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*

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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?
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

Your presentations are way too long

You can leave family and social history out of your clinic presentations
Suggest what You Want (Not what You Don’t Want)

Don’t interrupt the patient.

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

- Situation
- Behavior
- Impact
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

- **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
Ask/Tell/Ask format

- **Ask** the trainee their perception of how they are doing to encourage self-reflection
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**Situation, Behavior, Impact model**

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  - 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.”

**Feedback ≠ Evaluation**

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

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<td>Excited</td>
<td>Included</td>
<td>Proud</td>
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<td>At-ease</td>
<td>Eager</td>
<td>Glad</td>
<td>Inspired</td>
<td>Rewarded</td>
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<td>Calm</td>
<td>Encouraged</td>
<td>Gratified</td>
<td>Interested</td>
<td>Satisfied</td>
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<td>Capable</td>
<td>Energized</td>
<td>Happy</td>
<td>Involved</td>
<td>Supported</td>
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<td>Cared for</td>
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<td>Put-off</td>
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<td>Foolish</td>
<td>Isolated</td>
<td>Rejected</td>
<td>Uneasy</td>
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<tr>
<td>Confused</td>
<td>Frustrated</td>
<td>Jealous</td>
<td>Restless</td>
<td>Upset</td>
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<td>Curious</td>
<td>Guilty</td>
<td>Judged</td>
<td>Sad</td>
<td>Vulnerable</td>
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<td>Nervous</td>
<td>Skeptical</td>
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**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.


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

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