Providing Effective Behavior-oriented Feedback

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Objectives

• At the conclusion of this session, learners will be able to:
  – Explain why feedback failures occur
  – Discuss characteristics of “strong” feedback
  – Demonstrate one new facet of providing effective feedback to a clinical learner
Let’s start with an example...

- Julie often appears disinterested in her current clinical rotation/
  - Frequently misses details about her patients
  - Rarely participates in learning discussions
  - Leaves as early as she can
  - Documents patient encounters incompletely
  - Has stated disinterest in current patient population
WHAT WOULD BE INEFFECTIVE IN PROVIDING HER WITH FEEDBACK?
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Setting the Stage for Feedback
Be clear with your expectations

• Opening discussion:
  – Your expectations for the day
  – The learner’s expectations for the day

• Create a plan for feedback with the student
  – Following each encounter?
  – End of the day?

• Always have an end-of-day wrap-up
  – Establish goals for the next session with input from the learner
Defining feedback

It’s not as easy as you think...
Ende (1983)

- Differentiates *feedback* from *evaluation*
- “Information describing students’ or house officers’ performance in a given activity that is intended to guide their future performance in that same or a related activity.”
- Clearly can be extrapolated to other health sciences professions with a clinical orientation
- **Behaviorally based!**
The feedback conundrum

• Learners *want* feedback
  – Helps them to gauge their performance
  – Helps them make plans for improvement
  – (Ideally) fosters skills of self-directed/lifelong learners who are reflective about their practice

• Learners are dissatisfied with the feedback that we tend to provide
WHY FEEDBACK FAILURES OCCUR

Hesketh and Laidlaw, 2002
Lack of time
Inconsistency of feedback
Fear of criticizing

"The most destructive criticism is indifference."
- Edgar Watson Howe

Image+Quote from FamousQuotesAbout.com
Fear of being criticized
Not recognized as feedback
Inability to respond to “feedback”

“Stop being so fat, Dolly.”
Denial of feedback given

IT'S NOT DENIAL
I'M JUST VERY SELECTIVE ABOUT THE REALITY I ACCEPT
HOW DO WE PROVIDE STRONG FEEDBACK?

Van de Ridder, et al., 2008; Ramani & Krackov, 2912
Establish a respectful learning environment

"Don't be mean, be meaningful."
~ Kid President
Communicate Goals and Objectives for feedback
Base Feedback on Direct Observation
Start with Self-Assessment

ASSESS YOURSELF!

1. I do not yet understand. I need coaching.
2. I am starting to understand. I need coaching for now!
3. I understand! I make a few, small mistakes at times.
4. I understand very well. I could explain this clearly to others.
Focus on performance
Confirm understanding by the learner
Plan of action and re-observation
AND NOW...HOW ABOUT THE STRUGGLING LEARNER?
Key References


