



Feedback: How to give it...and how to teach it

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Learning objectives

1. Develop skills for delivering effective feedback.
2. Share these skills with faculty at your local institutions.

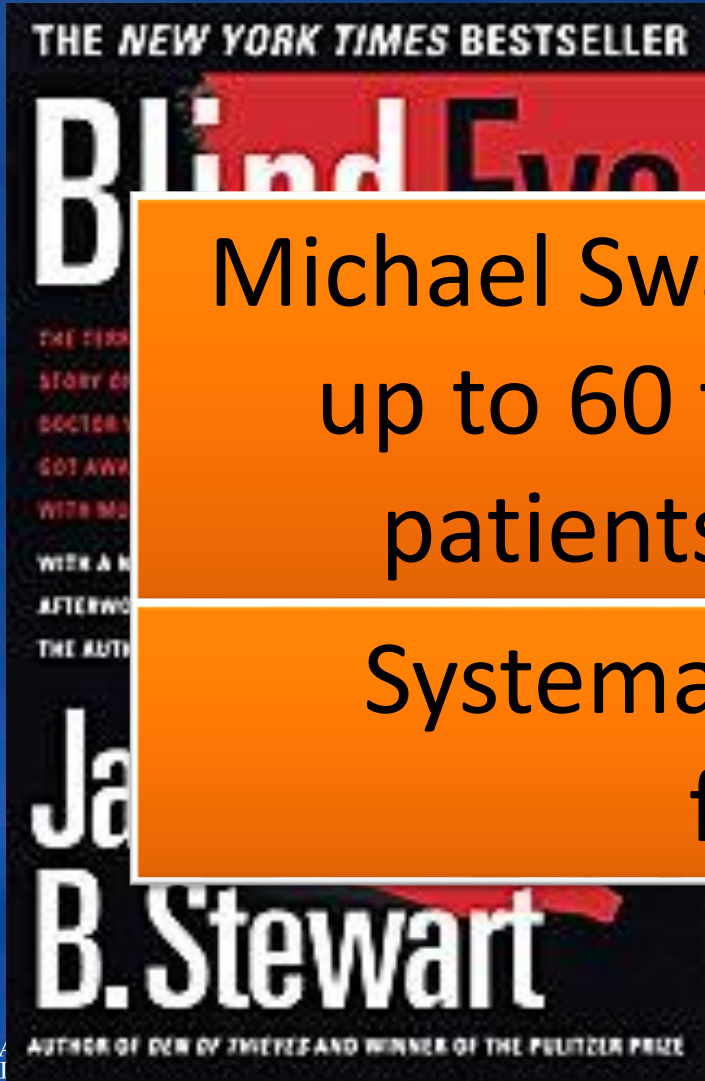
What does good feedback look like?

Real life example...

Summary of comments from single faculty on residents over 4 years...

| Timeframe | |
|-------------------------|---|
| 10/28/2006 - 12/01/2006 | Excellent |
| 10/28/2006 - 12/01/2006 | Excellent |
| 10/28/2006 - 12/01/2006 | Excellent |
| 10/28/2006 - 12/01/2006 | Excellent |
| 10/28/2006 - 12/01/2006 | Great effort and interest |
| 10/28/2006 - 12/01/2006 | Outstanding |
| 10/28/2006 - 12/01/2006 | Outstanding |
| 10/28/2006 - 12/01/2006 | Excellent |
| 10/28/2006 - 12/01/2006 | Excellent communication |
| 10/28/2006 - 12/01/2006 | Great work - outstanding physician. |
| 01/27/2007 - 02/23/2007 | Excellent. |
| 01/27/2007 - 02/23/2007 | Excellent |
| 03/31/2007 - 04/27/2007 | Excellent work. |
| 03/31/2007 - 04/27/2007 | Excellent |
| 03/31/2007 - 04/27/2007 | Excellent |
| 03/31/2007 - 04/27/2007 | Excellent |
| 03/31/2007 - 04/27/2007 | Excellent |
| 03/31/2007 - 04/27/2007 | Very interested and attentive. |
| 03/31/2007 - 04/27/2007 | Yes |
| 03/31/2007 - 04/27/2007 | Excellent |
| 03/31/2007 - 04/27/2007 | Excellent |
| 04/28/2007 - 06/01/2007 | Excellent clinical skills. |
| 04/28/2007 - 06/01/2007 | Excellent |
| 04/28/2007 - 06/01/2007 | Excellent |
| 04/28/2007 - 06/01/2007 | very good judgment |
| 04/28/2007 - 06/01/2007 | Excellent |
| 04/28/2007 - 06/01/2007 | Excellent |
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| 04/28/2007 - 06/01/2007 | Excellent |
| 04/28/2007 - 06/01/2007 | Excellent |
| 04/28/2007 - 06/01/2007 | Excellent clinical judgment |
| 06/23/2007 - 06/29/2007 | Excellent work and skill level. |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Excellent and hard working great physician. |
| 06/23/2007 - 06/29/2007 | Outstanding resident. |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Outstanding |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Very open and a great team member. |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Excellent |
| 06/23/2007 - 06/29/2007 | Excellent |

Why is feedback important?



Michael Swango seemed like model

Michael Swango was involved in up to 60 fatal poisonings of patients and colleagues.

Systematic breakdown in feedback!

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Why is feedback important?



Why is feedback important?

“Well, the word is that earlier this year they basically read Hasan the riot act and they said, you - this is it, you know, it's now or never. And they say, according to his supervisors, he did improve. He started showing up on time, he was more focused. So, they said, you know, let's let him go to Fort Hood and let's hope he does even better there.”

Daniel Zwerdling, NPR, November 10, 2009

available at

<http://www.npr.org/templates/story/story.php?storyId=120266836>

Why is feedback important?

Because it is our responsibility as educators to help every learner be the best he or she can possibly be!

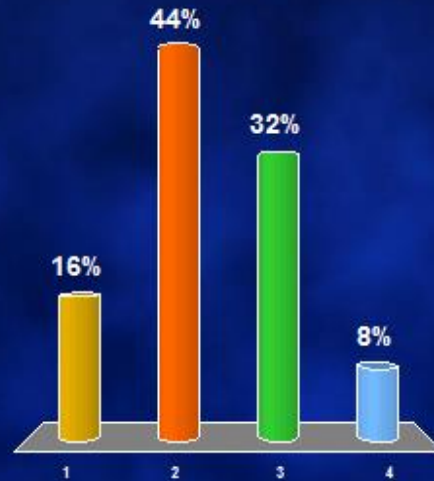
Are we doing a good job
giving feedback?

Are we doing a good job giving feedback?

Asking faculty

How often do you provide face-to-face feedback to fellows on your rotations?

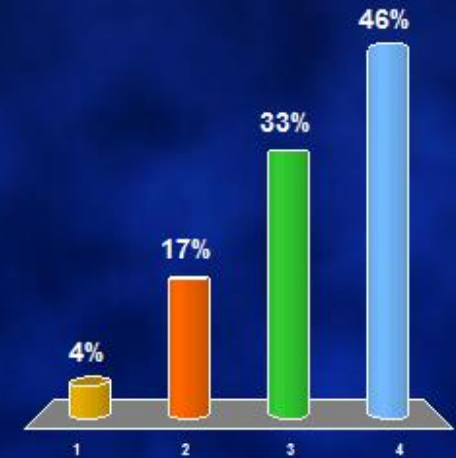
1. Multiple times throughout the rotation
2. Couple of times throughout the rotation
3. At the end of the rotation
4. Rarely if ever



Asking fellows

How often do you receive face-to-face feedback from faculty on your rotations?

1. Multiple times throughout the rotation
2. Couple of times throughout the rotation
3. At the end of the rotation
4. Rarely if ever



60% of faculty feel they give frequent feedback

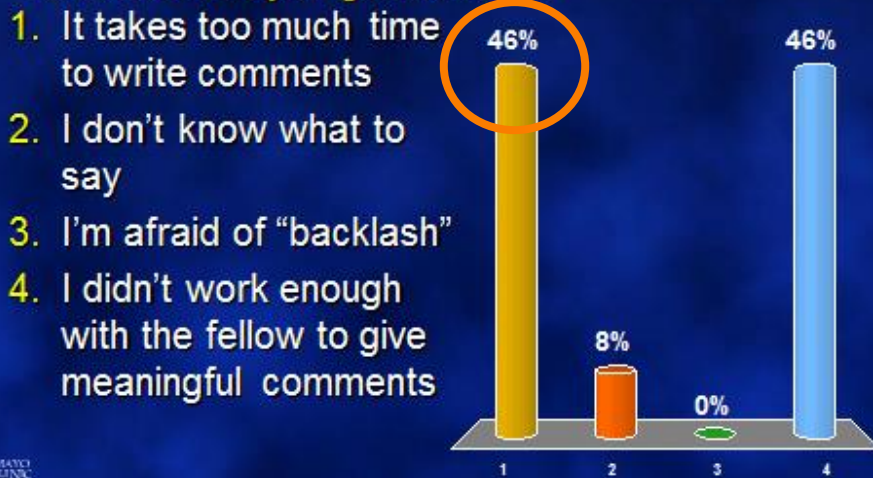
20% of fellows feel that they receive frequent feedback

“Feedback Gap”

What limits feedback? **Time**

Asking faculty

Which of the following presents the most significant barrier to the amount of written feedback that you give fellows?



Asking faculty

Which of the following presents the most significant barrier to the amount of face-to-face feedback that you give fellows?



~50% of faculty cited time as main reason for not providing written feedback.

74% of faculty cited time as main reason for not providing verbal feedback.

How long do you need to work with someone to accurately assess their performance?

8 minutes of focused observation aggregated over 12 observers predicted licensing exam performance.

Feedback takes time....

But not that much time...

Feedback example...

<https://www.youtube.com/watch?v=Bb9ARJdM81I>




Delivering effective feedback

- Take the time
- **Schedule**
- Focus on learner goals
 - **Label**
 - **Identify needs early**
- Solicit reflection
 - **Learner determined, teacher adjusted**
 - **If concordant → Supplement, discuss next steps**
- Emphasize behaviors
 - **If discordant → Explore, reconcile**
 - **Action oriented**
- Deliver in the moment
 - **Criterion-based**
 - **Timely**
 - **“Praise in public, scold in private”**



Teaching the teachers

Providing faculty development in feedback

1. Set the example
2. Obtain support from leadership
3. Find an example
4. Show the data 
5. Build their “Feedback Toolbox”
 - Avoid the “Feedback Gap” → Label it!
 - Focus on learner goals
 - Encourage reflection
 - Emphasize behaviors
 - Make feedback timely

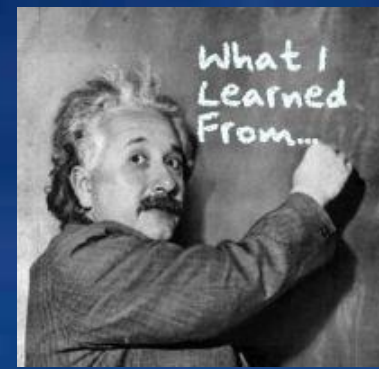
Does this type of feedback help a learner?

YES!!

| Timeframe | Comment |
|-------------------------|---|
| 12/13/2010 - 12/17/2010 | <u>Excellent</u> |
| 12/13/2010 - 12/17/2010 | <u>Excellent considering her junior status as a first year fellow.</u> |
| 12/13/2010 - 12/17/2010 | <u>Very good. Missing some points as expected by her level of training.</u> <u>Very quick learner. very interested.</u> |
| 12/13/2010 - 12/17/2010 | <u>see above</u> |
| 12/13/2010 - 12/17/2010 | <u>Very good. Requires more exposure to transplant medicine as expected</u> |
| 12/13/2010 - 12/17/2010 | <u>see above</u> |
| 12/13/2010 - 12/17/2010 | <u>Even between patients you can find Dr X finding papers!</u> |
| 12/13/2010 - 12/17/2010 | <u>Absolute commitment to patient care. Very well liked by patients and team members</u> |
| 12/13/2010 - 12/17/2010 | <u>I admire Dr. X's performance and attitude. She is an excellent physician, knows her limitations and improves daily. It was indeed a pleasure working with her in this clinic and a privilege</u> |
| 12/18/2010 - 12/26/2010 | <u>No issues</u> |
| 12/18/2010 - 12/26/2010 | <u>Misses some important pieces of evidence in the history and records.</u> |
| 12/18/2010 - 12/26/2010 | <u>See above</u> |
| 12/18/2010 - 12/26/2010 | <u>Hard worker, fully committed to good patient care. Sometimes rushes a bit on acquiring information. Perhaps the missing information may be a tendency to reach diagnoses promptly, before the complete information package is obtained</u> |
| 12/18/2010 - 12/26/2010 | <u>Generally quite competent. A bit naive in transplant testing perhaps as expected.</u> |
| 12/18/2010 - 12/26/2010 | <u>Needs more experience. Tendency of reaching prompt conclusions and plans of therapy (sometime prematurely?)</u> |
| 12/18/2010 - 12/26/2010 | <u>Dr Y often surprise me by citing previous discussions, literature, conferences related to the topic at hand. I say surprise me because sometime that knowledge did not translate into a good care plan. Slow down, think about it!</u> |
| 12/18/2010 - 12/26/2010 | <u>Fully committed to good care and work hard. Always dependable</u> |



Take home points



1. Practice giving regular, timely, behavior based feedback that emphasizes learner goals and is initiated by learner reflection.
2. Set the example for your faculty.
3. Focus on simple tips to build your faculty's "Feedback Toolbox."

Thank you!

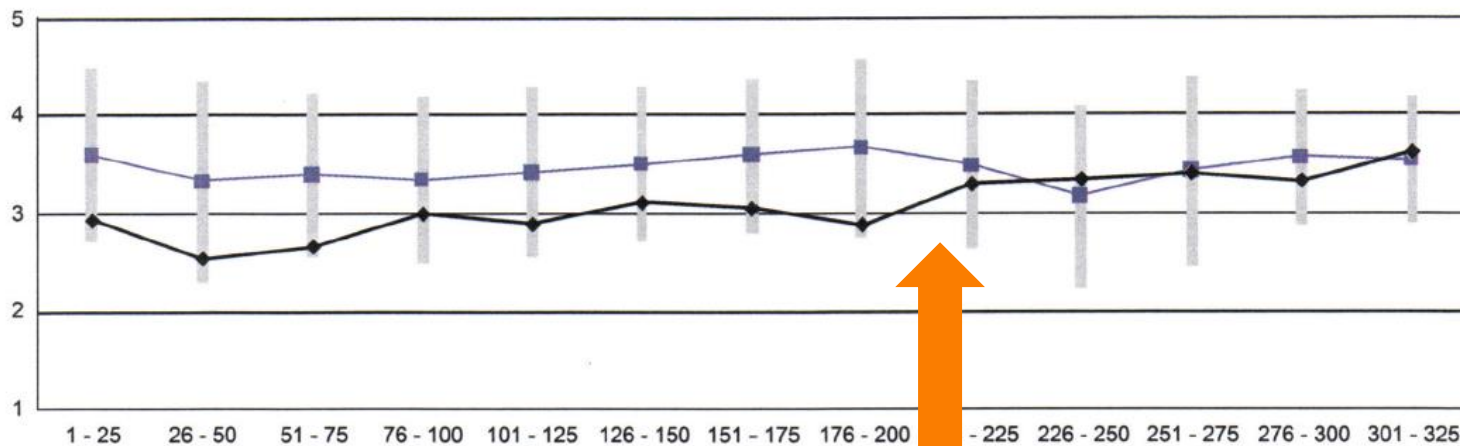


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Regular feedback works!

Ability to perform percutaneous coronary intervention

| | 1 - 25 | 26 - 50 | 51 - 75 | 76 - 100 | 101 - 125 | 126 - 150 | 151 - 175 | 176 - 200 |
|--------------------|--------|---------|---------|----------|-----------|-----------|-----------|-----------|
| Fellow | 2.94 | 2.55 | 2.67 | 3.00 | 2.89 | 3.12 | 3.06 | 2.89 |
| All Fellows | 3.60 | 3.33 | 3.40 | 3.34 | 3.42 | 3.51 | 3.59 | 3.67 |



Sub-optimally performing fellow improves with regular feedback

