Feedback

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Feedback

Objectives:

• To understand the importance of feedback as part of any educational endeavor.
• To learn about differences between feedback and evaluation.
• To know about the importance of feedback in improving learning experiences.
• To discuss methods of effective feedback in clinical settings.
Feedback

Background:

• Feedback is considered the cornerstone of effective teaching and learning.

• Various definitions
  
  Sharing of specific information about learner’s performance with intent of helping the learner

• Faculty often state that they give regular feedback

• Learners perceive that they don’t get regular feedback about their performance
Feedback

Background (continued):

• Learners want and value feedback.
• Without feedback, learners may continue inappropriate behaviors.
• Without feedback, learners may make incorrect conclusions about their performance.
Feedback

Feedback and Evaluation:

• Importance of outlining goals, objectives and expectations.
• Feedback is part of continuous improvement in learning.
• Feedback is designed to influence, reinforce or change behavior, concepts or attitudes.
• Feedback is non-evaluative and non-judgmental and deals with specific learning situations, actions and decisions.
• Summative evaluation is about grading at specific time periods during a course or rotation.
Feedback

Characteristics of Effective Feedback:

- Undertaken with teacher and learner as allies with common goals.
- Based on well defined goals.
- Importance of self-assessment by the learner.
- Based on direct observation of behavior and skills, first hand information.
- Well timed, as close to the observed behavior as possible.
Feedback

Characteristics of Effective Feedback (continued):

• Demonstration of empathy, kindness, respect, support.
• Safe environment, avoid humiliation.
• Regulated in quantity and limited to behaviors that are remediable.
• More effective when it is considered as a process not a one time quick fix.
Feedback

Characteristics of Effective Feedback (continued):

• Balanced “sandwich approach” reinforcement of good behavior skills, pointing specific behavior or skills that need improvement.

• Non-judgmental.

• Be very specific.

• Importance of “language” of feedback.

• Give feedback in small “digestive” quantities.

• Chance for learner to respond.
Feedback

Characteristics of Effective Feedback (continued):

• Brainstorm plans for improvement with the learner.
• More effective when relevant and meaningful to the learner.
• Truly effective feedback must nurture learner’s reflection.
• More effective when learner voluntarily engages in the feedback process.
• More effective when it considers learner’s experience and development stage.
Feedback

ARCH model:

- A – Ask for self assessment by learner.
- R – Reinforcement of good behaviors.
- C – Correct behaviors that need improvement.
- H – Help learners develop improvement plan.
Feedback

Sources:

• Personal observation in clinical settings.
• Objective observation protocols, video recording, simulation, OSCE.
• Online environment.
Feedback

Program/Rotation Requirements:

• Include discussion of feedback in orientation.
• Part of the objectives of the rotation.
• Expectations of the learner, seek feedback.
• Set the stage for the learner
  Opportunity for professional growth.
• Create feedback friendly environment.
• Respond to feedback
  Seek clarification
  Describe strategies for improvement.
Feedback

Program/Rotation:

- Feedback as part of learner’s education.
- Concept of partners working towards common goals.
- Demonstrate feedback as part and parcel of learning.
- Ask for feedback from learners.
Feedback

Barriers:

• “They know how they are doing.”
• Time constraints
• Reluctance on part of faculty to mention areas that need improvement.
• Feedback too general.
Feedback

Summary and Conclusions:

- Feedback is an important part of learning process.
- Part of expectations of learners.
- Components of effective feedback.
- Based on first hand data.
- Reinforce positive behaviors and outline plans for improvement.
Feedback

Scenario 1:

- You are precepting 3rd year medical students in the clinic.
- You have articulated expectations very clearly at the beginning of the clinic rotation of 2 weeks.
- You notice that both students are getting good histories and doing excellent physical examinations.
- One of the 2 students has had difficulty with making assessments separating important from unimportant information.
- The other student is doing well in area of assessment but came late to the clinic 2 times this week.
Feedback

Scenario 2:

- You are precepting senior pharmacy students in the HIV clinic.
- You have outlined your expectations well.
- You expect the students to take a detailed history of medications prescribed including herbal products and over the counter drugs.
- Student is obtaining good history of the medications prescribed but missing asking about contraceptive use and patients complained that he is “aggressive” in obtaining information.