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

Some Content adapted from ACGME Assessment Workshop & PNW HUB
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 al. Perspectives in Medical Education. 2015;4(6);284
### Feedback vs. Evaluation

<table>
<thead>
<tr>
<th></th>
<th><strong>FEEDBACK</strong></th>
<th><strong>EVALUATION</strong></th>
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<tbody>
<tr>
<td>Timing</td>
<td>Timely</td>
<td>Scheduled</td>
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<tr>
<td>Setting</td>
<td>Informal</td>
<td>Formal</td>
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<tr>
<td>Basis</td>
<td>Observation</td>
<td>Observation</td>
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<tr>
<td>Content</td>
<td>Objective</td>
<td>Objective</td>
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<tr>
<td>Scope</td>
<td>Specific action</td>
<td>Performance</td>
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<tr>
<td>Purpose</td>
<td>Improvement</td>
<td>Grading</td>
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https://doi.org/10.15766/mep_2374-8265.9870
Feedback Culture
What are some aspects of helpful feedback?
Helpful Feedback is...

<table>
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<tr>
<th>Clear</th>
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<tbody>
<tr>
<td>Brief</td>
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<tr>
<td>Specific</td>
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<tr>
<td>Timely</td>
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<tr>
<td>Actionable</td>
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<tr>
<td>Descriptive, not judgmental</td>
</tr>
<tr>
<td>A two-way street</td>
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<td>Provided in a safe space</td>
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</table>
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
Prepare to ADAPT

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

**Learner Initiates**
- Reflect on learning goals.
- Communicate your goals

**Coach Initiates**
- Reflect on program & learner goals.
- Orient learner to expectations.

**Prepare for the observation**
- Try to be natural.

**Perform the observation**
- Try to be neutral.

**Ask**
- Reflect on the observation.
- ASK for feedback.
- Reflect on learner’s readiness.
- ASK for his/her thoughts about the observation.

**Discuss**
- Have a conversation about the observation.
- Coach observed, modifiable, specific behaviors related to the task(s).

**Ask**
- ASK for clarification.
- ASK learner to clarify points, as necessary.

**Plan Together**
- Plan next steps with your coach.
- Plan next steps with your learner.

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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?
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”
"I have a concern about your professionalism"

"You ..."

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