Kick your feedback up a notch!

Susan Lieff MD MEd MMan
June 3, 2010

What are you hoping to learn today?
Learning Objectives

• Discussed a conceptual framework for understanding feedback & its role in teaching & learning
• Practiced a practical approach to giving feedback in simulated scenarios
• Considered the relevance for this approach to your practice as teachers

What is feedback?

• A concept derived from engineering: the household thermostat
Feedback

Definition:

“The process by which the teacher provides learners with information about their performance for the purpose of improving their performance” Skeff K, Stratos G 1993

“Sharing of information on actual performance to help guide and improve future performance towards a desired goal” Hodges 1996
Feedback in Health Professions:

- Amount and quality of feedback provided to learners is suboptimal
  - better feedback ≠ more feedback

- Uncertainty regarding progress
  - Drop positive behaviors
  - Reliance on formal tests

- Hanging on to clues → inaccurate assumptions
  
  Westberg J and Jason H, 1991

Why is feedback important?

- It is essential for learning
- Allows learners to recognize areas of strength & deficiency
- Gives learners a clearer idea of the areas they need to improve (first step in self-directed learning)
- Allows for remediation of problems
- It is highly desired
So why don’t we do it more?

Barriers

- Infrequent observation of student performance
- Few prior models of constructive feedback to emulate
- Faculty belief that students know if they are doing a good job
- Fear among faculty & learners that feedback might damage the relationship
- Might affect your ratings as a teacher

Your experiences with feedback

- Think about an experience that you have had with feedback
- What made it effective or ineffective?
- Discuss it with the person beside you
- Then we will share some of these experiences
Beware of nonfeedback; 
On the road without a roadmap

“You are doing really well, you are right where you should be at your level”
“You are really one of the best students we have had on the service”
“You need to improve your knowledge base”
“You have learned a lot while you’ve been here”

Quality Feedback; 
The Necessary Elements

• Teacher & learner must share the same conception of the goal
• A sample of current behaviour
• A clear model of the desired behaviour
• A demonstration of the difference / gap
Attributes of Quality Feedback

SMART

- **Specific** - Concrete, descriptive, right amount
- **Measurable**
  - Based on what is **OBSERVED** (behaviours, actions, decisions)
  - **NOT** the person (intentions, interpretations, personality traits)
- **Achievable** – limited to remediable behaviours (the learner has an alternative course of action)
- **Relevant**
- **Timely**

Features of Feedback that Impact Clinical Performance:

- Credible source
- Over a period of time

Veloski 2006- BEME Review
How to give Quality Feedback

• Negotiate well-defined goals up front
• Establish timing & setting for feedback – it should be expected
• Create a respectful, friendly, open minded non-threatening climate
• Elicit thoughts & feelings before giving feedback

How to give Quality Feedback

• Be nonjudgmental
• Face to face
• On the fly vs. privacy
• Frequent
• Ongoing

“Culture of feedback”
Feedback Models

Models for Providing Feedback

Examples:

- PNP Sandwich (positive-negative-positive)
- Six stages of effective feedback (Brown, Hodges, Wakefield, 1995)

Others:
- Feedback model (Hewson & Little, 1998)
- Chicago model (Brukner et al, 1999)
- Pendleton’s Rules (Pendleton et al, 1984)
- Relative Ranking Model (Regehr et al, 1996)
Feedback Sandwich

One corrective comment sandwiched in between 2 reinforcing statements

• Reinforcing – to motivate, instill confidence & encourage good practice
• Corrective – to recognize consequences of actions, encourage a change in behaviour

Feedback Sandwich

What are the pluses & minuses?
Feedback Sandwich

Plus - Reduces anxiety re corrective statement
Minus - Learner may not hear the most important piece & may discount positive feedback as an inauthentic lead to the critical message

Seven step model of feedback (adapted 6 step)

1. Observe student behaviour or work
2. Ask learner for a self-assessment (Double U)
3. Compare learner’s assessment with own: Describe / model desired behavior
4. Ascertain whether the student understands the gap between current & desired behaviour → student paraphrases feedback
5. Elicit thoughts & feelings
6. Elaborate a plan to close the gap (educational prescription)
7. Follow up on improvement

adapted from Brown M, Hodges B 1995
Seven step model of feedback

What are the pluses & minuses?

Seven step model – Pluses
Teaches self-assessment skills

- A key competence for self-regulating health professionals → to be self-directed learners
- It can to some degree, be learned (professionals are not inherently good at it)
- Encourages sharing of information and partnership
Self-assessment of competence

(Kruger and Dunning, 1999)

Ability to self-assess

low average high

Those with “average” competence have the best ability to self-assess

Seven step model – Pluses
Ensures follow-up

- Through creation of a learning plan (educational prescription)
- Collaborative expectation to monitor whether learning needs have been met
“3. Describe desired behavior”

- Begin with positive observations
- Label subjective observations
  “I thought that…” “From my perspective…”
- Avoid sweeping judgments
  “incompetent” “inadequate” “wonderful”
- Concrete, descriptive examples
  – Link to actual observations, facts
  – Link to objectives and expected level of performance
- Don’t overload

5. Elicit thoughts and feelings.

- Check for understanding and invite learner’s reaction to your feedback
Feedback in a Multicultural Context

Laroche L, Managing cultural diversity in technical professions, 2005

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<th>Germany</th>
<th>Austria</th>
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Time to practice the 7 step

- Break up into groups of three
- Role play for 3 minutes
- Roles – Teacher (T), Learner (L), Observer (O)
Debrief

Debrief in the following order:
1. Teacher
2. Learner
3. Observer

Respond to the following questions in order
1. What do you think went well?
2. What do you think could be improved on?
3. How might things be done differently next time?

What feedback behaviours are you going to try when you get home?

Write it down....
What about feedback for you? Model the way

- Solicit it from your learners
- Be explicit about what you want & why you want it
- Prime the pump with a self-assessment

Learning Objectives

- Discussed a conceptual framework for understanding feedback & its role in teaching & learning
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Feedback Model

- **Orientation and climate**: Prepare person for session
- **Elicitation**: ask person for self-assessment
- **Diagnosis and feedback**: decide where person needs to improve and how much feedback is appropriate; give reinforcing and corrective feedback
- **Improvement plan**: develop specific strategies for improvement
- **Application**: apply strategies to real situation
- **Review**: check person understands and agrees with what has been discussed and negotiated.

Hewson MG and Little ML, 1998

Suggested References:

Sometimes the Self-assessment part is a bit sticky

“Sometimes the self-assessment part is a bit sticky”

Johari’s Window

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<tr>
<th>Known to Yourself</th>
<th>Known to Others</th>
<th>Unknown to Others</th>
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<tbody>
<tr>
<td>Your Public Self</td>
<td>Your Private Self</td>
<td>Your Blind Spots</td>
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<tr>
<td>Your Unconscious</td>
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### Johari’s Window (adapted from Luft, 1963)

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<th>Supervisor doesn’t know</th>
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<tr>
<td><strong>Arena</strong></td>
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<td>Health issues, previous performance</td>
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<td>Past experiences, conscious and unconscious childhood memories</td>
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<tr>
<td><strong>Student doesn’t know</strong></td>
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### No universal agreement on a definition of Self Assessment:

- A personal evaluation of one’s attributes and abilities against perceived norms *(BEME Guide #10)*

- Most standard definitions imply it is a personal and unguided process *(Eva and Regehr 2007)*

- It should commonly involve other sources of information *(Boud 1999)*
Self-Assessment
Why is it important?

- Appropriate ID of Strengths allows one to:
  - Maintain positive behaviors
  - Act with confidence
  - Set appropriately challenging goals
- Appropriate ID of weaknesses allows one to:
  - Pursue activities to close gaps
  - Self-limit in areas of limited competence
  - Set realistic expectations

Balance Caution With Confidence

© Bernstein, Forte
Intra-individual Self Assessment

Instead of asking “How good are you?”, we ask, “What aspects of your performance need the most work?”

(Regehr, 1996)

A Different View of Self-Assessment

An Innovative Relative Ranking Model
Academic Medicine, 1996
G Regehr, B Hodges, R Tiberius, J Lofchy
Relative Ranking Model

*NB:
- We are not comparing ones’ skills to those of others, but rather comparing ones’ own skills relative to each other
- Therefore generating a spectrum of strengths and weaknesses per individual learner

Relative Ranking Model

- 9 skills = 9 boxes to fill out
- Box 1 = skill needing most work
- Box 9 = skill needing least work
- Box 5 = mid-level skill
Psychiatric interviewing

- Initiation
- Organization
- Questioning
- Flexibility
- Knowledge
- Mental Status
- Non-Verbal Skills
- Rapport
- Termination

Teacher

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Relative Ranking of Cutting a Mango

- **Description**
  - Clear, well-organized
- **Food safety**
  - Cleanliness, hand hygiene
- **Presentation**
  - Display
- **Amount of edible mango**
  - Minimal waste and maximum edible mango
- **Knife skills**
  - Ease of use of knife, no personal injury
- **Efficiency**
  - Completes task in timely manner

<table>
<thead>
<tr>
<th>Needs most work</th>
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<th>Needs least work</th>
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</table>
- OBSERVE performance
- Teacher and student individually rank
- Teacher and student have a feedback conversation

**Student**

<table>
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<th>Needs most work</th>
<th>Mid-level skills</th>
<th>Needs least work</th>
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</table>

- Initiation
- Organization
- Questioning
- Flexibility
- Knowledge
- Mental Status
- Non-verbal skills
- Rapport
- Termination
Three Areas for Discussion

- Teacher and learner agree are strong
  - opportunity for re-enforcement

- Teacher and learner agree need work
  - develop an educational Rx

- Areas of Disagreement
  - insight into self-assessment ability
What feedback behaviours are you going to try when you get home?

Write it down….

Suggested References:

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