

GIVING FEEDBACK

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Learning Objectives:

Participants will:

- Identify barriers and facilitators to giving and eliciting effective feedback.
- Understand and appreciate the skills and attitudes that are most useful in giving and eliciting effective feedback.
- Be familiar with the intra- and inter-personal dynamics involved in giving and receiving feedback.

Agenda for the Workshop:

1:30-1:45:	Feedback Settings & Challenges
1:45-1:55:	Demonstration Role Play / Providing Feedback – Less Skilled
1:55-2:10:	Debrief / Discussion
2:10-2:20:	Repeat Role Play / Providing Feedback – More Skilled
2:20-2:30:	Debrief / Discussion
2:30-2:35:	Summary / Overview of Model
2:35-3:00:	Reflection / Application / Closure

GIVING FEEDBACK

Stepwise Approach:

1. Prepare before meeting.
 - Establish relationship/rapport
 - Establish agreed upon goals and objectives early
 - Prepare recipient early to elicit and expect feedback
 - Demonstrate elicitation of feedback, openness, and non-defensiveness oneself
 - Collect relevant data and observations
 - Arrange for a conducive physical environment – private, collegial seating arrangement.
2. Open the meeting effectively.
 - Assess recipient readiness, promote rapport
 - Establish agreed upon purpose of the meeting.
3. Encourage recipient self-assessment.
4. Reinforce desirable behaviors.
5. Define deficit and analyze with recipient the reasons for the deficit.
6. Problem solve with recipient, provide suggestions.
7. Assess recipient's understanding and acceptance of the feedback.
8. Acknowledge recipient's perspective and feelings.
9. Close the meeting effectively.
 - Summarize positives and areas/methods for future growth.
 - Make plans with recipient to follow-up / assess progress.

Skills Used Throughout Feedback:

- Demonstrate positive regard for recipient.
- Involve recipient in process.
- Focus on specifics, not generalizations.
- Use descriptive, non-evaluative language.
- Label subjective data as such.
- Focus on remediable behaviors, feasible solutions.
- Limit amount of feedback to three or fewer observations.
- Be aware of own subjective feelings and assumptions, and manage them appropriately.
- Listen, understand recipient's perspective and feelings.

GIVING FEEDBACK WITHIN THE CONTEXT OF A RELATIONSHIP

	BEFORE	DURING INTERACTION	AFTER
I N T R A P E R S O N A L	<ul style="list-style-type: none"> • <u>be aware</u> of your own feelings and assumptions, your own personal history, characteristics, and sensitivities that could affect your relationship and communication with the recipient • <u>identify</u> your own personal needs and goals in giving feedback • <u>be sensitive</u> to recipient's sense of self-worth, strengths, and vulnerabilities; try to empathize with recipient • <u>think of yourself as coach or facilitator</u>, rather than judge; how can you best help the recipient? 	<ul style="list-style-type: none"> • <u>listen</u> • <u>recognize and manage own emotions</u> • <u>be sensitive</u> to recipient's sense of self-worth, strengths, and vulnerabilities • <u>try to understand</u> recipient, recipient's perspective 	<ul style="list-style-type: none"> • <u>reflect</u> <ul style="list-style-type: none"> – content – context – affective responses • <u>effect on recipient</u> • <u>effect on you</u>
I N T E R P E R S O N A L	<ul style="list-style-type: none"> • <u>assess and/or build relationship</u> <ul style="list-style-type: none"> – trust – openness – safety – cooperation • <u>communicate</u> your needs and goals • <u>prepare</u> other to expect elicitation and provision of feedback • <u>establish a safe, open, collaborative environment</u> 	<ul style="list-style-type: none"> • <u>ask</u> • <u>listen</u> • <u>clarify and deepen</u> • <u>use descriptive, non-judgmental language</u> • <u>acknowledge subjective data and assumptions</u> as such • <u>communicate understanding</u> of recipient's perspective • <u>help recipient</u> self-assess, acknowledge, problem-solve; work collaboratively with recipient in preference to telling recipient 	<ul style="list-style-type: none"> • <u>follow-up</u> in supportive, agreed upon manner



GIVING AND ELICITING FEEDBACK

References:

1. Westberg J, Jason H. Providing Constructive Feedback. In: Collaborative Clinical Education: The Foundation of Effective Health Care, NY; Springer Pub. 1993.
2. Ende J. Feedback in Clinical Medical Education. 1983 JAMA 250:p777-81.
3. Ende J. The Evaluation ProductA: Putting It to Use. In Lloyd JS, Langsley DG, eds. How to Evaluate Residents. Chicago; American Board of Medical Specialties, 1986, pp.99-116.

A pair of classic references that present practical guidelines for providing effective feedback to residents and medical students. Figure 1 in Reference 3 provides useful guidelines for determining the causes and effective interventions for performance problems.

4. Branch WT JR., Paranjape A. Feedback and reflection: teaching methods for clinical settings. Acad Med 2002;77:1185-1188.
5. Porter L. Giving and Receiving Feedback; It Will Never Be Easy, But It Can Be Better. NTL Reading Book for Human Relations Training. 1982 NTL Institute.
6. Orlander JD, Fincke BG. Soliciting Feedback: On Becoming an Effective Clinical Teacher 1994; J Gen Intern Med. 9:p334-5.
7. Kern DE. Confronting Individuals About Performance Problems. Johns Hopkins Faculty Development Program for Clinician-Educators. (Supplement to Handout)

For serious problems that have not responded to feedback, have not been acknowledged.

8. Eliciting Feedback. Johns Hopkins Faculty Development Program for Clinician-Educators. (Supplement to Handout)

You can role model eliciting, receiving, and responding to good feedback, and, in so doing, help yourself, your learners, and the learning climate.

9. Kern DE, Cole KA. Eliciting Feedback within the Context of a Relationship. Table prepared for AAPP workshop, January, 2000. (Supplement to Handout)

This table summarized the intra- and inter-personal processes that occur when one elicits / receives feedback.

CONFRONTING INDIVIDUALS ABOUT PERFORMANCE PROBLEMS
(Serious Problems That Have Not Responded to Feedback, Have Not Been Acknowledged)

I. PREPARE INDIVIDUAL FOR A PROCESS OF ONGOING FEEDBACK

1. Establish agreed upon goals and objectives in advance
2. Establish rapport
3. Provide ongoing feedback (that reinforces desirable performance as well as addresses performance problems)
4. Promote recipient's elicitation of feedback

II. PREPARE FOR ANY MEETING ABOUT A PERFORMANCE PROBLEM

1. Collect and Interpret Relevant Information.
 - a. Review records and results of past meetings.
 - b. Review data on performance.
 - c. Obtain input from others.
 - d. Interpret the information, cognizant of bias, reliability, or validity problems in the data and of potential biases in data interpretation.
2. Decide upon reason/goals for the meeting and the specific points you want to get across.
3. Anticipate the individual's reactions.
4. Assess your own biases and anticipate your likely reactions to the individual.
5. Evaluate/decide upon your options if individual fails to respond.
6. Practice saying what you want to say (how you say something makes a difference).
7. Inform individual of reason for meeting and encourage him/her to prepare.
8. Set up conducive time and physical atmosphere for meeting.

III. CONDUCT EFFECTIVE MEETING (see next page)

CONFRONTING INDIVIDUALS ABOUT PERFORMANCE PROBLEMS (continued)
(Serious Problems That Have Not Responded to Feedback, Have Not Been Acknowledged)

III. CONDUCTING A MEETING TO ADDRESS PERFORMANCE PROBLEMS

STEP-WISE APPROACH

1. Open meeting effectively.
 - a. Assess individual's readiness, promote rapport.
 - b. State purpose of meeting.
2. Acknowledge awkwardness/discomfort.
3. State performance issue.
4. Elicit/listen to individual's self-assessment/reactions.
↓
- Individual Acknowledges Problem**
 5. Define and analyze problem.
 6. Problem-solve together.
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 10. Support individual and state expectations.
 11. Decide upon future actions and follow-up.
 12. Assess individual's understanding/acceptance.
 13. Summarize.
 14. Document.

THROUGHOUT MEETING

- Demonstrate positive regard for individual.
- Focus on specifics, not generalizations.
- Use descriptive, non-evaluative language.
- Label subjective data as such.
- Focus on remedial behaviors, feasible solutions.
- Limit amount of material covered.

No Acknowledgement of Problem

7. Recognize/control your own emotional reactions.
8. Acknowledge individual's emotions and perspective.
9. State your perspective.

ELICITING FEEDBACK

- Communicate your needs and goals; prepare others to expect elicitation of feedback.
- Ask for feedback; accept it graciously.
- Perceive feedback as a potential learning tool not a criticism or attack.
- Manifest receptive body language.
- Be aware of the feelings elicited in you by the feedback, and manage them appropriately.
- Avoid defensive response, even if feedback is perceived as inappropriate.
 - Ask for clarification or a specific example.
 - Ask for specific ideas about how the issue can be resolved, problem solve.
 - Use active listening skill: rephrase, paraphrase.
 - Thank the provider whenever appropriate.
- Present your perceptions, avoid excuses.
- Focus on issue presented. If you have an issue with the sender, schedule another meeting.
- Try and keep own ego separate from behavior.
- Keep in mind that all feedback is a reflection of the sender's mood, perceptions, and personality.
- Remember that making mistakes is human and that generally the worst mistake is not to learn from one's mistakes.
- Reflect on feedback after the interaction; validate it by eliciting feedback or data from other sources when appropriate.

