

Understanding and Improving Feedback

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Evaluation - Definition

- The process by which teachers assess learners' knowledge, skills & attitudes
- The process by which learners assess their own knowledge, skills & attitudes

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Feedback - Definition

- Feedback is the process by which teachers
 - ┆ Provide learners with information about their performance
 - ┆ For the purpose of *improving* learners' performance

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Reflection - Definition

- The consideration of the larger context
 - ┆ The meaning, or implications of an experience and action
- Allows the assimilation and reordering of concepts, skills, knowledge and values into pre-existing knowledge structures
- Promotes the growth of the individual

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Why the Confusion?

- Is it always possible to separate evaluation and feedback?
- When you give feedback **and** also eventually evaluate (aka 'give the student a grade') the two are intertwined.
- How do you think your students view this?

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Many Ways to Think about Feedback

- We'll consider a number of ways to think about giving better feedback
- Use the points that work best for you

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Think about Your Feedback Experiences

- Turn to a person next to you
- Take 2 minutes each to describe a difficult situation where you either gave or received feedback
- Why was this situation difficult?

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Evidence about Feedback

- Clinical teachers don't give a lot of feedback
- Feedback tends to be brief and non-specific

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Evidence about Feedback (continued)

- Giving feedback, especially critical feedback, can be uncomfortable.
- Learners say they REALLY want feedback . . .
 - But they don't always recognize it
 - They like it best when positive

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Gender Differences in Feedback

- Men and women value feedback equally
- Female preceptors may give more feedback and more positive comments to males
- Most feedback occurs in male/male dyads
- Much more study is needed about gender differences

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Negative Feedback Is . . .

- Usually acceptable if it is given
 - Privately, kindly, consistently
 - By a respected supervisor with trusted motives
- AND**
- Learner has an opportunity to improve before any final evaluation or grading will occur

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Negative Feedback Is . . .

- Easier to deliver in writing than face to face
 - A majority of students in one study considered written feedback more constructive, timely and concrete
 - But written feedback is not appropriate in all circumstances

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Positive Feedback

- If other learners/team members are present, they may resent more positive feedback to a fellow learner/team member
- Feedback should occur in private, with a few exceptions!

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Feedback – Critical Components (slide 1)

- *Inform students explicitly when you are about to give them feedback*
- Give explicit feedback in a private place
- Establish a positive learning climate

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Feedback – Critical Components (slide 2)

- Communicate explicit goals
- Ascertain learners' agreement with goals
- Use evaluation as a basis for feedback

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Feedback Delivery Methods (slide 1)

- Feedback Sandwich
 - Positive, constructive, positive
- Learners do anticipate it, but it can still work
- Some hear only the **positive**; some only the **negative**

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Feedback Delivery Methods (slide 2)

- Ask, Tell, Ask – another method
 - **Ask learner their perspective**
 - **Tell the learner – give feedback**
 - **Ask the learner their understanding/ interpretation of what you have said**

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Guidelines for Giving Feedback

- Direct and descriptive
- Specific & immediate (timing)
- About changeable behaviors
- More often is better (frequency)
- Ask the learner's interpretation (reaction)

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How Useful Is Your Feedback?

- Minimal feedback
- Behavioral feedback
- Interactive feedback

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Minimal Feedback

- Just the facts, ma'am
 - I notice you have been late to clinic three times this week.

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Minimal Feedback

- Teaching behaviors
 - Tell learners their performance is correct or incorrect
 - Agree or disagree with learners' opinions
 - Use nonverbal cues like nodding

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Behavioral Feedback

- I notice you have been late to clinic three times this week
- Reaction
 - I'm surprised, that is not like you at all. It makes me wonder if there is something else going on. Is there anything I can do to help?
- Consequences
 - Your patients and team are having to wait.
 - If you keep coming in late, the site coordinator will find out . . .

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Behavioral Feedback

- Tell learners why their performance is correct or incorrect
- Give reasons for agreement or disagreement with learners
- Offer suggestions for improvement

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Interactive Feedback

- Agree to goals of the feedback session
- Review and give feedback on self assessment, if done
- Give learner feedback on performance (minimal or behavioral feedback)
- Allow learner to react to feedback
- Develop an action plan with the learner

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Guidelines for Receiving Feedback

- Underlying principle: feedback is data
- Receiver needs to determine feedback's accuracy and applicability:
 - Be open to hearing feedback
 - Understand what is said
 - Check it out to see if accurate

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Case 1 (time permitting)

- Student consistently gets his paperwork in late.
- Student often comes to clinic late
- What is the differential diagnosis?
- How would you give feedback?

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Case 2 (time permitting)

- Jason, a 3rd yr med student sees a 13 mo old Sally for shots. Sally's attractive single mother (Jessica) is not a clinic patient. While you are out of the room, Jason asks Jessica out for a drink the next evening. When you find out and challenge Jason, he responds "It was only for a drink. It's not like I am going to marry her. She's not even a clinic patient. I'm on my last week of the rotation anyway."
- Lets give feedback to the student.

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Summary

- Giving and receiving useful feedback can be taught and learned in the right environment.
- Clearly state that you are giving feedback.

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Summary

- Understand that feedback and evaluation are often intertwined
- Be aware of possible gender biases
- Give feedback privately, consistently, kindly and design it to improve performance

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Understanding and Improving Feedback

- Last revised 4/04/11
- MT Fac Dev Meeting

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