TRANFORMING THE LANDSCAPE OF FEEDBACK

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Introductions
Goals
Session Goals

- Discuss the culture of feedback in medicine
- Reflect on the challenges in giving and receiving feedback
- Review the purpose and principles of effective feedback
- Practice performance-based feedback strategies

EXERCISE 1

Musicians, Athletes:
  - Share feedback experiences
EXERCISE 2

Back to medicine
- Reflect on how to give / receive feedback
- Compare and contrast with music / sports cultures

FEEDBACK VS CRITICISM

Feedback has an air of caring concern, respect, and support. Far from being a sugar cookie, feedback is an honest, clear, adult to adult exchange about specific behaviors and the effects of those behaviors. The assumption is that both parties have positive intentions, that both parties want to be effective and to do what is right

Gary R. Casselman & Timothy C. Daughtry
Purpose of feedback

Feedback promotes learning in three ways:
◦ Inform trainees of their progress or lack thereof
◦ Advise trainees of learning needs and resources to facilitate their learning
◦ Motivates trainees to engage in appropriate learning activities

Effective Feedback...

- Based on credible assessment
- Specific - both positive and constructive
- Descriptive rather than evaluative
- Offered as soon as possible after the event
- Offer alternatives / ask the learner to do so
- Accompanied by action plan
- Involve the learner wherever possible, to improve the chance of feedback being understood and acted upon
## BARRIERS TO EFFECTIVE FEEDBACK - SOLUTIONS

<table>
<thead>
<tr>
<th>BARRIERS</th>
<th>POTENTIAL SOLUTIONS</th>
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<tbody>
<tr>
<td>Fear of upsetting trainee</td>
<td>Set expectations, Document observations</td>
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<tr>
<td>Trainee lacking insight</td>
<td>Promote reflection; Use peer groups</td>
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<td>Defensive trainee</td>
<td>Diff. dx; assess cognitive dissonance</td>
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<tr>
<td>Fear of complaint</td>
<td>Document and share</td>
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<td>Inconsistent feedback</td>
<td>Triangulate information; faculty development</td>
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<td>Credibility of feedback</td>
<td>Set expectations and the learning environment, observe performance</td>
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PENDLETON’S RULES

- Check the learner wants and is ready for feedback
- Let the learner give comments/ background to what is being assessed
- The learner states what was done well
- The teacher states what was done well
- The learner states what could be improved
- The teacher states HOW it could be improved
- An action plan for improvement is made

Pendleton, 1984

Gibbs Reflective Cycle

Description
What happened?

Feelings
What were you thinking and feeling?

Evaluation
What was good and bad about the experience?

Conclusion
What else could you have done?

Action Plan
It if arose again, what would you do?

Description
What sense can you make of the situation?
Your resident taking a history

Exercise 3

In Pairs:

1. Imagine your partner was the resident you just saw on the video clip
2. Give feedback for 3 min
3. Switch roles
Demystifying feedback

1. Where am I?- Calibration of performance, strengths and areas for improvement
2. Where do I need to be?- Outcomes to be achieved- knowledge, skills and attitudes
3. How do I get there?- Reflection, self-assessment and action plan

Getting Learners to Reflect...

1. One habit I have that supports my success is . . .
2. One habit I have that hinders my success is . . .
3. One habit I would benefit from having is . . .
KEY POINTS - GOOD FEEDBACK

- Set **Expectations** at the start
- Validate **Emotions** (yours and the learner’s)
- Establish working **Partnership**
- Empathize and be **Respectful**
- Check **Insight**
- Identify and manage **Cognitive dissonance** – (reaction to feedback)
- Support **Reflection**
- Focus on **Action**

### Strategies for Learner-centered Feedback

- **Tell them what you plan to do** (Prepare)
  - Elicit learner reaction to feedback
  - Clarify
  - Make new learning goals

- **Tell them what you did** (Debriefing)
  - Learning environment
  - Communicate goals
  - Observe

- **Do it** (Give feedback)
  - Behavioral
  - Specific
  - Timely
  - Reinforcing and corrective
  - Foster self-assessment
  - Facilitate action plan

- **Learner**
References


• Milan FB, Dyche L, Fletcher J. "How am I doing?" Teaching medical students to elicit feedback during their clerkships. Medical teacher 2011;33(11):904-10.


• Anderson PA. Giving feedback on clinical skills: are we starving our young? J Grad Med Educ 2012, 4, 154-8.

References


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