



# Providing Effective Feedback

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# Southeast Hub: Developing Faculty Competencies in Assessment

**Speakers:** Kati Beben, MD, Molly Benedum, MD, Regina Bray Brown, MD, MHPE, Kate Hatlak, EdD, Monica Newton, DO, MPH, Varsha Songara, MD, MHPE, Daniel Yoder, Jr. MD, and Kathleen Young, PHD, MPH, LP, ABPP

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**Disclosure:** None of the speakers for this educational activity have a relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

# Disclosures

- No financial disclosures for both presenters.

# Goal

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Increase faculty skills in providing effective feedback

# Objectives

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By the end of this session, participants will be able to:

- Understand the importance of feedback, including characteristics of effective feedback and barriers to providing effective feedback
- Describe setting the stage and various feedback models
- Demonstrate providing effective feedback using the ADAPT feedback model
- Implement strategies to provide effective feedback in a challenging situation

# Shifting the Definition of Feedback

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“Specific information about the comparison between a trainee’s observed performance and a standard, given with the intent to improve the trainee’s performance.”

(Van der Ridder et al. 2008)



A supportive conversation that...

- clarifies the learners’ awareness of their developing competencies
- enhances their self-efficacy for making progress
- challenges them to set objectives for improvement
- facilitates their development of strategies to enable that improvement to occur

(Lefroy et al. 2015)

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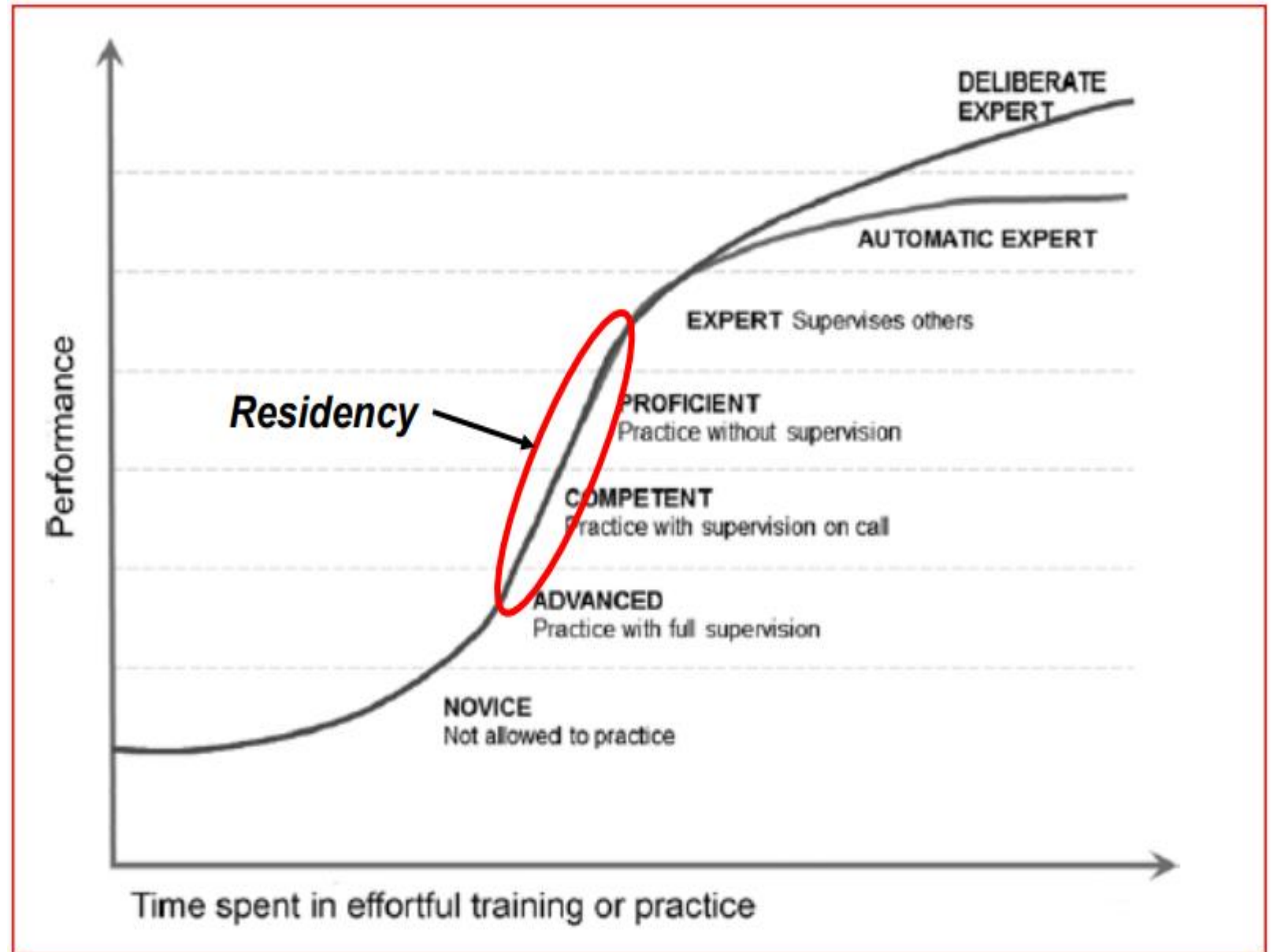
“Feedback is an assessment for learning rather than an assessment of learning.”

Martinez ME, Lipson JI. Educ Leader. 1989;47:73-5

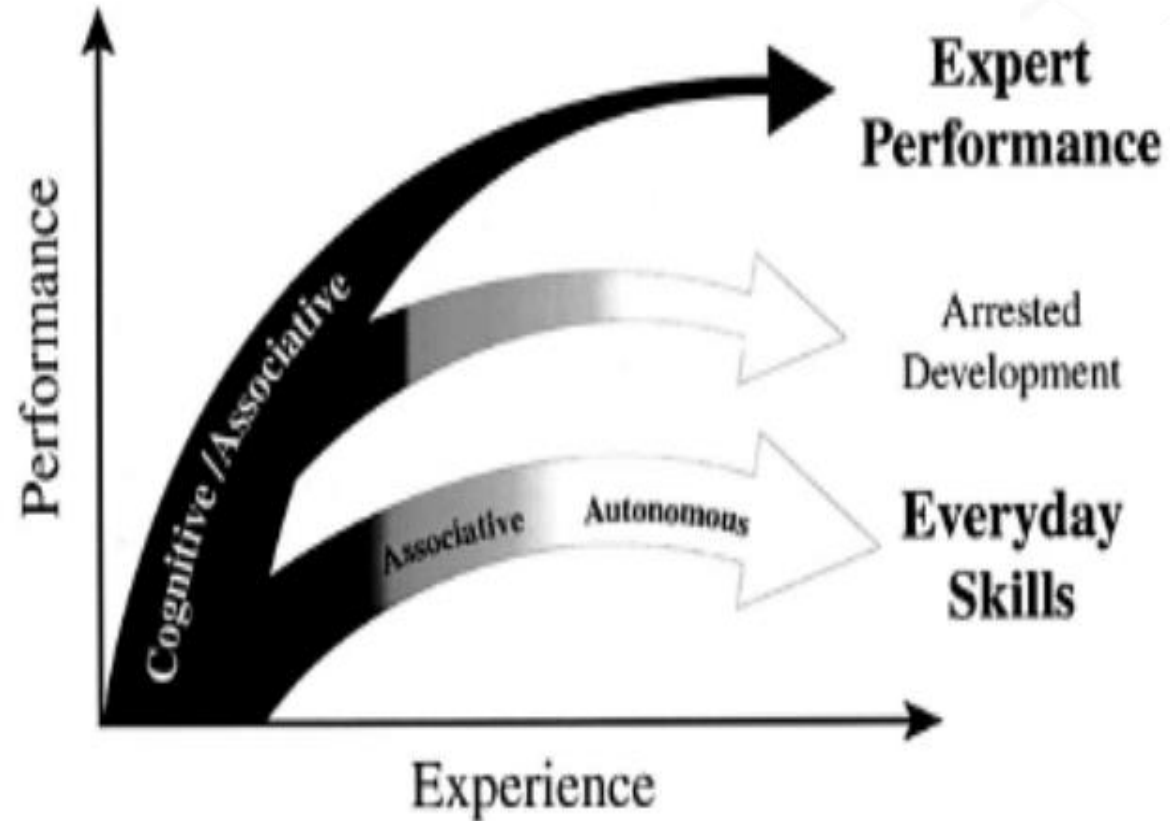


# Learning Curve

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# Importance of Feedback



# Implications

# Implications

- Missed learning opportunities
- Performance plateau
- Learner insecurity
- Inaccurate perception of performance
- Disappointment and surprise with final evaluation

What are the barriers  
to effective feedback?

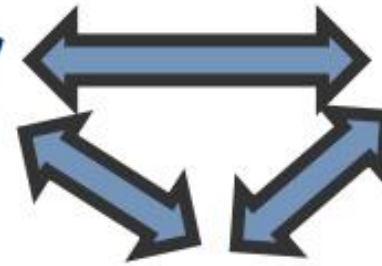
# Barriers to effective feedback

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**Teacher**

**Learner**



**Learning Culture**



# Teacher

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- Time constraints
- Lack of knowledge
- Limited information about performance
- Unclear standards of competence
- Giving negative feedback
- Undesirable consequences for teacher
- Halo effect



# Learner

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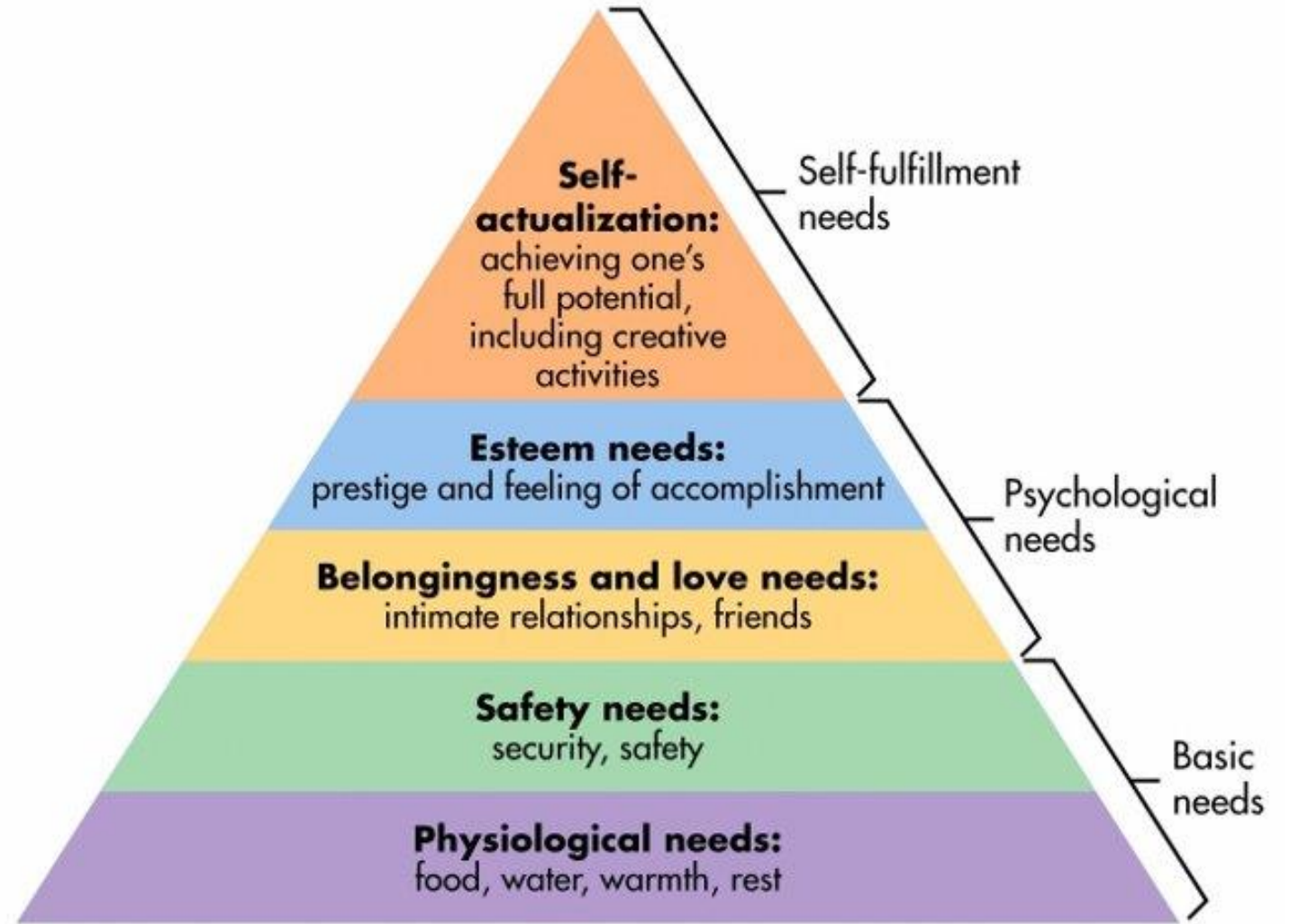
- Growth vs fixed mindset
- Mastery vs performance oriented
- Experience, confidence, performance
- Feeling part of the team
- Recognition of feedback





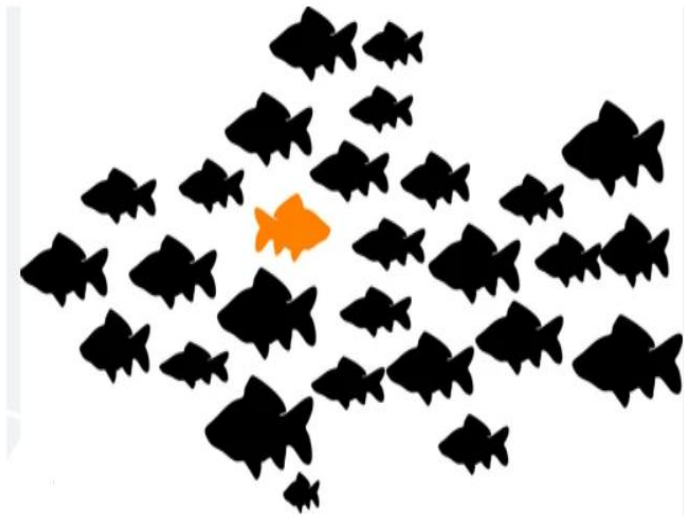
# Maslow's Hierarchy of Needs

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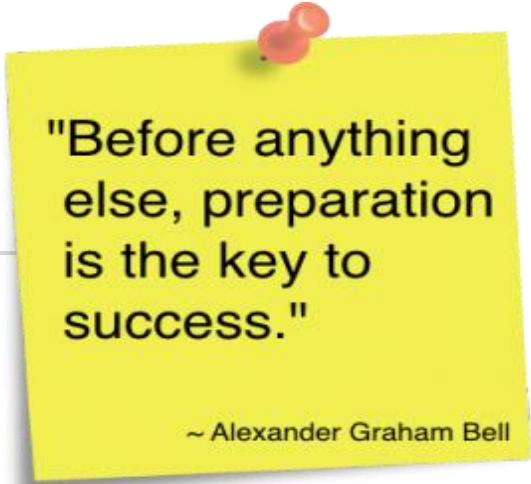
# Learning Culture

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- Lack of direct observation
- Lack of longitudinal relationships
  - Trust, credibility, language of feedback
- Coach is evaluator
- Constructive feedback rare → emotional response
- Lack of goal alignment/variable performance expectations
- Politeness and face saving

# Setting the Stage (PREPS)



"Before anything else, preparation is the key to success."

~ Alexander Graham Bell

- **P**romote **R**elationship
- **E**stablish goals
- **P**ick setting
- **S**ignpost

} Upfront

} Immediately prior

*"I want to give you some feedback."*

*"Is now an okay time to go over a little feedback?"*

How can you quickly  
promote a trusting  
relationship with learners?

# Micro vs. Macro Feedback

## • Micro

- In the moment
- Daily
- Brief (1-3 minutes)
- “Feedback nugget”

## Macro

- Mid-rotation
- Less frequent
- More detailed (5-20 minutes)
- More formal/structured

What feedback model(s) have you used?

# Feedback models

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Ask > Tell > Ask

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Feedback sandwich

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ARCH

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R2C2

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ADAPT

# Toss the Feedback Sandwich

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# ADAPT

## Learner Initiates

- Reflect on learning goals.
- Communicate your goals

- Try to be natural.


↓  
**Prepare**  
for the  
observation

**Perform**  
the observation

## Coach Initiates

- Reflect on program & learner goals.
- Orient learner to expectations.

- Try to be neutral.

<ul style="list-style-type: none"> <li>• Reflect on the observation.</li> <li>• ASK for feedback.</li> </ul>	<p><b>Ask</b></p> 	<ul style="list-style-type: none"> <li>• Reflect on learner's readiness.</li> <li>• ASK for his/her thoughts about the observation.</li> </ul>
<ul style="list-style-type: none"> <li>• Have a conversation about the observation.</li> </ul>	<p><b>Discuss</b></p> 	<ul style="list-style-type: none"> <li>• Coach observed, modifiable, specific behaviors related to the task(s).</li> </ul>
<ul style="list-style-type: none"> <li>• ASK for clarification.</li> </ul>	<p><b>Ask</b></p> 	<ul style="list-style-type: none"> <li>• ASK learner to clarify points, as necessary.</li> </ul>
<ul style="list-style-type: none"> <li>• Plan next steps with your coach.</li> </ul>	<p><b>Plan Together</b></p> 	<ul style="list-style-type: none"> <li>• Plan next steps with your learner.</li> </ul>

Developed at the University of Washington, UW Medicine, by Susan S. Johnston, EdD; Judith Pauwels, MD; Kristen Patton, MD; Tyra Fainstad, MD; Adelaide McClintock, MD.

# Ask

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*“How do you think that went?”*

*“How do you think things are going?”*

*“What’s going/went well?”*

*“What are you trying to work on?”*

*“What didn’t go as well as you hoped?”*

*“What would you do differently the next time?”*

*“What do you want feedback about?”*

# Discuss

- Learner's self-assessment
- Your observations
  - Positive
  - Corrective
  - Specific
  - Prioritized (2-3 points)
  - Descriptive, not evaluative
  - About performance, not person

# Ask

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- Clarify what feedback means for learner
- Ask about opportunities for change/development

*“Does that make sense?”*

*“Anything that struck you as something to focus on?”*

*“What are your thoughts about that?”*

# Plan Together

- How can the learner get from point A to point B?
- What can you do to help them?
- SMART goals
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time bound

# Asking for Action Plans

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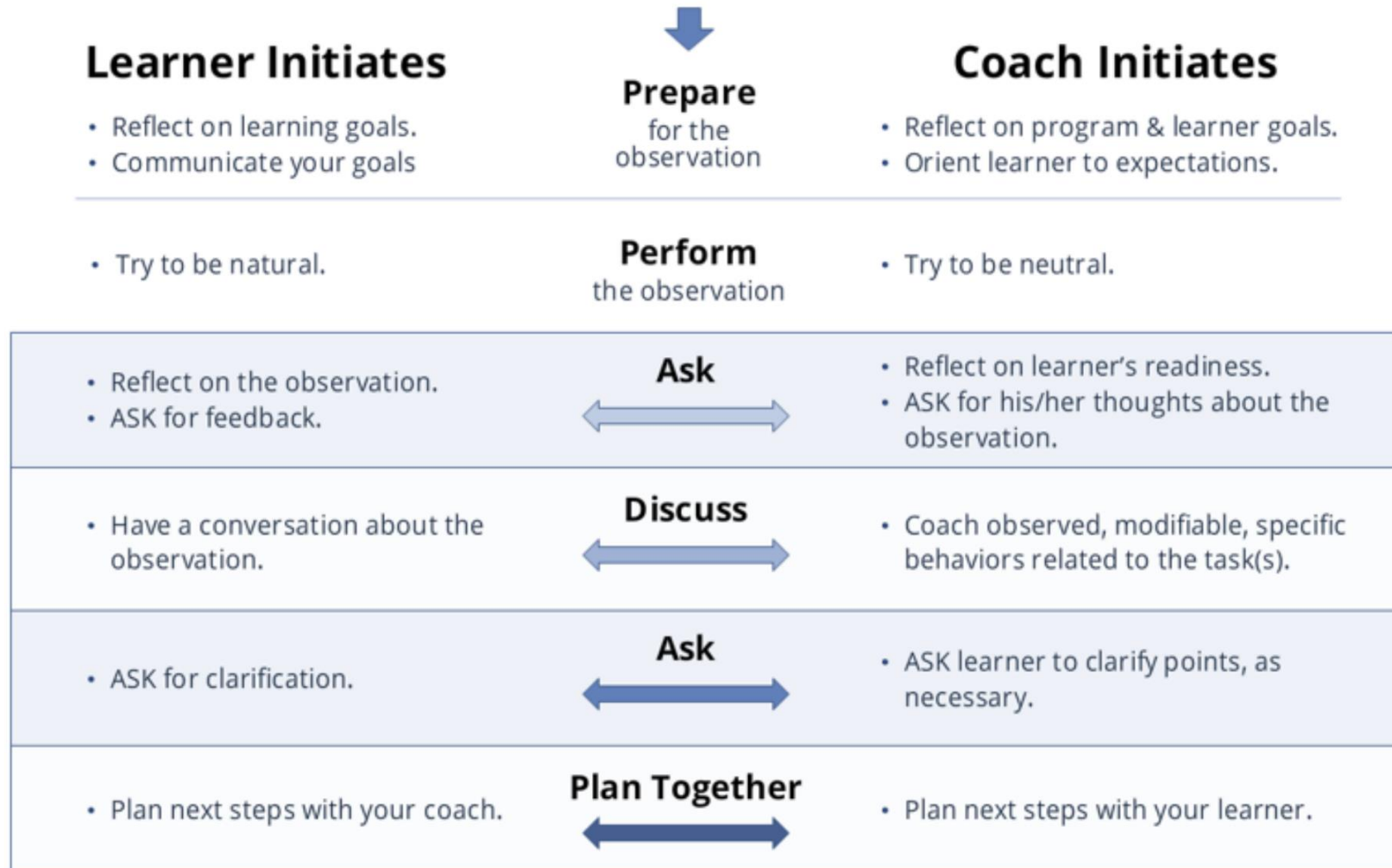
*“How might you work on X?”*

*“Here are some suggestions...”*

*“Who/what might help you with this change?”*

*“What might get in the way?”*

# ADAPT - Practice



Developed at the University of Washington, UW Medicine, by Susan S. Johnston, EdD; Judith Pauwels, MD; Kristen Patton, MD; Tyra Fainstad, MD; Adelaide McClintock, MD.

# Challenging Feedback Situations

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Learners who lack insight

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Learners who are defensive

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Feedback about professionalism

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Learners who do not integrate  
feedback

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Learners who get overly emotional



# Learners Who Lack Insight

- Approach with appreciative inquiry
- Provide additional examples
- Include pauses
- Explain importance of behaviors and impact on others
- Redefine expectations
- Often requires multiple conversations

# Learners Who Are Defensive

- Approach first with appreciative inquiry
- Explore and name it
- Include pauses
- Explain importance of behaviors and impact on others (particularly patients)
- Redefine expectations
- Enlist trusted mentors
- Often requires multiple conversations

# Feedback about Professionalism

- Keep it about behaviors
- Explain importance of behaviors and impact on others (particularly patients)
- Use the phrase “the perception is that”
- Explore how learner wishes to be perceived
- Lots and lots of pauses
- Enlist trusted mentors

# Learners Who Do Not Integrate Feedback

- Don't understand
- Don't believe
- Don't know how to fix
- Distraction
- Drugs
- Depression
- Diagnosis
- Dysfunctional environment

8Ds

# Learners Who Get Overly Emotional

- Stop giving feedback
- Explore and name it
- Include pauses
- Explore burnout and perfectionism
- Normative statements
- Support

# Challenging Feedback Situations – Practice

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Learners who lack insight

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Learners who are defensive

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Feedback about professionalism

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feedback

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Learners who get overly emotional

# Summary

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- Feedback should be a bidirectional conversation with the learner focused on identifying opportunities for growth and strategies to achieve that growth
- Effective feedback requires preparation (PREPS)
- Give effective feedback using your preferred model
- Challenging feedback situations require preparation and practice
- Engage colleagues to help you prepare and debrief

# THANKS FOR THE FEEDBACK

MUCH LARGER

THE SCIENCE AND ART OF  
RECEIVING FEEDBACK WELL

ADD SOME COLOR

EVEN WHEN IT IS  
OFF BASE, UNFAIR,  
POORLY DELIVERED,  
AND, FRANKLY, YOU'RE  
NOT IN THE MOOD

NAMES WAY BIGGER

Douglas Stone & Sheila Heen

SWITCH?  
CS Says so

of the Harvard Negotiation Project  
co-authors of DIFFICULT CONVERSATIONS

1/20/12



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