com/podcast/233>