Effective Feedback: Taking Your Learners and Peers from Good to Great

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What have been your experiences with giving effective feedback?
Objectives: After completing this workshop, you will be able to……

- Outline a script for offering feedback
- Understand the importance and limitations of self-assessment
- Discuss importance of actions plans
- Evaluate feedback that a peer is presenting

Feedback

Definition:
The process by which the teacher provides learners with information about their performance for the purpose of improving their performance

Information provided by an agent (teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding
Closing the Loop: Feedback

Faculty

Content

Trainee

Evaluate

Closing the Loop: Feedback

Faculty

Content

Trainee

Evaluate
Requirements for a system to give maximum support to performance

1. Identify the expected accomplishments.
2. State the requirements of each accomplishment. If there is any doubt that people understand the reason why an accomplishment and its requirements are important, explain this.
3. Describe how performance will be measured and why.
4. Set exemplary standards, preferably in measurement terms.
5. Identify exemplary performers and any available resources that people can use to become exemplary performers.
6. Provide frequent and unequivocal feedback about how well each person is performing. This confirmation should be expressed as a comparison with an exemplary standard. Consequences of good and poor performance should also be made clear.
7. Supply as much backup information as needed to help people troubleshoot their own performance.
8. Relate various aspects of poor performance to specific remedial actions.

The Role of Deliberate Practice in the Acquisition of Expert Performance

K. Anders Ericsson, Ralf Th. Krampe, and Clemens Teich-Römer

The theoretical framework presented in this article explains expert performance in terms of developmentally programmed, individually adapted, efficient processes within a motivational and cultural environment. Juxtaposing motivational and culturally shaped goals, individual differences, even among the performers, are closely related to successful amounts of deliberate practice. Many observations can be turned to reflect rates taken on actually the result of immense practice extended for at least five to 15 years. Analysis of expert performance provides unique evidence on the potential and limits of extreme environmental adaptation and learning.

"SUBJECTS SHOULD RECEIVE IMMEDIATE INFORMATIVE FEEDBACK AND KNOWLEDGE OF RESULTS OF THEIR PERFORMANCE"
The Effectiveness of Feedback

- Perform significantly better (Scheidt, Lazoritz, et al. 1986, Stillman, Sabers, Redfield, 1976, 1977)
- Develop better judgment (Wigton, Kashinath, Hoellerich, 1986)
- Learn faster (Hammond, 1971)
- Learners like feedback (Wolverton, Bosworth, 1985)

The Effectiveness of Feedback

- Hattie 1999
  - Synthesis of >500 meta-analyses, 450,000 effect sizes from 180,000 studies, 20-30 million students, >100 factors influencing educational achievement
  - Feedback fell into the top 5 to 10 highest influences on achievement
- **FEEDBACK IS POWERFUL**
“feedback during clinical rotations appears to be a rather intractable problem in medical education”

Irby DM. What clinical teachers in medicine need to know. Academic Medicine 1994;69:333-42

1. Evaluators lacking necessary skills in giving effective feedback
2. Learners not recognizing the reinforcing or constructive information they receive as feedback (Gil, Heins, Jones, 1998; Irby, Gillmore, Ramsey, 1987)
3. Confusion around the terms evaluation versus feedback

**Difference Between Feedback and Assessment**

**Feedback**

*Useful information about what happened*

**Assessment**

*A value judgment about the meaning of results*
<table>
<thead>
<tr>
<th>Feedback Compared to Evaluation</th>
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<tr>
<td><strong>Feedback</strong></td>
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<td>Timing</td>
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<td>Scope</td>
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<td>Purpose</td>
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**Barriers to Overcome**

- Fear of commitment
- Fear of upsetting trainee / peer or damaging the relationship
  - Murray Bowen’s Systems Theory
- Fear of doing more harm than good
- Trainee being resistant or defensive when receiving negative criticism. Poor handling of a reaction to negative feedback can result in feedback being disregarded thereafter
Barriers to Overcome

- Feedback being too generalized and not related to specific facts or observations
- Feedback lacking guidance at how to rectify behavior
- Inconsistent feedback from multiple sources
- A lack of respect for the source of feedback


Key Elements of Feedback

- Specificity
  - Be specific; focus on behaviors / events, not person
- Frequency
  - Where do we stand in medicine today?
- Timeliness
  - Try to give feedback as close to the event(s) as possible
Key Elements of Feedback

- Positive/negative
  - + > - where possible
  - Think “reinforcing” and “corrective”

So What About Negative Feedback??

- Negative attitudes
- Less acceptance of the feedback
- Unwillingness to change behavior based on the feedback
  - Brett and Atwater, 2001; Fedor et al., 1989; Meyer and Walker, 1961
- Trainees receiving negative feedback were more likely to set goals (Brutus et al, 1999)
  - Source credibility
  - Feedback quality
  - Manner in which feedback is delivered...
Key Elements of Feedback

- Positive/negative
  - + > - where possible
  - Think “reinforcing” and “corrective”
- Learner reaction
  - Ask learner for their thoughts/understanding about the feedback
- Provide future guidance (Action Plans)
  - Often neglected: where do we go from here?

Feedback: Action Plan

- Creation of an action plan leads to change
  - Feedback alone does not cause change, it is the goals that people set in response to feedback (Locke et al, 1990)
- 5 Principles of goal setting
  - Clarity
  - Challenge
  - Commitment
  - Feedback
  - Task complexity
Feedback: Action Plan

SMART
» Specific
» Measurable
» Attainable (Agreed)
» Relevant (Realistic)
» Time-bound

Levels of Feedback

- Minimal
  - “Nice job”
  - Simply tell learners performance correct or incorrect
  - Agree or disagree with opinion
  - Nonverbal cues
Levels of Feedback

- Behavioral
  - Tell learner why performance correct or incorrect
  - Give reasons for agreement or disagreement
  - Offer suggestions for improvement

Levels of Feedback

- Interactive
  - Agree on goals with learner
  - Involve learner in self-assessment
  - Give feedback on self-assessment
  - Allow learner to react to feedback
  - Develop an action plan with learner
Four Level Model of Feedback

- **Purpose**: To reduce discrepancies between current understanding/performance and a desired goal.
- **The discrepancy can be reduced by**:
  - **Students**
    - Increased effort and employment of more effective strategies
    - Adjusting, changing, or lowering the goals
  - **Teachers**
    - Appropriate challenging and specific goals
    - Assisting students to reach them through effective learning strategies and feedback
- **Effective feedback answers three questions**
  - Where am I going (the goals)?
  - How did I do?
  - Where to next?
- **Feed Up**
- **Feed Forward**

Each feedback question works at four levels:

- **Task level**: How well tasks are understood/ performed
- **Process level**: The main process needed to understand/perform tasks
- **Self-regulation level**: Self-monitoring, self-evaluating, and self-regulating of actions
- **Self level**: Personal evaluations and when usually provided about the learner

**FIGURE 1. A model of feedback to enhance learning.**


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Setting Up Effective Feedback

- Establish clear, shared goals for educational or clinical activity
  - Let the learner know where the target is
- Establish rapport
- Demonstrate learner readiness for feedback
  - Is this the best time?
- Let them know feedback is coming
- How would I feel if I received this feedback?
Approach to Feedback Session

- Self assessment
  - How do you think you are doing?
    - Encourages self reflection
    - Opportunity to assess insight

Self assessment

- Important aspect of self reflection
  - Essential for life long learning
  - Needed to be effective member of interdisciplinary teams
  - Needed to understand how communication patterns and actions affect interpersonal relationships
Self assessment

- Confidence versus competence
  - Research has identified that learners see these two concepts differently
  - Confidence not always correlated with actual competence
    - “You don’t know what you don’t know”

Self assessment and Insight

- “It is impossible to make people understand their ignorance, for it requires knowledge to perceive it; and therefore, he that can perceive it hath it not.”

  Jeremy Taylor
Self Assessment: Communication

Hodges, et al., 2001

Self-Assessment Skills

- Systematic review (Davis, *JAMA*, 2006)
  - Accuracy of self-assessment compared to external observation
  - 17 studies included; 20 total comparisons
    - 13 demonstrated little, no or inverse relationship
  - Worst accuracy of self-assessment among least skilled physicians
**Confidence versus Competence**

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<th>Competence</th>
<th>Confidence</th>
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<tr>
<td>Misinformed</td>
<td>Dangerous</td>
<td>Mastery</td>
</tr>
<tr>
<td>Uninformed</td>
<td>Paralyzed</td>
<td>Doubt</td>
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**Bruno, Confidence-based Learning**

**Approach to Feedback Session**

- Self assessment
  - How do you think you are doing?
    - Encourages self reflection
    - Opportunity to assess insight
- Respond to self-assessment
  - Give feedback on self-assessment if insightful, mature, etc; encourages reflective practice
Approach to Feedback Session

- **Describe notable aspect of performance**
  - Based on observation (event/behavior)
    - “I observed”…. Or “I noticed”……
    - Checklists or other tools may be beneficial
- **Wait for response……wait some more**
- **Assess impact**
  - A description of the effects of the facts (results and/or reactions)
- **Commentary**
  - The facts and impacts explained in the context of the goal; an explanation of the all confirmation and disconfirmation concerning the results

Approach to Feedback Session

- **Recommend next step to enhance performance**
  - Encouragement
- **Check for understanding (ask them to summarize)**
- **Closure**
  - Retry
- **Ongoing reinforcement**
Peer to Peer Feedback Nuances

- Find out what my colleague was trying to accomplish
- Were there any special issues our colleague wanted us to focus on
- Regard the review as a time to be helpful, not to display own insights and knowledge

Feedback – Final Tips

- Judge your own performance
  - Were you the best teacher you could be?
- Be candid and get to the point
  - Be honest and direct
  - Performance and not personality
  - Encourage
- Goal: Self assess and self-adjust effectively
- Performance improvement is the main goal
Questions
and/or feedback

The purpose of feedback is to gather information about your performance in a given activity in order to improve it. Receiving feedback is an instrumental part of learning. Learners who receive regular feedback about their performance perform significantly better, develop better judgement, and learn faster than those who do not.

Yet receiving feedback can sometimes feel awkward or threatening. There are steps you can take to be an active partner in making sure the feedback you receive helps you improve your medical knowledge, skills, and attitudes:

Set the stage:
A) Consider feedback as an opportunity for growth rather than a threat of criticism.
B) Identify goals for yourself for this rotation, discuss them with your preceptor, and develop mutually agreeable rotation objectives.

Seek Feedback:
- Assess your progress according to the rotation objectives you set.
- Ask for feedback on your progress in these particular objectives – both in daily encounters and periodic reviews.
- Seek feedback on what you are doing well in addition to areas you can improve.

Respond to Feedback:
- If a preceptor approaches you with feedback at a bad time (when you are feeling rushed or stressed), set up an alternative time, and follow up.
- Ask for specific examples if your preceptor has not offered them.
- Seek clarification on points that are unclear. Summarize the feedback at the end of the discussion to make sure you have understood the feedback.
- When receiving constructive criticism, discuss strategies to improve your weaknesses, and make a concrete plan to implement those strategies. Set up a time to revisit your progress.
- If you feel criticism is due to a personality conflict between you and a preceptor, talk to a friend or trusted adviser.