

Giving Effective Feedback*

*Adapted from VA VITALTalk series with permission of S. Talebreza, MD

Katherine Bennett, MD, Audrey Chun, MD, and
Timothy Farrell, MD

What is Feedback

- ▶ Information you receive in response to behavior or actions you have taken or have shown others.
- ▶ A teaching method
- ▶ Designed to influence, reinforce, or change behavior, concepts or attitudes



Feedback vs. Evaluation

- ▶ How are these different?



Feedback vs. Evaluation*

FEEDBACK	vs.	EVALUATION
Formative	vs.	Summative
Brief	vs.	Often lengthy
Timely (“on the spot”)	vs.	Scheduled
Nonjudgmental	vs.	Judgmental
Focus on behaviors	vs.	Focus on outcomes
Informal	vs.	Formal

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“The Science and Art of Effective Feedback.” University of Washington Teaching Scholars Program, 2005-06.



Why Is Feedback Important?

- ▶ We have a limited ability to observe ourselves
 - ▶ Without this data, most of us assume we're pretty good
- ▶ We can become aware of which behaviors help or hinder effective communication
- ▶ Ranked as 2nd of 37 preceptor behaviors that most enhance learning (*Schultz et al 2004*)



Effective feedback is...

- ▶ Information useful to others
- ▶ Performance improving
- ▶ Direct
- ▶ Specific
- ▶ Anchored in the behavior
- ▶ Non-evaluative about the person (just the behavior)
- ▶ Both corrective and positive

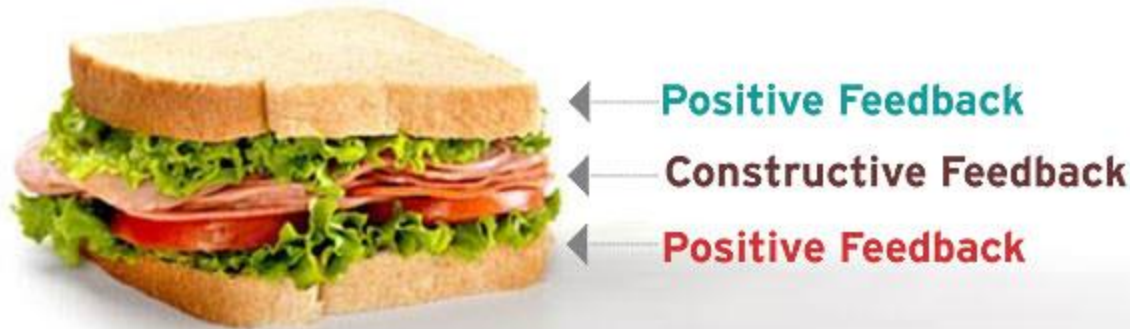


How Have You Learned to Give Feedback?



What Isn't Tasty with the Feedback Sandwich?

The Feedback Sandwich



A New Model: Goal-Directed Feedback



Feedback

- ▶ Feedback given effectively focuses on:
 - ▶ **What went well**
 - ▶ **What can be done differently in the future to improve** without placing a positive or negative value on it
- ▶ Stated differently:
 - ▶ What the learner should **continue to do**
 - ▶ What the learner should **stop doing or change.**



Goal-Directed Feedback

- ▶ **Learner (and faculty) set goals**
 - ▶ Feedback analyzes how goals were met (or not)
 - ▶ Both strategize how to meet goals in future
- ▶ **Focuses on learner priorities**
- ▶ **Outcome-based**
- ▶ **Non-judgmental**



Goal-Oriented

- ▶ Start with learner's identified goals
- ▶ Ask for self-assessment
 - ▶ “What went well?”
 - ▶ “How do you think you did in relation to your goal of?”
- ▶ Wait for learner to identify problems before making suggestions



Future-Oriented

- ▶ When recommending behavior change, focus on future:
 - ▶ “Anything you’d want to differently next time?”
 - ▶ “Next time, you might consider....”



Descriptive, not Judgmental

~~By this point in
the year, you
really should
have better
presentations~~

I noticed that you
read your
presentation
directly from your
written note



Brief

~~You could
improve in
the following
ten areas ...~~

I'd like to give you
feedback after your
presentation so
that you can
continue to work
on your skills



Specific

You can leave
family and social
history out of
your clinic
presentations

~~Your
presentations
are way too
long~~



Suggest what You Want (Not what You Don't Want)

Be sure to leave
time for your
patient to answer
your questions.

~~Don't
interrupt the
patient.~~



Focus on Behaviors, not Personality

~~You are not
very patient
with the
students.~~

I would like to see
you give the
student a chance
to present before
offering your
opinion.



Two approaches to feedback utilizing the goal-directed approach

- ▶ **SBI model (Situation, Behavior, Impact)**
 - ▶ Most useful for feedback on professionalism, communication, attitudes/behaviors

- ▶ **Ask/Tell/Ask**
 - ▶ Most useful for feedback on performance



SBI Model – Audrey Chun, MD



SBI Model

- ▶ **Situation**

- ▶ Anchored in time and place

- ▶ **Behavior**

- ▶ Observable action

- ▶ **Impact**

- ▶ Thoughts, feelings, actions taken as a result of behaviors



SBI Model

▶ Situation

- ▶ Anchored in time and place
- ▶ E.g. “Today, during the large group session of the staff development. . .”

▶ Behavior

- ▶ Observable action
- ▶ E.g. “You made eye contact, answered questions, and encouraged others to participate. . .”

▶ Impact

- ▶ Thoughts, feelings, actions taken as a result of behaviors
- ▶ E.g. “I felt supported and appreciated. Thank you.”



SBI Model

▶ Situation

- ▶ Anchored in time and place
- ▶ E.g. “Today, during the large group session of the staff development. . .”

▶ Behavior

- ▶ Observable action
- ▶ E.g. “You were looking out the front doors, tapping your feet and glancing at your watch. . .”

▶ Impact

- ▶ Thoughts, feelings, actions taken as a result of behaviors
- ▶ E.g. “I felt rejected and disappointed. I thought I had something important to say.”



Impact of SBI Model

- ▶ **Avoid attributing feelings and judgment to the person to whom you are giving feedback**
 - ▶ E.g.- You were rude and disrespectful when you answered that call during our meeting.
- ▶ **Instead, focus on the feelings/values on the person impacted.**
 - ▶ E.g.- When you answered the phone call and kept looking at your watch during our meeting, I felt like a low priority and disrespected.



Demonstration of SBI Model



SBI Role-Playing Exercise

- ▶ Role-playing exercise (10 minutes)
- ▶ Break out into small groups
 - ▶ 2 (or) 3 participants per group
 - ▶ Scenarios at each table
 - ▶ Handouts with SBI and Ask-Tell-Ask information
 - ▶ Each participant will take turns being preceptor and student once (can also use observer)



Ask/Tell/Ask Model – Kate Bennett, MD



Ask/Tell/Ask Model

- ▶ **Ask** the trainee their perception of how they are doing to encourage self-reflection
- ▶ **Tell** the trainee your observations in a non-judgmental fashion
- ▶ **Ask** the trainee how they might improve their practice
- ▶ **Act/Follow-up**: Reinforce and remind about teaching points



Demonstration of Ask/Tell/Ask Model



Ask/Tell/Ask Role-Playing Exercise

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Debrief/Summary

- ▶ What worked well?
- ▶ What was challenging?
- ▶ What are some similarities and differences between SBI and Ask/Tell/Ask?
- ▶ What key points do you have to share that have not already been mentioned?
- ▶ Questions?



Do's and Don'ts for Giving Feedback

Do:

- ▶ Tell the trainee when you are providing feedback
- ▶ Provide an appropriate environment
- ▶ Offer specific opportunities for improvement

Don't:

- ▶ Avoid providing feedback for fear of offending the trainee
- ▶ Wait until the end of the rotation to provide feedback
- ▶ Provide feedback in front of trainees/patients unless patient care would be adversely affected



These are all tools you can use right away at your home institution

- ▶ We challenge each of you to use either SBI or Ask/Tell/Ask at least once a day!
- ▶ Handouts



Giving Effective Feedback (Reynolds 2015)

Katherine A. Bennett MD, Audrey Chun MD, Timothy W. Farrell MD

Ask/Tell/Ask format

- **Ask** the trainee their perception of how they are doing to encourage self-reflection
- **Tell** the trainee your observations in a non-judgmental fashion
- **Ask** the trainee how they might improve their practice
- **Act/Follow-up**: Reinforce and remind about teaching points

Situation, Behavior, Impact model

- **Situation** Anchored in time and place
 - e.g. *“Today, during the large group session of the staff development. . .”*
- **Behavior** Observable action
 - e.g. *“You made eye contact, answered questions, and encouraged others to participate. . .”*
- **Impact** Thoughts, feelings, actions taken as a result of behaviors
 - e.g. *“I felt supported and appreciated. Thank you.”*

Take-home points*

Feedback ≠ Evaluation

FEEDBACK	vs.	EVALUATION
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Do’s and Don’ts for giving feedback:

Do:

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“Impact” verb examples

Positive Feeling Words

Accepted	Challenged	Enjoyed	Impressed	Pleased
Appreciated	Comforted	Excited	Included	Proud
At-ease	Eager	Glad	Inspired	Rewarded
Calm	Encouraged	Gratified	Interested	Satisfied
Capable	Energized	Happy	Involved	Supported
Cared for	Engaged	Honored	Motivated	Validated

Negative Feeling Words

Alone	Disconnected	Impatient	Overwhelmed	Surprised
Annoyed	Discounted	Intimidated	Pressured	Unappreciated
Anxious	Discouraged	Irritated	Put-off	Uncertain
Bored	Foolish	Isolated	Rejected	Uneasy
Confused	Frustrated	Jealous	Restless	Upset
Curious	Guilty	Judged	Sad	Vulnerable
Devalued	Ignored	Nervous	Skeptical	Worried

Resources for Workshop Participants

Textbook chapter:

Krackov SK. “Giving feedback.” In Dent JA and Harden RM: A Practical Guide for Medical Teachers.

POGOe:

Precepting Challenging Students. POGOe - Portal of Geriatric Online Education; 2013 Available from: <http://www.pogoe.org/productid/21070>

Additional resources:

Cote L and Bordage G. Content and conceptual frameworks of preceptor feedback related to residents' educational needs. *Acad Med* 2012; 87(9): 1274-81.

Crommelinck M, Anseel F. Understanding and encouraging feedback-seeking behaviour: A literature review. *Med Educ* 2013; 47(3): 232-41.

Ende J. Feedback in clinical medical education. *JAMA* 1983; 250: 777-781.

Holmboe ES. Faculty and the observation of trainees' clinical skills: Problems and opportunities. *Acad Med* 2004; 79(1): 16-22.

Kogan JR et al. Faculty staff perceptions of feedback to residents after direct observation of clinical skills. *Med Educ* 2012; 46(2): 201-15.

Moss HA, Derman PB and Clement RC. Medical student perspective: working toward specific and actionable clinical clerkship feedback. *Med Teach* 2012; 34(8) 665-667.

Murdoch-Eaton D and Sargeant J. Maturation differences in undergraduate medical students' perceptions about feedback. *Med Educ* 2012; 46(7): 711-21.

Neher JO and Stevens NG. The One-minute Preceptor: Shaping the teaching conversation. *Fam Med* 2003; 35(6): 391-3.

van der Leeuw RM, Slootweg IA. Twelve tips for making the best use of feedback. *Med Teach* 2013 Feb 27 [Epub ahead of print].