



MADIGAN
ARMY MEDICAL CENTER

Feedback Basics



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Disclaimer



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Ground Rules



- Safety
- Participation
- Reflection
- Share





Activity 1



Feedback Reflection

- Think about 1-2 words that come to mind when you think of:
 - Receiving constructive feedback
 - Offering someone else constructive feedback?
- Take a few minutes to discuss your thoughts with a partner

3 Minutes



Objectives



- Define “Feedback”
- Demonstrate the components of effective feedback
- Identify barriers to giving feedback
- Apply strategies for delivering feedback



Feedback: What is it?



- Term used by rocket engineers in the 1940s
- Objective description of performance intended to guide future performance
- Process of letting others know your perceptions of their performance
- Not a judgement





Feedback: What is it?



The process by which the teacher provides learners with specific information about the comparison between a trainee's observed performance and a standard, given with the intent to improve the trainee's performance.



Feedback: Why bother?



“The goal of clinical training is expertise in the care of patients. Without feedback, mistakes go uncorrected, good performance is not reinforced and clinical competence is achieved empirically or not at all.”

-Ende J: Feedback in clinical medical education. *JAMA* 250(6):777-81, 1983



Feedback: Why bother?



V.A.1.a) Faculty members **must directly** observe, evaluate, and frequently provide feedback on resident performance during each rotation or similar educational assignment. (Core)



ACGME



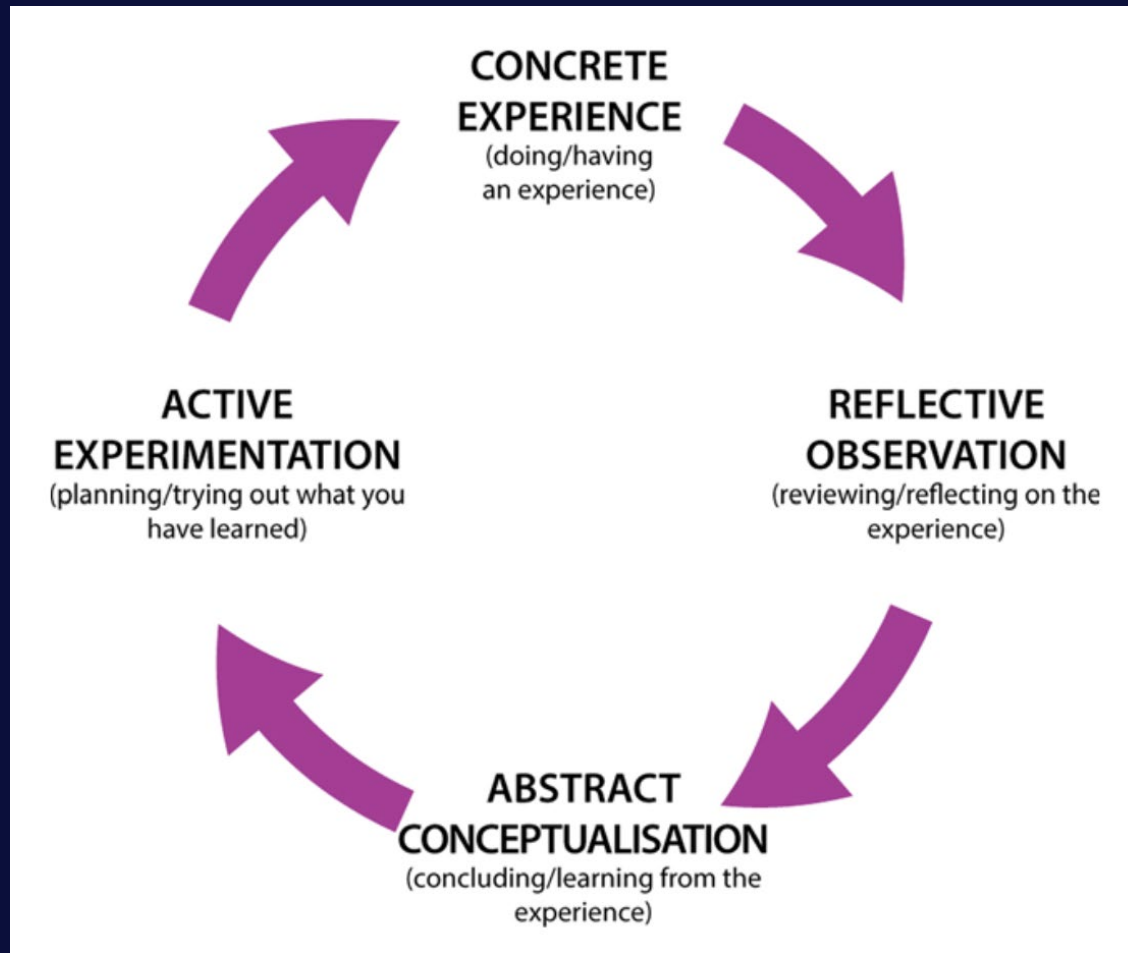
Does Feedback Matter?



<i>Influence</i>	<i>Effect Size</i>	<i>Source of Influence</i>
Feedback	1.13	Teacher
Students' prior cognitive ability	1.04	Student
Instructional quality	1.00	Teacher
Direct instruction	.82	Teacher
Remediation/feedback	.65	Teacher
Students' disposition to learn	.61	Student
Class environment	.56	Teacher
Challenge of Goals	.52	Teacher
Peer tutoring	.50	Teacher
Mastery learning	.50	Teacher
Parent involvement	.46	Home
Homework	.43	Teacher
Teacher Style	.42	Teacher
Questioning	.41	Teacher
Peer effects	.38	Peers
Advance organisers	.37	Teacher
Simulation & games	.34	Teacher
Computer-assisted instruction	.31	Teacher
Testing	.30	Teacher
Instructional media	.30	Teacher



Kolb's Learning Cycle





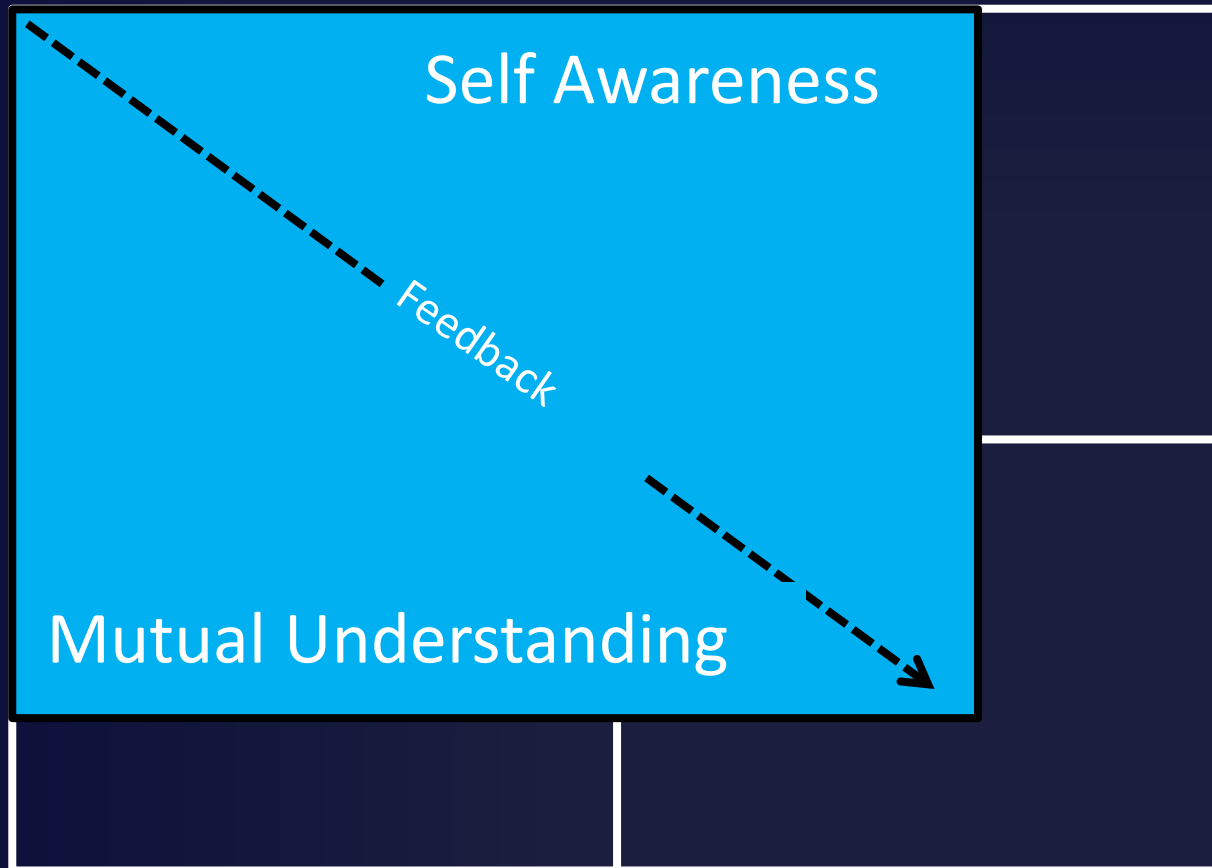
Johari Window

Known to Self

Unknown to Self

Known to others

Unknown to others





What about Feedback in Medical Education?



- Repeated feedback over time beneficial (i.e. longitudinal experiences)
- Feedback sandwich doesn't change performance
- Feedback's effectiveness may be impacted by the affective state of the learner (i.e. their emotional reaction)
- Credibility of the individual delivering feedback is critical
- Specialties differ in perception of feedback
- *Research gaps are many*



What's the Difference?



Feedback

Evaluation



Feedback	Evaluation
Immediate	Scheduled
Informal	Formal
Observation	Observation
Objective	Objective
Event specific	Global performance
Improvement	Grading
Dialogue	Monologue



Foundational Elements



- Learning Climate
- Clear Goals
- Direct Observation



Principles of Effective Feedback



- Descriptive and non-judgmental
- Specific
- Behavioral (what you did vs. who you are)
- Well-timed – synchronous, frequent
- Mixture of positive & corrective
- Includes learner reaction
- Anticipatory guidance
- Helps learners develop a personal feedback mechanism



Principles of Effective Feedback



Specific

Objective

Modifiable Behaviors

Expected

Timely

Limited

Constructive





Activity 2

- In groups of 3, pick one scenario in which you will later practice feedback
- Highlight items from your scenario that you would use to provide feedback keeping in mind SOME-TLC

SMALL GROUPS

Discuss this activity in your breakout groups.
Prepare to share with the large group.

5 Minutes



Barriers



What are barriers you've experienced to providing effective feedback?

5 Minutes

Common Barriers



Teacher Factors

- Fear of upsetting the learner
- Unclear expectations
- Suboptimal observations
- Non-specific
- Sending mixed messages
- Location
- Poor learning climate

Learner Factors

- Time
- Learner engagement and response in the feedback process
- Negative Reactions
 - Closed
 - Rationalizing
 - Disrespectful
 - Defensive/Attacking
 - Superficial/Patronizing



Traps to Avoid in the Feedback Process



- Reviewing performance from an autobiographical perspective
 - “When I was a student...”
- Basing judgment on extraneous factors
 - “She is trying hard; He’s a really nice person”
- Becoming the target of shifted responsibility
 - When learners shift attention back to you/the program to derail your feedback
- Introducing bias – the “halo effect.” The learner can do no wrong/right; over generalizing performance



Overcoming Barriers



- Find ways to strengthen the foundation
 - Learning Climate
 - Clear Goals
 - Direct Observation
- Multiple observers
- Frameworks can help increase effectiveness and support dialogue with the learner
- Practice!



New Feedback Sandwich



Ask

Allow/Ask

Tell/Teach Reinforce

Ask

Confirm

Act

Help





Emotional

Empathic

ARCH



Allow/Ask



- Create a safe climate
- Ask learner to assess their own performance and be specific
 - How do you think you did?
 - What do you think went well?
 - Did you have any problems

Use learner's self-assessment as launching pad



Reinforce



- Address learner's self-assessed strengths before addressing strengths you have identified
- Explore how learner determined what was being done well and how improvement occurred
- Add things you think the learner is doing well (be specific and descriptive)



Confirm



- Address the learner's self-identified areas for correction/improvement before addressing the ones you have identified
- Restate/clarify what the learner identified as an area for correction/improvement
- If needed, share something you think the learner needs to correct or improve on that he/she did not mention (be descriptive, not judgmental)



Help



- Ask learner how he/she might go about correcting or improving
In a collaborative way, add your thoughts
- Set SMARTER (specific, measurable, achievable, relevant, time bound, engaging, rewarding) goals and specific actions to include deliberate practice
- Have student verbalize the final plan and have him/her email plan to you for documentation



Activity 3



Build a new feedback sandwich

- Use SOME TLC from Activity #2
- Take turns giving feedback using ARCH

SMALL GROUPS

Perform this activity in your breakout groups. Prepare to share with the large group of how the interaction went.

15 Minutes

How did it go?





ADAPT Feedback Framework

Learner initiates

- Reflect on learning goals
- Communicate your goals



Prepare

for the observation

Coach Initiates

- Reflect on program and learner goals
- Orient learner to expectations

- Try to be natural

Perform

the observation

- Try to be natural

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



Activity 4

What is something you plan to incorporate into your practice from the talk today?

What barriers will you personally need to overcome to achieve your goal?

Take a few minutes to talk with a partner about your thoughts.

5 Minutes



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Questions?

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