Feedback and the ADAPT Model

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Slido survey

Learning Objectives

By the end of this session, participants should be able to:

- Define feedback and its importance for learning

- Discuss the ADAPT tool for providing feedback

- Identify at least one strategy to navigate difficult feedback with learners

Defining Feedback

- "A **supportive conversation** that clarifies the trainee's awareness of their developing competencies, enhances their self-efficacy for making progress, challenges them to set objectives for improvement, and facilitates their development of strategies to enable that improvement to occur."

– Lefroy J et el. Perspectives in Medical Education. 2015;4(6);284

Feedback vs. Evaluation

	FEEDBACK	EVALUATION
Timing	Timely	Scheduled
Setting	Informal	Formal
Basis	Observation	Observation
Content	Objective	Objective
Scope	Specific action	Performance
Purpose	**Improvement**	**Grading**

Pettit, J., & Ferguson, K. (2014). Evaluating Learner Performance: It's Complicated. MedEdPortal, 10, 9870. https://doi.org/10.15766/mep_2374-8265.9870

Eva KW, et. Al. Self Assessment in Health Professions: A Reformulation and Research Agenda. Acad Med. 2005; 80:s46-54

Feedback Culture

What are some aspects of helpful feedback?

Helpful Feedback is...

Clear

Brief

Specific

Timely

Actionable

Descriptive, not judgmental

A two-way street

Provided in a safe space

Feedback Exercise

At the end of a challenging clinical day, Preceptor sits down with Learner. Preceptor is finishing charting, and absentmindedly says to Learner, "good job today!"

Later, Learner obtains a medhub evaluation with every comment marked "4/5," and the free-text area says, "continue to broaden knowledge base by reading case-related anesthesia texts"

Feedback Exercise

At the end of a challenging clinical day, Learner requests feedback from Preceptor. Preceptor says, "you did a good job today."

Later in the week, Learner receives a medhub eval stating, "Learner is too defensive. Learner would not listen to my suggestions on how to place an IV, which was very disrespectful and unprofessional."

A Conversation

Practice Prepare to ADAPT

Practice using the "Prepare to ADAPT" framework in your clinical workplace.

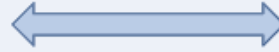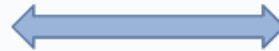| **Learner Initiates**		**Coach Initiates**
• Reflect on learning goals. • Communicate your goals	**Prepare** for the observation	• Reflect on program & learner goals. • Orient learner to expectations.
• Try to be natural.	**Perform** the observation	• Try to be neutral.
• Reflect on the observation. • ASK for feedback.	**Ask**	• Reflect on learner's readiness. • ASK for his/her thoughts about the observation.
• Have a conversation about the observation.	**Discuss**	• Coach observed, modifiable, specific behaviors related to the task(s).
• ASK for clarification.	**Ask**	• ASK learner to clarify points, as necessary.
• Plan next steps with your coach.	**Plan Together**	• Plan next steps with your learner.

START

Hattie & Timperly. The power of feedback. Rev of Ed Research. March 2007

A
ASK FOR SELF-ASSESSMENT

D
DISCUSS

A
ASK FOR UNDERSTANDING

PT
PLAN TOGETHER

Seek self-assessment:

Ask questions like:

- *How do you think that went? What went well?*
- *What didn't go well?*
- *What might you do differently the next time?*
- *What are you trying to work on?*
- *What feedback would be helpful?*

Continue the discussion:

- Reflect on self-assessment.
- Describe what you observed.
- Provide positive and constructive feedback.
- Be specific.
- Prioritize 2-3 points.

Explore the individual's understanding:

- *Thoughts on what was discussed?*
- *Anything we discussed that doesn't make sense to you?*
- *What remains unclear?*
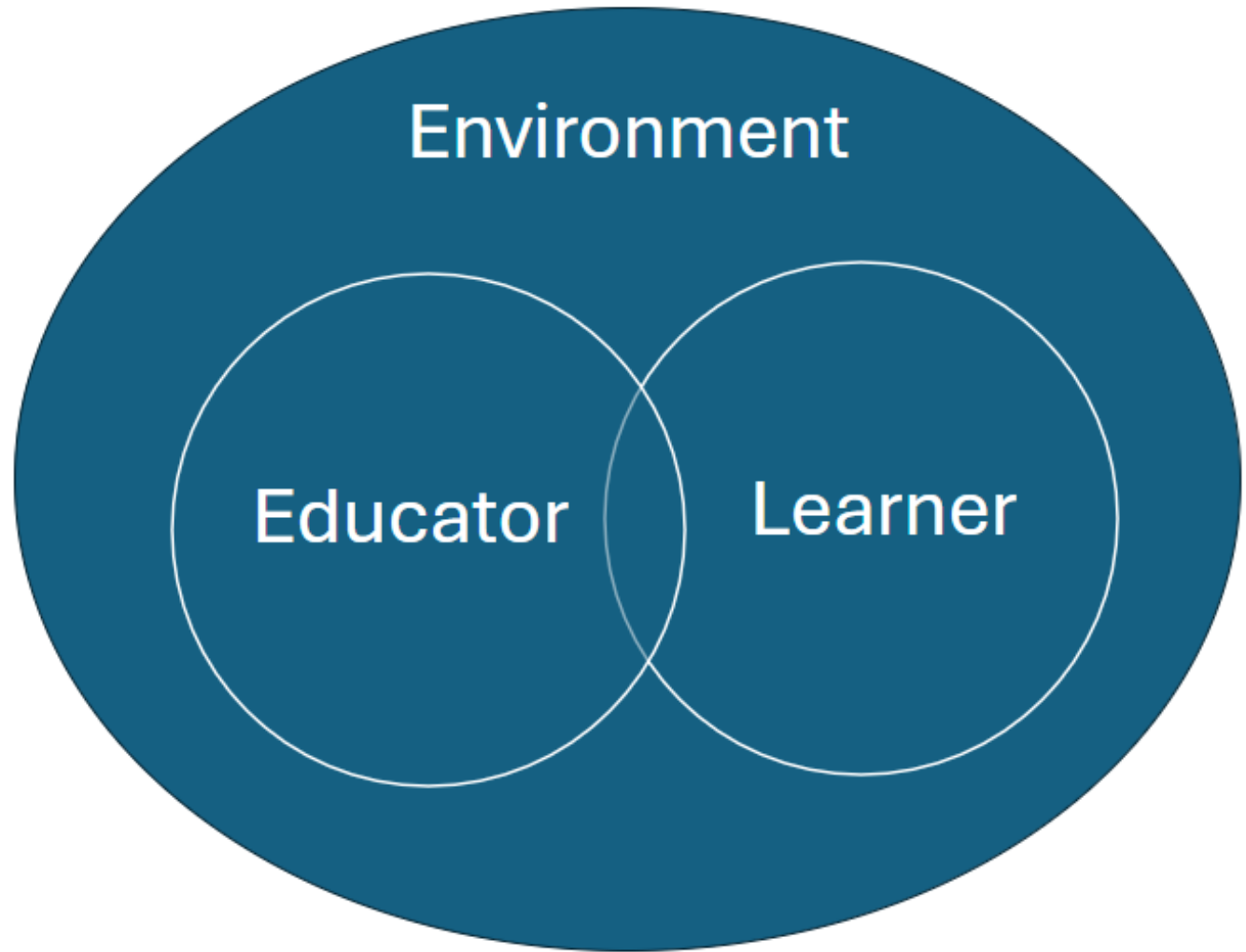- *Anything that struck you as something to focus on?*

Make a plan:

- Coach for change.
- Create an action plan together.

Ask questions like:

- *If there was one thing you would work on immediately, what would it be?*
- *What might you do to work on this?*
- *Here are my ideas for how you can work on this...*

Think-Pair-Share

- What are your barriers to providing feedback?

Engaging in feedback conversations can feel hard or uncomfortable

Why is the relationship between preceptor/learner important?

Retaliation

Tricky parts of feedback

Seek first to Understand

- "Walk me through your decision-making process"
- "We talked about x; can you tell me your rationale for y"
- What data did you use to come to that conclusion"
- What happened the last time you did x"
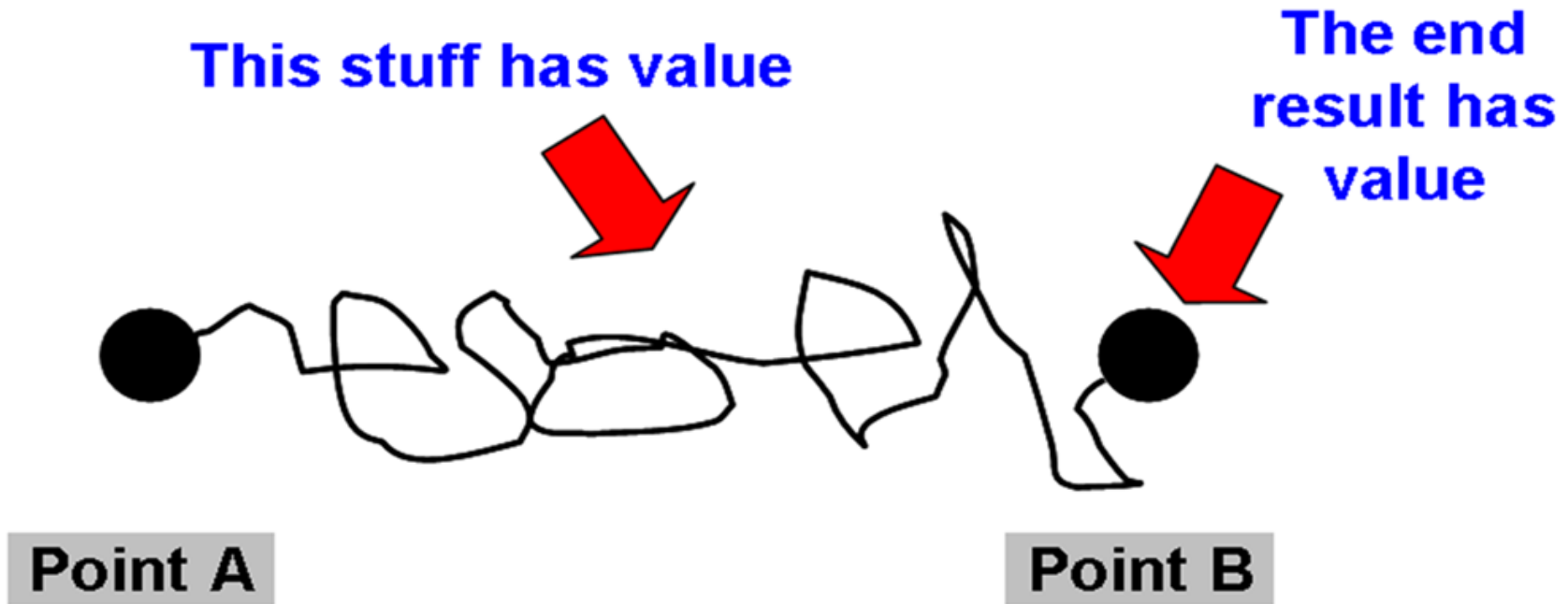
Name it

"I have a concern about your professionalism"
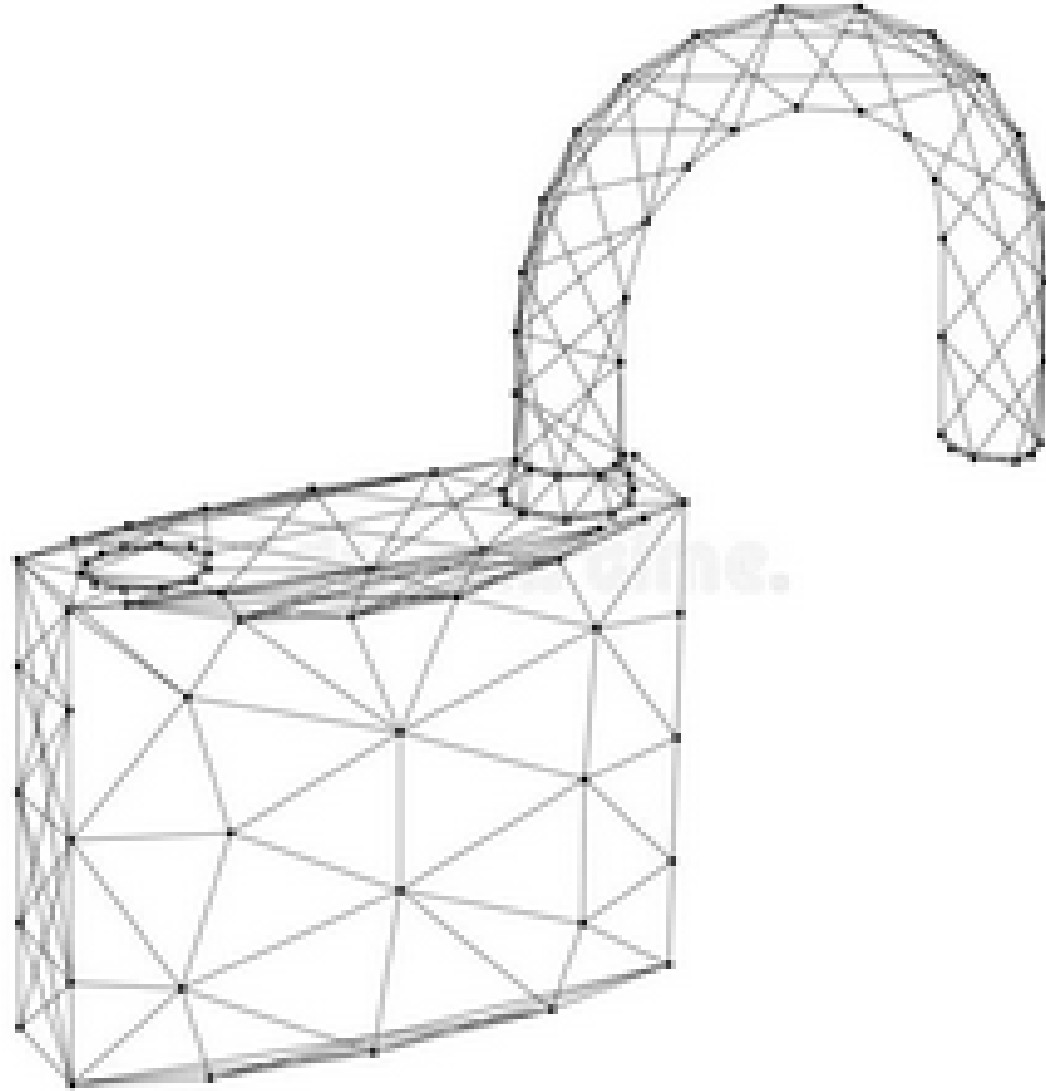
Describe it

"You ..."

State Expectation

"My expectation for you next time is to..."

Professionalism

This stuff has value

The end result has value

Point A

Point B

Center Conversation in Growth

- **Articulate:** "I'm giving you these comments because I have very high expectations and I know that you can reach them."

Be Vulnerable (...and also, words matter)

- Feedback Sharing
- "I've benefited a lot from people giving me feedback and I'm hoping to do the same for you"
- "This is uncomfortable for me"
- "I'm open to the possibility that I'm missing something or caused some confusion"
- "The first time I did this I x"

Lack of Insight

- Articulate your observations

- Help them recognize their behaviour could be career limiting

- Ask questions – build reflective capacity

- Suggest they use a rubric or checklist

Serious Concerns

Adam Grant ✓
@AdamMGrant

The people who are nice to you aren't always being kind to you.

Saying what you want to hear is nice. People sugarcoat feedback to make you feel good today.

Sharing what you need to hear is kind. People speak honestly to help you do better tomorrow.

Candor is an act of care.

Take Home Points

- Feedback is a learner centered conversation
- Use the ADAPT model to frame the conversation and set expectations
- Direct and multiple observations is key to providing consistent, effective feedback
- Building a relationship helps learners accept feedback

Questions?

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Thank you.