Office of Pediatric Faculty Development

UAB Department of Pediatrics
Director: Tina Simpson, MD MPH
Manager: Clare Mallette

The Art of "Feedback":
Giving & Receiving Feedback

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PROSPER Educator Enrichment Program, UAB Department of Medical Education
-- Faculty & Curriculum Development | Office of Undergraduate Medical Education --

University of Alabama School of Medicine (Birmingham, Huntsville, Montgomery, & Tuscaloosa)

Educational Program Series
- Objectives -

Upon completion of this educational activity, participants will be able to:

1) **Utilize effective techniques for interpersonal communication**
2) **Recognize effective teaching and learning modalities**
3) Utilize effective techniques to foster physician scholarship

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Session Objectives

By the end of this activity, the participant should be able to

1. Recognize the **value** of giving-receiving "feedback", & distinguish between "feedback" vs "evaluation."
2. Describe **factors** that influence feedback, including **tips** that can be used when giving or receiving feedback.
3. Recognize the importance of **practicing empathy**, building **trust**, & having a **growth mindset** in giving-receiving feedback and interpersonal communication.
4. Employ **effective "feedback" strategies** to reinforce positive behaviors & correct negative behaviors

Outline

- Feedback vs Evaluation
- Value of Feedback

- Effective Feedback
- Feedback Goes Bad…
- Barriers to Feedback
- Building Trust
- Practicing Empathy
- Growth Mindset

- Receiving Feedback
  - Receiving Feedback Tips

- Giving Feedback
  - Giving Feedback Tips
  - Setting Expectations
  - Ask-Tell-Ask
  - One-Minute Preceptor

We hear the WORD…
"Feedback, Feedback, Feedback"

- "Give more feedback…"
- "I want more feedback"
- "They didn't provide any feedback."
- "You know, some feedback would be nice!"
- "I don't need your feedback"
- "I am not happy about that feedback"
- "That's a lot of feedback"
- "Feedback, feedback, feedback…"

But what IS "feedback" REALLLLYYYYY….

➤ Do we know how to give it?
➤ Do we know how to receive it?

And feedback always works…right?!

➤ What is effective feedback…how to you do that?
➤ And is it ever too little or too much?

Reflection: **Think for a Moment…**

- **What first comes to your mind when you hear the word "Feedback"?...**
  - …And how does that word make you feel on a scale of 0-10, *"from worst ever" to "most fabulous!!"*?

Reflection: **Think for a Moment…**

- **What first comes to your mind when you hear the word "Evaluation"?...**

  – …And how does that word make you feel on a scale of 0-10, *"from worst ever" to "most fabulous!!"*?

  – Is there a difference…?

  – **Let's look at Feedback vs. Evaluation…**

Evaluation

- Evaluation is a judgment or rating of knowledge, skills, or attitudes base upon individual performance compared to others or a standardized norm
  - Summative
  - Formal
  - Grade
- Does not necessarily improve performance
  - Retrospective

Feedback

- **Feedback uses reinforcement of positive behaviors and correction of negative behaviors to improve performance**
    - Formative/Summative
    - Informal/Formal
- Effective feedback optimizes this process
    - Interactions between Giver and Receiver
    - Establishes shared goals for performance
    - Includes self-assessment

Value of Feedback

- Goal setting & motivation
- Stress & wellness
- Self-assessment, practice, & remediation
- Reinforced & corrected behaviors
- Reasoning & critical thinking skills
- Communication, competence, & confidence
- Formative & can be ongoing (feed forward)!!

Let's look at what makes feedback effective…& strategies!

Effective Feedback

- **"Feedback can positively impact** physician clinical performance"
(Jug et al, 2019)

- **"Feedback is most effective when** it is a two-way conversation
promoting <u>self-assessment</u>, <u>self-reflection</u>, and <u>self-directed lifelong
learning</u>, and when it is based on <u>shared educational and clinical
goals</u>" (Kelly & Richards, 2019)
    - **Two way street! Communication is KEY**
    - **Shared performance goals**
    - **Self-assessment & reflection**
    - **Self-directed learning**

- **"Feedback is less intimidating and more sought out by
learners if** it is part of their learning environment's culture" (Kelly &
Richards, 2019)

    - **Empower learners to seek & use feedback!**
    - **Incorporate opportunities for feedback**

Effective Feedback

- **"The learner's perception of the educator's clinical expertise and emotional investment in the learning relationship** determines the effectiveness of the feedback."** (Jug et al, 2019)
  - **Commitment!**
  - **Caring!**
  - **Communication!**

- **"Learners' emotional reaction to the feedback**, including fear of receiving 'bad' feedback or appearing incompetent, played a significant role in their likelihood of receiving feedback"** (Kornegay et al, 2017; Bounds, 2013)
  - **Perceptions, emotions, experiences**

  - **Learning climate**
  - **Non-verbal & verbal communication**
  - **Time for opportunities for to self-assess and practice**

When Feedback Goes Bad…

- Feel judged, ignored, or both
- Anxiety and insecurity
- Dissatisfaction
- Resentment
- Defensiveness
- Difficulty self-assessing
  - Good behaviors not reinforced
  - Negative behaviors are not corrected
  - Unsure of behaviors to correct
  - False sense of security, assume
  - Hearsay, guesswork, trial-and-error

Reflection: **Barriers to Feedback**

- **Think of a time when feedback was difficult to give or receive**

  …what made it difficult & why?

Barriers to Feedback

- **Just as communication is a two-way street, so can barriers be in giving-receiving feedback!**

  – Fear of or avoiding confrontation
  – Insecurity or fear of failure
  – Defensiveness, disrespect
  – Avoiding negative emotions in correcting negative behaviors
  – Fear of impact on learner career path
  – Learner difficulty / understanding
  – Peer pressure
  – High anxiety
  – Withdrawn, passive, closed-off
  – "Breaking bad news" / difficult conversations in patient encounters
  – High stress clinical situations
  – Feedback that is too general and not timely
  – The list goes on…

Building Trust

- **Building trust is *crucial* in being able to provide and to receive feedback!!**

- Trust is built through
    - Setting expectations for performance & feedback
    - Communication & practicing empathy
    - Fostering a growth mindset

Practicing Empathy

- **Empathy is "putting yourself in the other's shoes"** and is a critical component of fostering shared understandings and facilitating effective interpersonal communications, including feedback

- **Empathic communication** can help to build trust, message goals and areas for improvement more effectively, and potentially reduce some barriers to feedback

  - "I understand that the X you selected was because of Y. But typically, we use X to do Z. Why don't you take a look at Z a little more and think about how it fits in with this case….then we can circle back and see how it all fits together."
  - "I appreciate that you…"
  - "Reach out to me if…"
  - "Let me know if you have questions and we will work it through…"

Growth Mindset

"**Mindset can determine how feedback is received...**
Receiving feedback in the context of a growth mindset is optimal"
(Jug et al, 2019)

- **Look at perceived or real failures as learning opportunities**
  - Focus on improvement, not failure or fear of failure
  - Turn mistakes or challenges into *Lessons Learned*
- **Be open to learning & improvement!**
  - Seek out opportunities for growth
  - Vary experiences & opportunities
  - Try something new!
- **Keep in mind achievements & successes**

Will be more receptive to feedback, too!

When Receiving Feedback

- Be open to improvement & feedback
- Seek frequent and ongoing feedback!!
- Use feedback to self-assess & become more self-aware:

  – "What are my learning goals?"
  – "How will I be assessed?"
  – "What did I see? What did I hear?
  – "What did I say? How did I act? Others?"
  – "What did I understand? What did I learn?"
  – "How and why did I arrive at that decision?"
  – "What could I have done differently? If I change X, then what…"
  – "What did I learn? I succeeded at Y because I did…."
  – "Where do I feel confident? Where do I feel competent?"
  – "What is still challenging?"
  – "Using the feedback, where are there gaps in my understanding?"
  – "What can I change now?"

Receiving Feedback TIPS

- **Be active participant**
  - Expect feedback & seek feedback!!
  - Create shared goals
  - Develop shared plan for improvement
- **Communication**
  - Identify and avoid triggers
  - Avoid being defensive or taking feedback personally
  - Be aware of body language, verbal and non-verbal cues
- **Reflect**
  - Self-assess using feedback
- **Ask for clarification**
- **Have a growth mindset!**
  - Be open to growth!
  - Use lessons learned! "Failures" as learning opportunities
  - Use feedback & opportunities to reflect, learn, improve!

Giving Feedback TIPS

- **Set expectations**
  - Establish respectful dialogue; engage learner at the outset!
  - Develop shared goals; SMART (specific, measurable, attainable, relevant, time-bound)
- **Communication**
  - Frequent and honest
  - Communicate goals at the outset
  - Open-ended questions
  - Ensure understanding
- **Giving feedback**
  - Make providing feedback a priority!
  - Provide timely and frequent feedback (during, after)
  - Don't give feedback if angry or upset
  - Observe behaviors directly in order to provide appropriate feedback
    - Allow time for self-assessment, reflection by learner
    - Explain reasoning and observations
    - Be as specific as possible & descriptive -- Use specific examples
    - Reinforce positive behaviors
    - Constructively correct negative behaviors, without being judgmental or critical
    - Develop action plan for remediation & practice to improve performance
    - Ensure learner understanding & comprehension of feedback
  - Make the feedback about the specific behavior and not the person
    - **"I noticed that your write-up was…" vs "You really should learn…"**
- **Document encounter & feedback**

Effective Feedback Strategies
Giving Feedback: Setting Expectations

- **Establish at the outset:**
  - Level of the learner's understanding
  - Shared goals for performance
  - Clear communication and roles
- **Say you are giving "Feedback" (USE the WORD!!) each time before giving feedback…**
  - "I am going to give you some feedback on your performance…"
  - "Let's take a few minutes for some feedback…"
  - "Feedback time! Let's talk about this…"
- **Be aware of verbal and non-verbal communication cues!**
  - Body language, stance, eye contact, & tone, urgency, and pitch of voice
- **Appropriate feedback to the setting and context**
  - Feedback-on-the-Fly?: brief & later debrief in private
  - Avoid critical or sharp responses
  - Safe, comfortable, non-distracting location, when possible
  - Privacy, especially highly sensitive or corrective feedback
  - Frame conversations in front of patients as adding value, not negating the learner: "Let me add that…"
  - Circle back after patient encounter to debrief or elaborate

Effective Feedback Strategies

- **"What went well?"**
  - Area of strength + specific example
- **"What didn't go well?"**
  - Area for improvement/correction + specific example
    - Must be within learner's ability to change; feasibility
  - *Constructive!*
    - Illustrate or recommend how area can be improved
  - **Brief!** take-home message (1-2 points)
    - not overwhelming & clear focus on area for improvement
- **"How to improve?"**
  - Improvement plan; work with learner to arrive at solution!
  - Opportunity for self-assessment and next steps…

Ask-Tell-Ask

Quick, easy, on-the-fly approach for feedback…

- **ASK** = **What happened?** <u>Self-assessment</u> by learner…
  - "How do you think you did?"
  - "How do you think things are going?"
  - "What went well?"

- **Tell** = **What preceptor saw?** Think goals, expectations, <u>reinforce positive + constructive corrective, & support with specific examples</u>…
  - "I saw that you appeared to have difficulty with…"
  - "I noticed that…"
  - "X commented to me about…"
  - "When you said X, I was pleased because…"

- **ASK** = **How to improve?** <u>Guide improvement</u> & next steps…
  - "How can I help you move forward…?"
  - "What do you think that you need to do next…?"
  - "Do you see why…?"
  - "Now that you know X, what do you think…?"
  - "What other approaches may you take next time?"

One-Minute Preceptor
Five-Step Microskills

Use to identify gaps in learning and focus feedback…
e.g. Learner presents aspect of case…

- **Commitment**
  - "What do you think is going on?"
  - "What other information is needed?"
  - "What treatment do you think this patient needs?"

- **Probe Evidence & Rationale**
  - "What were the major findings that led to your conclusion?"
  - "What else would you consider?"

- **Pearls / Generalized Rules** – target teaching, relevancy
  - "Patients with X usually see…"

- **Reinforce the right.**
  - "It helped to Y by you checking to see that Z was…"

- **Correct mistakes.** Specific, focused, timely, constructive
  - "Thorough examination of A in cases of B many times will…"
  - "What would you do differently?"
  - "Let's frame the problem…"

Corrective Feedback Example

- "I noticed that when you were with Mr. Brown that you *(INSERT BEHAVIOUR)*; that approach tends to produce/cause *(INSERT CONSEQUENCE)*, which isn't really the outcome that we're looking for in that situation. One really helpful technique you might want to consider is *(INSERT ALTERNATIVE BEHAVIOUR)*. What are your thoughts on that?"

(Preceptor eLearning Course,
Preceptor Education in the Faculty of Health at Dalhousie University)

Effective Feedback Strategies

- **Focus on the behavior!! – Don't attribute feedback to personality, traits, person**
- **Comment on positives; avoid "perils of praise"**
  - can cause embarrassment/withdrawal in group setting
  - learner has false expectations for praise next time
  - learner discouraged/disappointed when not praised
- **Prioritize feedback items; do not overwhelm,**
  - There can be too little feedback (none…) and there can be too much feedback!! Contextual

Effective Feedback Strategies

- **Ensure message heard!**
  - Ask learner to repeat or paraphrase their understanding
  - Invite discussion & questions for clarification

- **Always circle back to see how the feedback was received!**

  - "Was that feedback helpful to you?"
  - "Does that help clarify"
  - "Given this, where do we want to go from here in looking at X…?"

Concluding Remarks

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Thank you!

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