



# Teaching Toolbox: Feedback Residents as Teachers - R~~A~~Ts

Miriam Bar-on, MD  
University of Nevada

# Objectives



- ▶ Define characteristics of effective feedback
- ▶ Describe rationale for and barriers to giving feedback
- ▶ Observe and practice giving feedback
- ▶ Develop an action plan for improving feedback in your own practice

# Feedback in Clinical Education



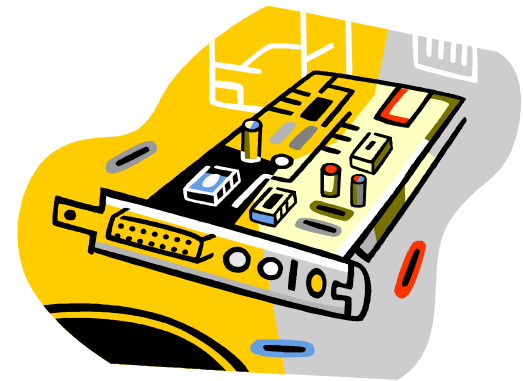
“Without feedback, mistakes go uncorrected, good performance is not reinforced, and clinical competence is achieved empirically or, not at all.”

Ende J. Feedback in Clinical Medical Education. *JAMA* 1983;250:777-781.

# Essential Components of Feedback



- ▶ What was done well
- ▶ What could be done better
- ▶ What could be done to improve next time



# Reinforcement



- ▶ Statement expressing positive (or negative) reaction to a behavior which aims to increase (or decrease) the likelihood of that behavior happening again – value judgment
  - “That was a great presentation”
  - “You need to work on your presentation skills”
- ▶ Reinforcement is often mistaken for feedback
  - Timing is similar - immediate

# Evaluation



- ▶ Qualitative judgment which rates a learner's performance
  - Honors in the Medicine Clerkship
  - 3.0 Likert score for the Professionalism competence on E-Value
- ▶ Often the only measure of performance visible to the learner
- ▶ Usually given after the performance is over
- ▶ Although change may be made, too late for present experience

# Feedback



- ▶ (Reinforcement or correction) + *Explanation*
- ▶ Keeps you on course to meet goals
- ▶ Allows you to adjust your course to meet goals
- ▶ Given immediately after the performance or at some time soon after, when the learner still has time to demonstrate improvement

# Is this:

- ▶ Feedback
- ▶ Evaluation
- ▶ Reinforcement



**SKATING**  
FEBRUARY 2003

**You CAN Be a Judge**  
*Easy Steps to Becoming a USFSA Judge*

**5 7**

LADIES SHORT PR  
5 Sarah HUGHES

52 51 56 53 53 55 52 56 55  
57 55 57 55 55 57 56 57 57

nk in Current Segment: 1

www.usfsa.org





# Answer - Evaluation

# Is this:

- ▶ Feedback
- ▶ Evaluation
- ▶ Reinforcement





Answer - Feedback

# Is this:

- ▶ Feedback
- ▶ Evaluation
- ▶ Reinforcement





Answer - Reinforcement

It is not a part of our culture



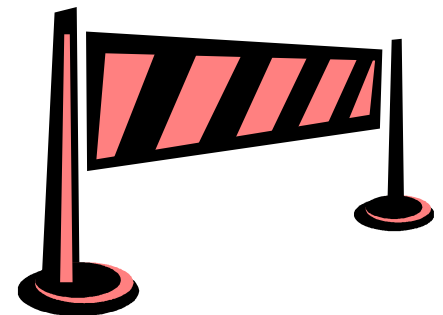
“What feedback? No one ever gives me feedback”.

# What Are the Barriers?



# Barriers

- ▶ It is uncomfortable
  - No one ever gave me feedback
  - Not quite sure how to do it
  - I hated getting feedback
  - Learner will not be receptive
  - Avoid confrontation
- ▶ Not sure that the observed behavior is really a problem
  - Need to see it twice





# More Barriers



- ▶ I'm not sure of the goals or the expected behavior
- ▶ It's not my job
- ▶ It's not that important
- ▶ There's not enough time



# 3 Types of Feedback in Med - Ed



- ▶ Brief feedback - 2-5 minutes
  - On a clinical skill
  - In a learning situation
- ▶ Formal feedback - 5-15 minutes
  - On a presentation, involves a dialogue
- ▶ Major feedback - 15-30 minutes
  - Scheduled mid-point through a learning experience

Often not perceived by students as feedback unless identified

# Characteristics of Effective Feedback



- ▶ Well timed and expected
- ▶ Based on first hand data
- ▶ Regulated in quantity
- ▶ Phrased in descriptive language, based on specific remediable behaviors
- ▶ Should be undertaken with teacher and learner working as allies, with common goals

# The Old Feedback Sandwich



Praise



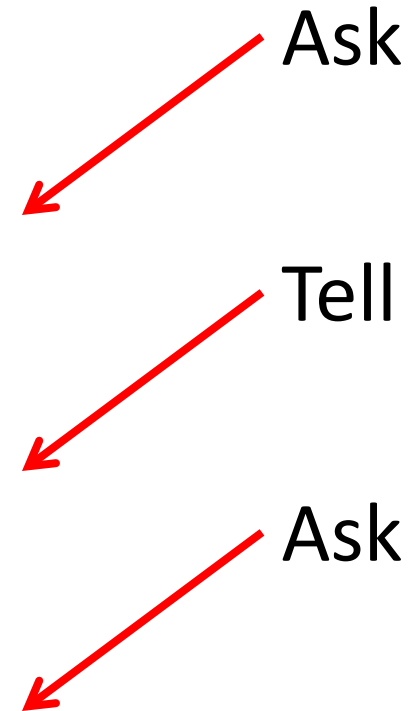
Criticism



Praise



# The New Feedback Sandwich



# The Feedback Dialogue: Ask



▶ **Ask** learner to assess own performance first

- What went well and what could have gone better?
- What were their goals?
- Important for promoting reflective practice and self-directed learning



# The Feedback Dialogue: Tell



- ▶ **Tell** what you observed: diagnosis and feedback
  - React to the learner's observation
  - Include both positive and corrective elements
  - Give reasons in the context of well-defined shared goals



# The Feedback Dialogue: Ask



- ▶ **Ask** about recipients understanding and strategies for improvement
  - What could you do differently?
  - Give own suggestions
  - Perhaps even replay parts of the encounter - show me





# Limit the quantity

- ▶ When providing critical feedback, important to limit the quantity
- ▶ Prioritize the feedback
- ▶ Recognize that there are plenty of occasions to give it



# End with Ende



“The important things to remember about feedback in medical education are that

- ▶ it is necessary
- ▶ it is valuable
- ▶ after a bit of practice and planning, it is not as difficult as one might think.”

# Next Steps



- ▶ Thank you for studying this unit
- ▶ Now is the time for you to complete the assessment which follows
- ▶ You are now one step closer to becoming an UNSOM certified resident teacher!!!