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Regarding Feedback



Its not always an accurate reflection of who you are – but it is always an accurate reflection of how you're perceived.

It may be hard to hear the truth, but in the long run, its even harder not to.

-Peter Bregman, *Harvard Business Review*, 2014

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The Need to Feed(back)

MAJ Jeffrey Burket, MD
Madigan Faculty Development Fellowship
Madigan Army Medical Center



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POLL QUESTION 1



- **1. Who are you?**
- Answers:
 - A) Program Director
 - B) Other residency faculty
 - C) Other clinical provider
 - D) Program coordinator
 - E) Other



POLL QUESTION 2

- **2. On a scale of 1-5, how comfortable do you feel giving feedback to a resident/learner**
(1 = not at all comfortable, 5 = extremely comfortable)
- Answers
 - 1
 - 2
 - 3
 - 4
 - 5



POLL QUESTION 3

- **3. On a scale of 1-5, how do you rate the quality of the feedback you give?**
(1 = pretty bad, 5 = best feedback imaginable)
- Answers
 - 1
 - 2
 - 3
 - 4
 - 5



POLL QUESTION 4

- **4. How frequently do you give specific feedback to residents/learners (be honest)?**
- Answers
 - A) Daily
 - B) Weekly
 - C) Monthly
 - D) Semi-annually



POLL QUESTION 5

- **5. I give feedback to residents/learners _____**
- Answers
 - A) More than I should / need to
 - B) About as often I as should
 - C) Not as much as a I should



POLL QUESTION 6

- **6. On a scale of 1-5, how good are you at seeking feedback** (1 = not at all, 5 = I do a fantastic job of seeking feedback)
- Answers
 - 1
 - 2
 - 3
 - 4
 - 5



Objectives

- Reviewed the importance of feedback
- Defined feedback vs. evaluation
- Identified our barriers to feedback
- Discussed ingredients of effective feedback
- Applied effective feedback techniques



Activity 1

Reflection Activity

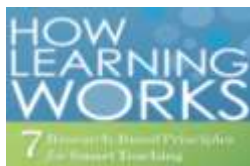
- Write down 3 words that come to mind when you think of feedback
- Discuss in groups of 2-3, notice trends

3 minutes



Why is feedback important?

Just as a map provides key information about a traveler's current position to help him or her find an efficient route to a destination, effective feedback provides information about a learner's current state of knowledge and performance that can guide him or her in working toward the learning goal.

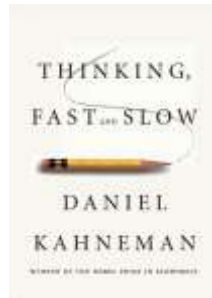


Susan Ambrose, et al. *How Learning Works*

Why is feedback important?



Whether professionals have the chance to develop intuitive expertise depends essentially on the quality and speed of feedback, as well as on the sufficient opportunity to practice.



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Why is feedback important?



Only a few exceptions, most notably height, are genetically prescribed. Instead, we argue that the differences between expert performers and normal adults reflect a life-long period of deliberate effort to improve performance in a specific domain.

- K Anders Ericsson

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Deliberate Practice



Four Essential components

1. You must be motivated
2. Take into account your pre-existing knowledge
3. You should receive **immediate, informative feedback**
4. You should repeatedly perform the same or similar tasks

Ericsson, K.A., Krampe R.T., Tesch-Romer, C. The Role of Deliberate Practice in the Acquisition of Expert Performance. *Psych Review*. 1993. 100 (3) 363-406.

[West J Emerg Med](#). 2017 Jan;18(1):76-81. doi: 10.5811/westjem.2016.11.32626. Epub 2016 Dec 15.

Are All Competencies Equal in the Eyes of Residents? A Multicenter Study of Emergency Medicine Residents' Interest in Feedback.

[Bentley S](#)¹, [Hu K](#)², [Messman A](#)³, [Moadel T](#)⁴, [Khandelwal S](#)⁵, [Streich H](#)⁶, [Noelker J](#)⁷.

[Anesth Analg](#). 2017 Feb;124(2):627-635. doi: 10.1213/ANE.0000000000001647

Implementation of a Needs-Based, Online Feedback Tool for Anesthesia Residents With Subsequent Mapping of the Feedback to the ACGME Milestones.

[Tanaka P](#)¹, [Berejnytskiy M](#)², [Walker K](#), [Zocca J](#), [Scotto L](#), [Bogetz AL](#), [Macario A](#).

[Teach Learn Med](#). 2016 Dec 21:1-9. doi: 10.1080/10401334.2016.1244014. [Epub ahead of print]

"It's Just Not the Culture": A Qualitative Study Exploring Residents' Perceptions of the Impact of Institutional Culture on Feedback.

[Ramani S](#)¹, [Post SE](#)¹, [Könings K](#)², [Mar](#)³. [Anesthesiology](#). 2017 Feb;126(2):327-337. doi: 10.1097/ALN.0000000000001471.

A Feedback and Evaluation System That Provokes Minimal Retaliation by Trainees.

[Baker K](#)¹, [Haydar B](#), [Mankad S](#).

[J Surg Educ](#). 2016 Nov 25. pii: S1931-7204(16)30283-5. doi: 10.1016/j.jsurg.2016.11.001. [Epub ahead of print]

Integrating Postoperative Feedback Into Workflow: Perceived Practices and Barriers.

[Nathwani JN](#)¹, [Glarnier CE](#)¹, [Law KE](#)², [McDonald RJ](#)¹, [Zelenski AB](#)¹, [Greenberg JA](#)¹, [Foley EE](#)³.

[J Surg Educ](#). 2016 Nov - Dec;73(6):e150-e157. doi: 10.1016/j.jsurg.2016.09.001.

Using the ACGME Milestones for Resident Self-Evaluation and Faculty Engagement.

[Meier AH](#)¹, [Gruessner A](#)², [Coonev RN](#)².

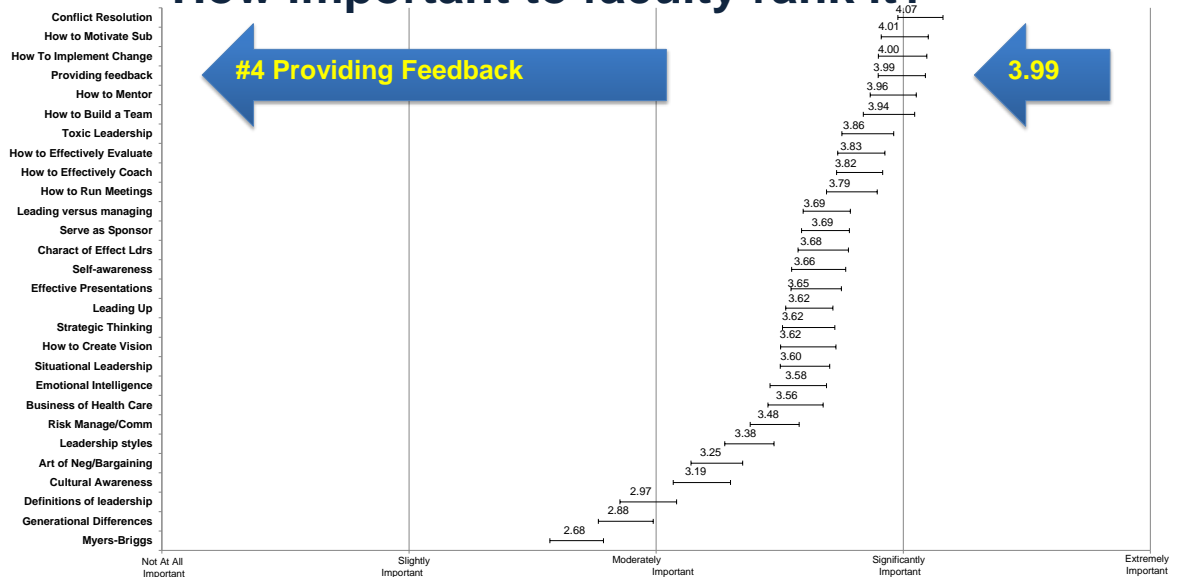
“It’s Just Not the Culture”



- The cultural norm lacks clear expectations and messages about feedback
- The prevailing culture of niceness does not facilitate honest feedback
- Bidirectional feedback is not a part of the culture
- Faculty-Resident relationships impact credibility and receptivity to feedback
- There is a need to establish a culture of longitudinal professional growth

Ramani et al. "It's Just Not the Culture." *Teach Learn Med.* 2016 Dec 21:1-9

How important to faculty rank it?



So what constitutes good feedback?



Not just being nice...



- 2006 RCT, 33 medical students & knot tying
- Group 1 = specific, constructive feedback
- Group 2 = only general compliments
- Average performance pre & post intervention
 - Group 1, significant change (21.9 vs 15.8, $P < 0.001$)
 - Group 2, no significant change (17.0 vs 15.39, $P = 0.181$)
 - Group 2 satisfaction higher (6.0 vs 5.0, $P = 0.005$)

Student satisfaction is NOT an accurate measure of quality feedback.
Satisfaction responds to praise, while learning a function of feedback

So...definitely not too nice, but effective?

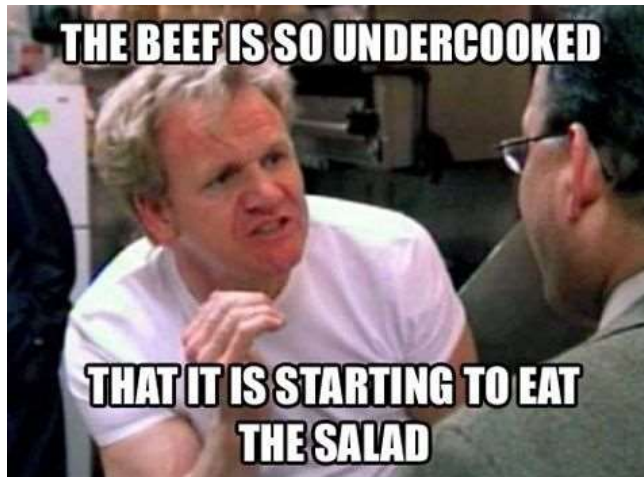


Photo credit: www.ebaumsworld.com

Let's start with some definitions



- **Assessment:**
Comparing an item/behavior to a certain standard
- **Feedback:**
Information on a learner's performance based directly on observation for the purpose of learning / improvement
- **Evaluation:**
Qualitative judgment in comparison to standards or expectation (usually more summary)

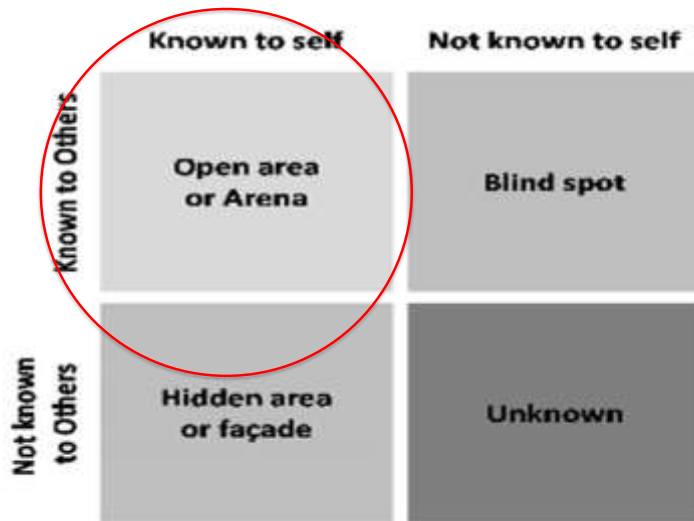
Activity 2

- **Feedback vs Evaluation**
- Draw/indicate whether term is more descriptive of feedback or evaluation.

2 minutes

Feedback	Evaluation
Immediate	Scheduled
Informal	Formal
Observation	Observation
Objective	Objective
Event specific	Global performance
Improvement	Grading
Dialogue	Monologue

JoHari Window



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Barriers to Effective Feedback

- There are many facets to giving good feedback
- Institutional norms regarding feedback
- Personal biases and cultural differences
- Lack of time / timing
- Where is the feedback coming from
- People get defensive (overpowering emotion)
- Poor learner ability for self-assessment & lack of adequately developed metacognitive capacities

Harvard Business School Case Review: The Whys and Hows of Feedback



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Activity 3



Reflection Activity

- Get into groups of 2-3
- Discuss what barriers you've noticed that can exist to giving feedback
 - Including challenges for you individually

5 minutes



Summary of Effective Feedback



- **Characteristics of effective feedback include:**
 - It is **timely** (linked closely to the observed behavior)
 - It is **specific**
 - It is **linked to goals/objectives/competencies**
 - It **suggests correct performance**
 - It is **focused and limited** (not too much at one time)
 - It is **balanced**
- **Overall feedback should be:**
 - Expected
 - Provided often
 - Programmed plan for follow-up

Principles of Effective Feedback



- S** Specific
- O** Objective
- M** Modifiable Behaviors
- E** Expected
- T** Timely
- L** Limited
- C** Constructive

SOME
TLC

Feedback – why bother?



“Without feedback, mistakes go uncorrected, good performance is not reinforced, and clinical competence is achieved empirically or not at all.”

“The important things to remember about feedback in medical education are that (1) it is necessary, (2) it is valuable, and (3) after a bit of practice and planning, it is not as difficult as one might think.”

- Jack Ende



Effective Feedback

What are the ingredients?



Old Feedback Sandwich

Positive 

Negative 

Positive 



Activity 4



Practicing Giving Feedback

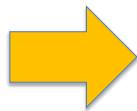
- Read the case
- Highlight key points you would use to give feedback
- Pair up (assign giver and receiver roles), given Positive-Negative-Positive (PNP) feedback

3 minutes

What are we trying to do?



- Knowledge
- Attitude
- Skills
- Behaviors



- Patient Care
- Medical knowledge
- Systems-based practice
- Practice-based learning and improvement
- Professionalism
- Communication





New Feedback Sandwich

Ask

Tell/Teach

Ask

Act



Ask

Ask learner to assess their own performance

- How do you think you did?
- What do you think went well?
- Did you have any problems?
- Would you have done anything different?



Tell / Teach

Tell

- I observed
- It seems as though...
- When you do ____ I feel ____ ...

Teach (short pearls)

- In my experience...
- Consider...



Ask

Ask learner to reflect and analyze

- What do you think of...
my observations?
my comments?
- What would you do differently?
- What can we do to improve?



Act

Summarize key points

Demonstrate

Re-assess

Commit to a plan



Activity 5

Practicing Giving Feedback

- Receiver gets supplemental information
- Repeat the feedback from the case using:

Ask
Tell / Teach
Ask
Act

5 minutes

Why Ask-Tell-Ask-Act?



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Another Feedback Model



- **ARCH feedback model**
 - Allow / Ask for self-assessment
 - Reinforce what is being done well
 - Confirm what needs Correction or improvement
 - Help the learner with an action plan for improvement

Society of Teachers of Family Medicine - November 2015 Education Column
ARCH: A Guidance Model for Providing Effective Feedback to Learners
S. Dennis Baker, PhD; Gregory Turner, EdD; Suzanne C. Bush, MD Florida State University College of Medicine

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Modeling



- Most of our discussion has been on *giving* feedback
- To create credibility with our learners, model the right behavior and to get better ourselves – we as staff should also be seeking and *receiving* feedback
- Do we do this?

Activity 6 – Call to Action!



- Reflect on your teaching and list 3 instances where you can give feedback to our learners/coworkers or improve the culture of feedback

Now make sure you go do it!



3 minutes



Take Home Points

- **Effective feedback is essential for helping our learners develop expertise**
- **Feedback is desired**
- **Effective feedback requires preparation and framework**
- **Give SOME-TLC via Ask-Tell-Ask-Act**
- **Model the behavior and Normalize it**



Objectives

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- **Defined feedback vs. evaluation**
- **Identified barriers to feedback**
- **Discussed ingredients of effective feedback**
- **Applied effective feedback techniques**

Poll Question:

Enter your email address to be included in any follow-up communication from the presenter(s).



Social Q & A

Please...

Complete the
session evaluation.

Thank you.



Resources



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- Boehler, M et al. An investigation of medical student reaction to feedback: a randomized controlled trial. *Medical Education*. Aug 2006. 40(8):746-749.
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- Wiggins, Grant. Seven Keys to Effective Feedback. *Educational Leadership*. Sept 2012. 70 (1)10-16

Questions?



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