

Feedback

Rachel Levine MD, MPH

Joseph Cofrancesco Jr. MD,

Michael Barone MD, MPH



Feedback





Objectives

After this session, you will be able to:

- List the principles and steps for providing effective feedback
- Describe the link between feedback, goal-directed practice and mastery.
- Describe 2 models for creating feedback dialogues
- Practice feedback and reflective skills

Feedback

Information that describes a learner's performance and that is utilized to help that learner maintain and/or modify his or her performance

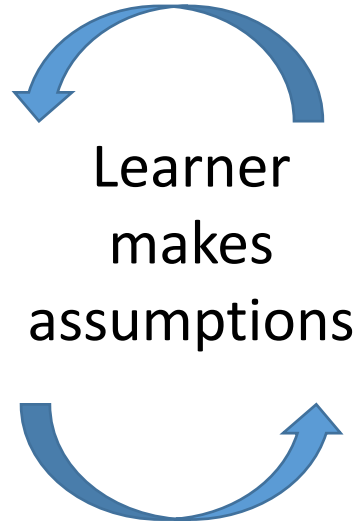
Supports cognitive, technical and professional development/mastery



Ende 1983 JAMA

Without Feedback

Mistakes go
uncorrected



No opportunity to
reinforce positive
performance

If feedback is so important...

- Why do we struggle to “give” it?
- Why do learners struggle to “receive” it?



Effective Feedback



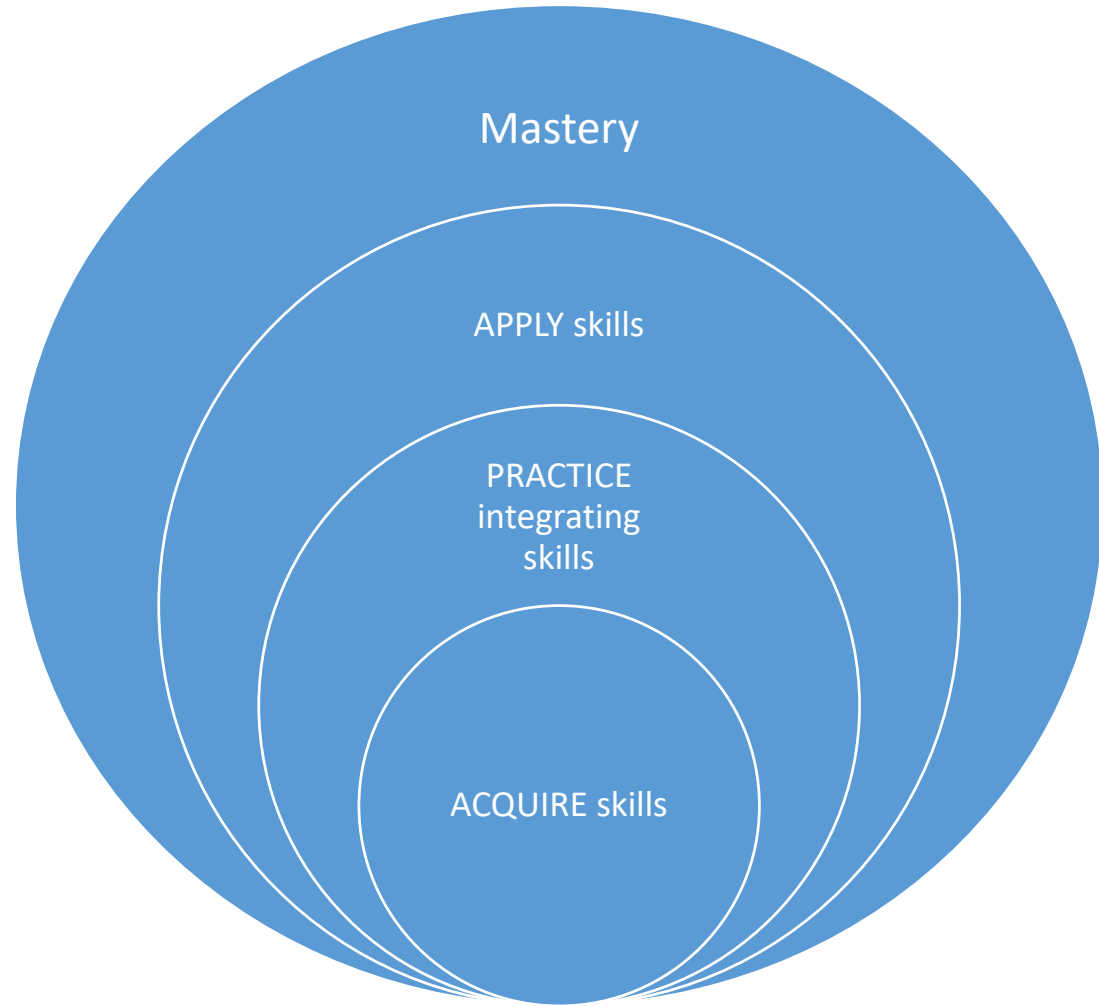
How can we “reconceptualize feedback as a more dialogic process in which context and relationship are the dominant factors in enabling and enacting behavior change.”?

Feedback

- Feedback is critical to learning but it is only one component of effective learning.
- What do we want our learners to achieve?
- How can we help them get there?

Mastery: learners achieve high degree of competence within a specific domain.

Where do feedback and coaching fit in this model?

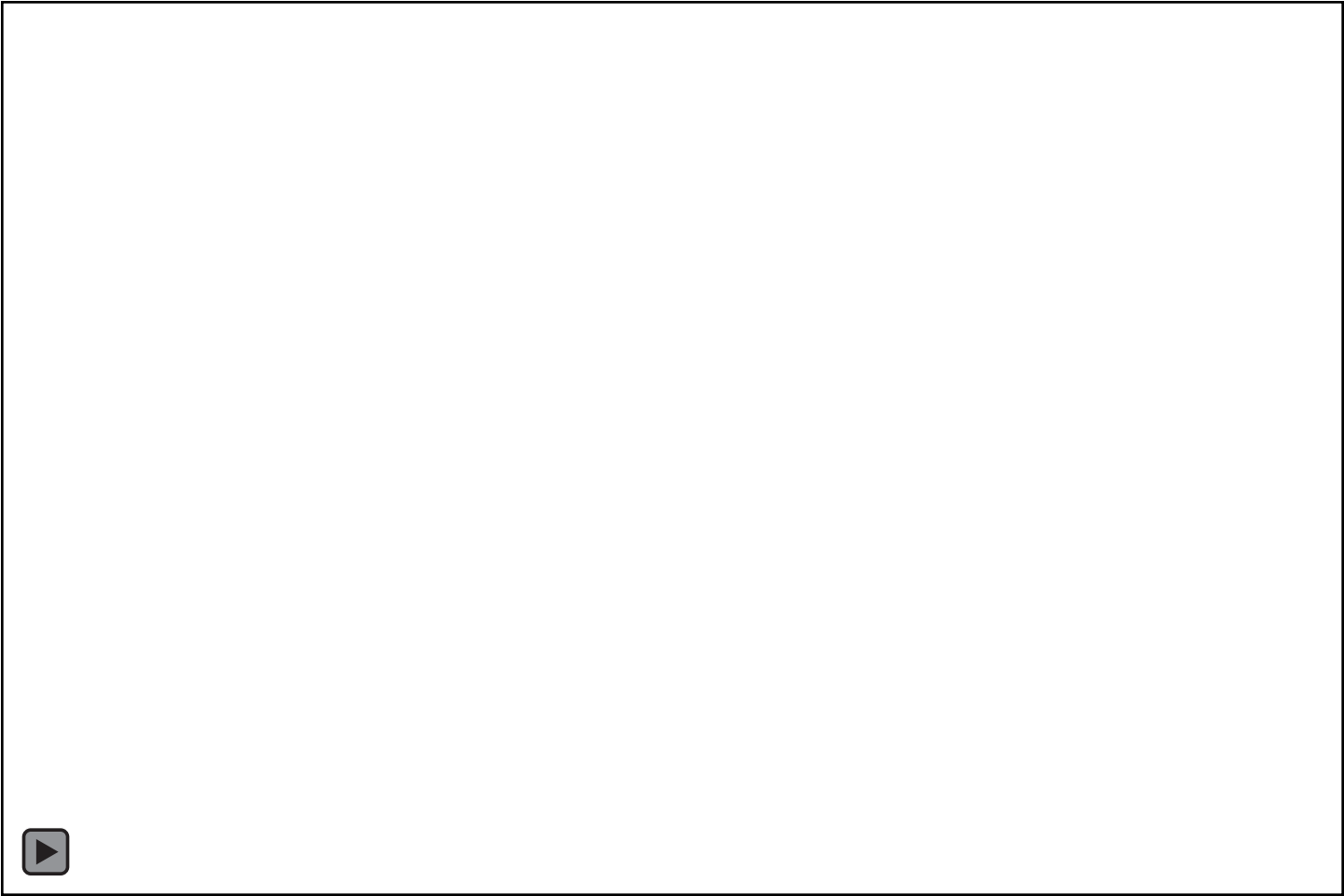


Effective Feedback



Feedback Video

- Watch video
- Describe the feedback environment in this scenario?
- What specific strategies does the educator use to provide feedback?
 - What worked?
 - What might the teacher have done differently?



Feedback Video

- Describe the feedback environment in this scenario?
- What specific strategies does the educator use to provide feedback?
 - What worked well? **Chat function**
 - What might the teacher have done differently?
Unmute and share thoughts

Feedback Fundamentals

- Base feedback on direct observations
- Provide specific, targeted FB (consider learning goals and deliberate practice)
- Limit amount
- Base feedback on actionable behaviors
- Use non-judgmental language
- Use interpersonal/relational skills: actively listen, provide support, demonstrate positive regard

Feedback Components

- Prepare/plan for FB session
- Establish performance goals and expectations
- Explore learner self-assessment
- Promote alternative perspectives
- Encourage goal setting
- Assess learner understanding of FB
- Plan for follow up



Models for Providing Effective Feedback

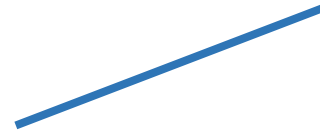
Ask - Tell/Share – Ask

Debriefing with Good Judgement

- Focus on the teacher-learner relationship
 - Promote credibility and trust
- Emphasize context
 - Who is the learner and what is their role in the situation

The Feedback Sandwich

What's wrong with the feedback sandwich?



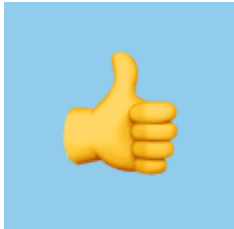
Praise



Criticism



Praise



Problems with Feedback Sandwich

- Unilateral and controlling strategy
 - One way flow of information
 - Not a dialogue
- Pavlovian effect
- Limiting the worth of positive feedback
 - Manufacturing the positives
 - Negates the message

The “New” Feedback Sandwich

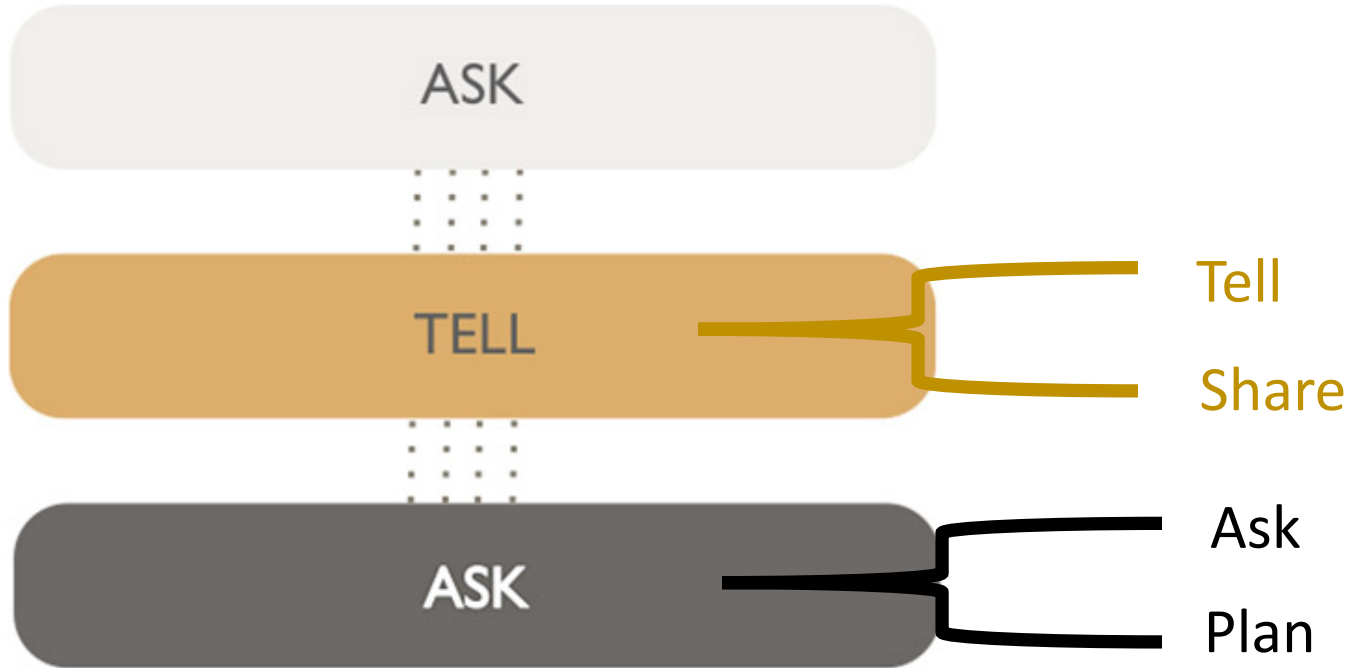


ASK

TELL

ASK

The “New” Feedback Sandwich



<p>Ask learner to self-assess performance</p>	<p>Ask <i>What do you think you did well on? What do you think you need to work on?</i></p> <p>Learn <i>What do you think you did well on? What do you think you need to work on?</i></p> <p><i>not</i></p>	<p>ere</p> <p>d I am</p>
<p>Tell/Share: specific observations using nonjudgmental language for constructive feedback, limited quantity</p> <p>Avoid: judgmental language and non modifiable critiques</p>	<p>Tell/</p> <p>Avo</p> <p>Try:</p> <p><i>day,</i></p> <p><i>and</i></p>	<p>in the</p> <p>ate</p>
<p>Ask about and explore strategies and specific goals for improvement</p> <p>Ask about the learner's understanding of the feedback,</p>	<p>Ask</p> <p><i>Who</i></p> <p><i>Who</i></p> <p><i>Who</i></p> <p><i>Who</i></p>	
<p>Tell/Share offer suggestions, identify resources for learning, close the loop, share positive behaviors</p>	<p>Tell/</p> <p><i>I ag</i></p> <p><i>and</i></p> <p><i>org</i></p> <p><i>Let's check in after 2 days to see how things are going.</i></p>	<p>ident</p> <p>with</p>

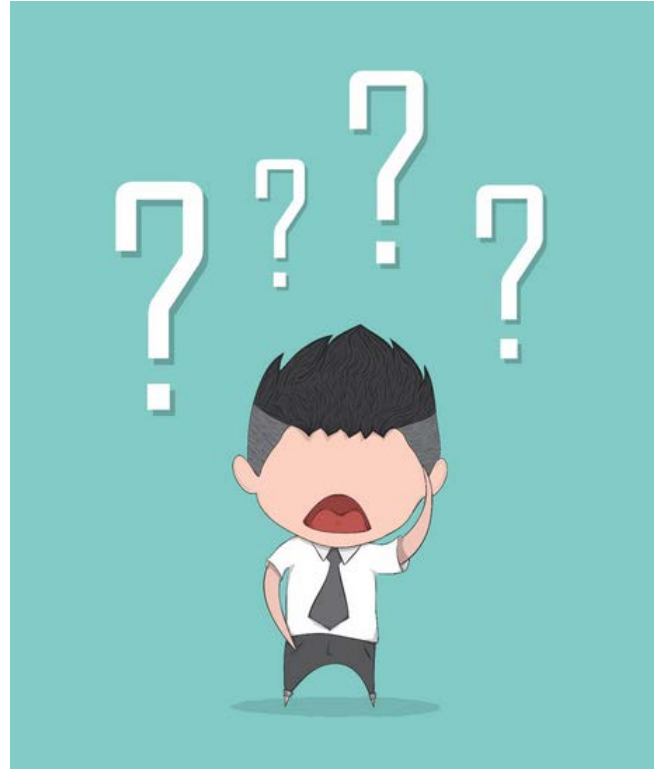
ASK

TELL

ASK

<p>Ask learner to self-assess performance</p>	<p>Ask <i>What is going well? Were there times when you felt you were struggling? Why do you think things are not going as well?</i></p> <p>Learner <i>I am struggling to get all my patient care tasks done and I am not sure how to prioritize.</i></p>
<p>Tell/Share: specific observations using nonjudgmental language for constructive feedback, limited quantity</p> <p>Avoid: judgmental language and non modifiable critiques</p>	<p>Tell/Share</p> <p><i>I noticed that your notes were not completed until very late in the day, I am concerned that consultants won't have the most accurate and up to date information when we ask for their assistance.</i></p>
<p>Ask about and explore strategies and specific goals for improvement</p> <p>Ask about the learner's understanding of the feedback,</p>	<p>Ask <i>What do you think your next steps are?</i></p> <p><i>What will you do differently?</i></p> <p><i>What help do you need to improve?</i></p> <p><i>What is your understanding of this feedback?</i></p>
<p>Tell/Share offer suggestions, identify resources for learning, close the loop, share positive behaviors</p>	<p>Tell/Share</p> <p><i>I agree that prioritizing your "to do" list after rounds with the resident and getting your notes started earlier in the day may help you with organization and completing tasks in a timely way.</i></p> <p><i>Let's check in after 2 days to see how things are going.</i></p>

What About Learners with less Insight?

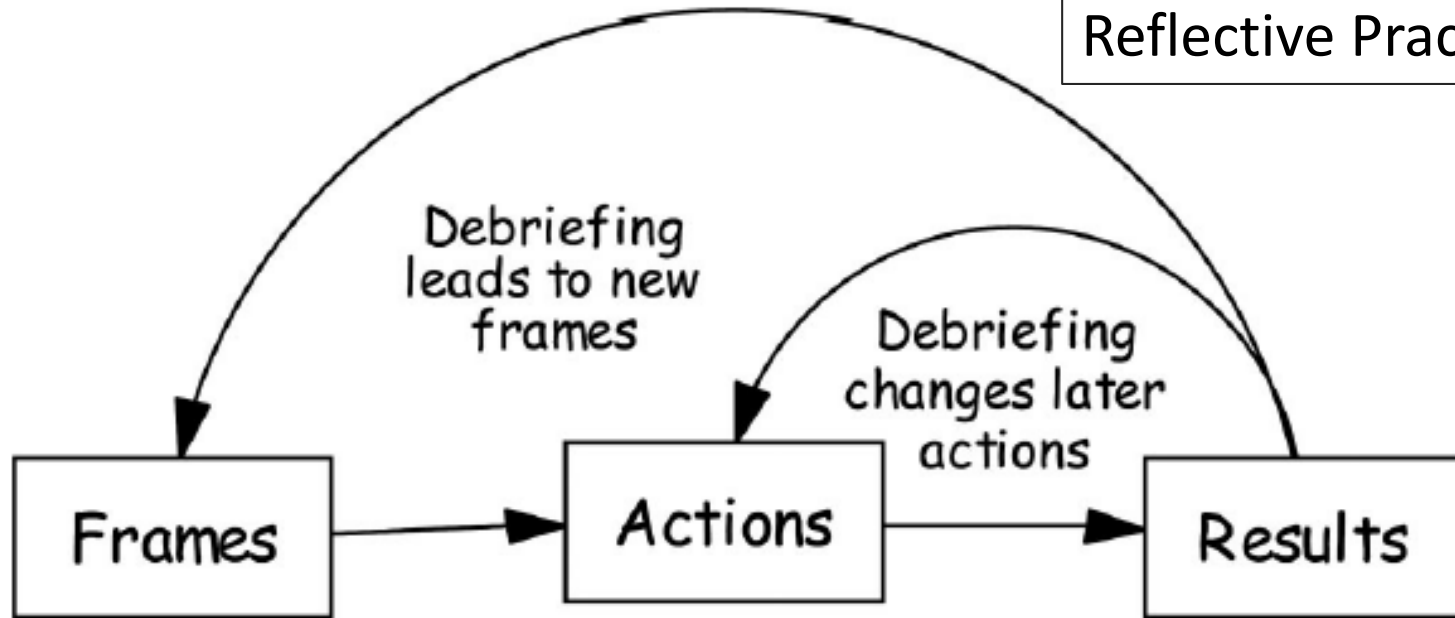


Debriefing with Good Judgement

- **Goal:** provide critical feedback without creating negative emotions and while maintaining relationships
- **Assumption:** learners mean well and are trying to improve
- **Focus:** learner's frame
- **Process:** curiosity (advocacy and inquiry) to uncover frames
- **Process:** reflective practice to motivate change

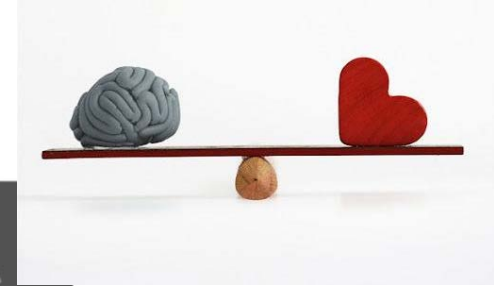
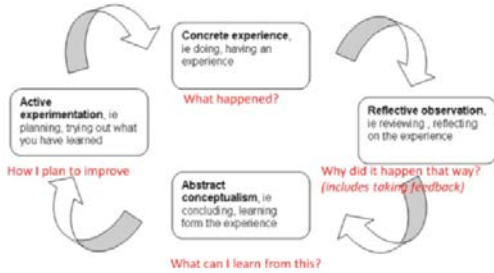
Debriefing with Good Judgement

Advocacy & Inquiry
Reflective Practice



Debriefing with Good Judgement

Kolb's Learning Cycle 1984

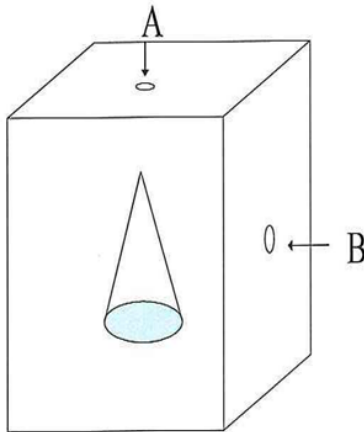


Reflective Practice

Debriefing Stance

Debriefing with Good Judgment

Cone in the Box



Conceptual Framework

Advocacy & Inquiry

I saw, I noticed... (Advocacy)

I think... (Advocacy)

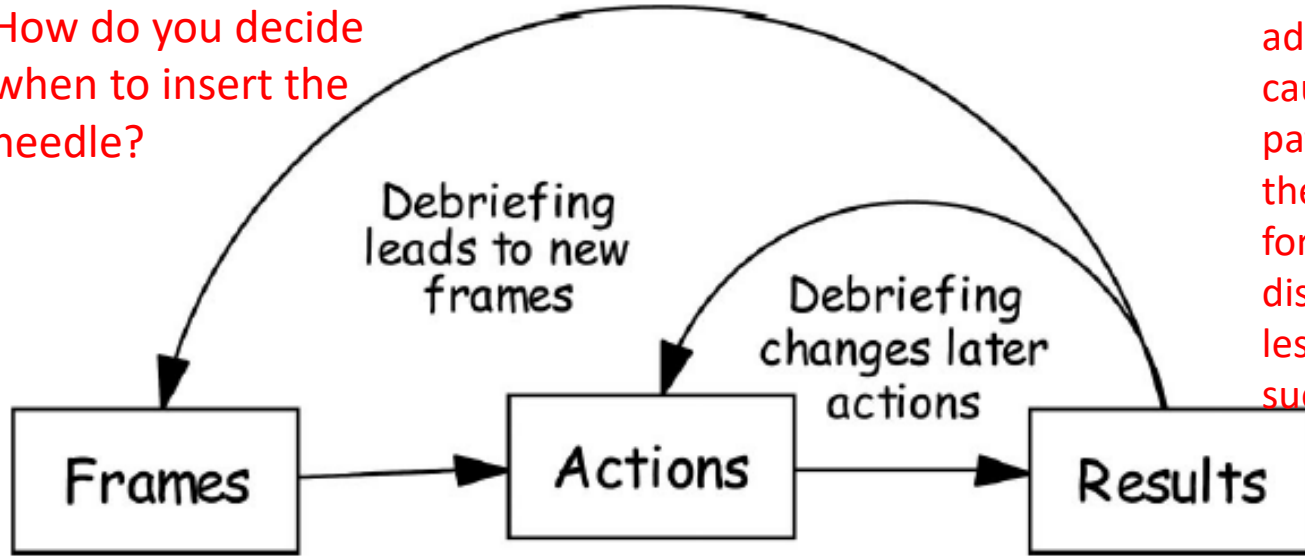
I wonder, I'm curious... (Inquiry)

Debriefing with Good Judgement

- Advocacy and Inquiry (note action and result, uncover learner's frame)
 - I noticed the needle was inserted before the anesthetic had taken effect (action) and the joint aspiration was more painful (result). (Advocacy)
 - How do you decide when to insert the needle? (Inquiry) (Frame)
 - “The other attending...”
- Debriefing and Re-Framing
 - Inserting the needle w/out adequate local anesthetic can cause pain and may cause the patient to move, which may make the procedure more difficult and less effective. Let's discuss the steps for a quick, less painful and more successful joint aspiration.
- Reflect and Reinforce
 - We have a few other patients on service in need of joint aspiration, how do you want to approach these procedures?
 - Let's review your next few aspirations after they are completed.

Debriefing with Good Judgement

UNCOVER FRAME
How do you decide
when to insert the
needle?



REFRAME

“Inserting the needle without adequate local anesthetic can cause pain and cause the patient to move, which makes the procedure more difficult for you and the patient. Let’s discuss the steps for a quick, less painful and more successful joint aspiration.”

“The other attending inserted the needle quickly and without local anesthetic.”

Needle inserted too quickly

Pain for patient
Unsuccessful aspiration

Let's Practice



- <https://vimeo.com/87741849>
- (Focused history in ED, start 10 seconds)
- Use Ask-Tell/Share-Ask Template- write down language you might use to give FB

- <https://www.youtube.com/watch?v=nOewqkejNXc>
- (Bedside presentation, start 48 seconds)
- Use Debriefing with Good Judgment Template -write down language you might use to give FB

Consider breaking into 2 groups for debrief

- Might allow for more interaction and sharing of ideas
- Debrief in breakouts
- Then come back to large group for wrap up

Ask-Tell/Share-Ask

Ask learner to self-assess performance	
Tell/Share specific observations, use nonjudgmental language	
Ask about the learner's understanding of the feedback, explore strategies and specific goals for improvement	
Tell/Share	

Debriefing with Good Judgement

I saw... I noticed... May I share an observation...	
I think...	
I wonder... I'm curious...	

Feedback Summary



- Tools to assist with creating feedback dialogues
- Used indelicately they may not be effective
- Don't forget about the teacher-learner relationship and context

Questions? Curiosities?



Final Reflection

- Think of 1 or 2 take away points for today's workshop
- Name 1 new thing you would like to try or do differently
- Complete your ILP