



1<sup>st</sup> Annual Education Day  
October 28, 2015





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Sarah Bean, MD



# Giving *and Receiving* Effective Feedback: beyond the feedback sandwich

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Clinical Competency Committee Chair





# Learning Objectives

- Distinguish feedback from evaluation
- Describe strategies for giving effective feedback
- Describe strategies for effectively receiving feedback
- Review feedback delivery methods



# Competency-Based Education



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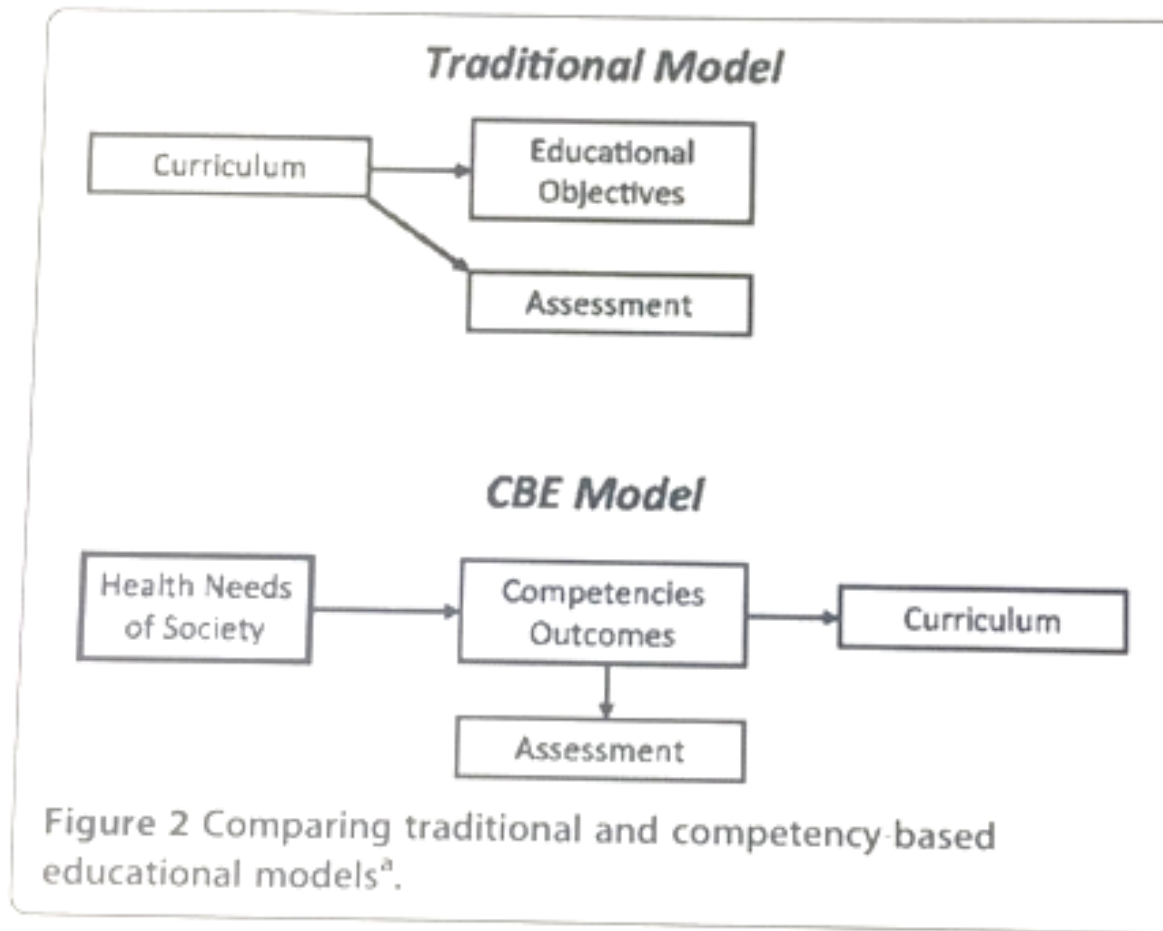


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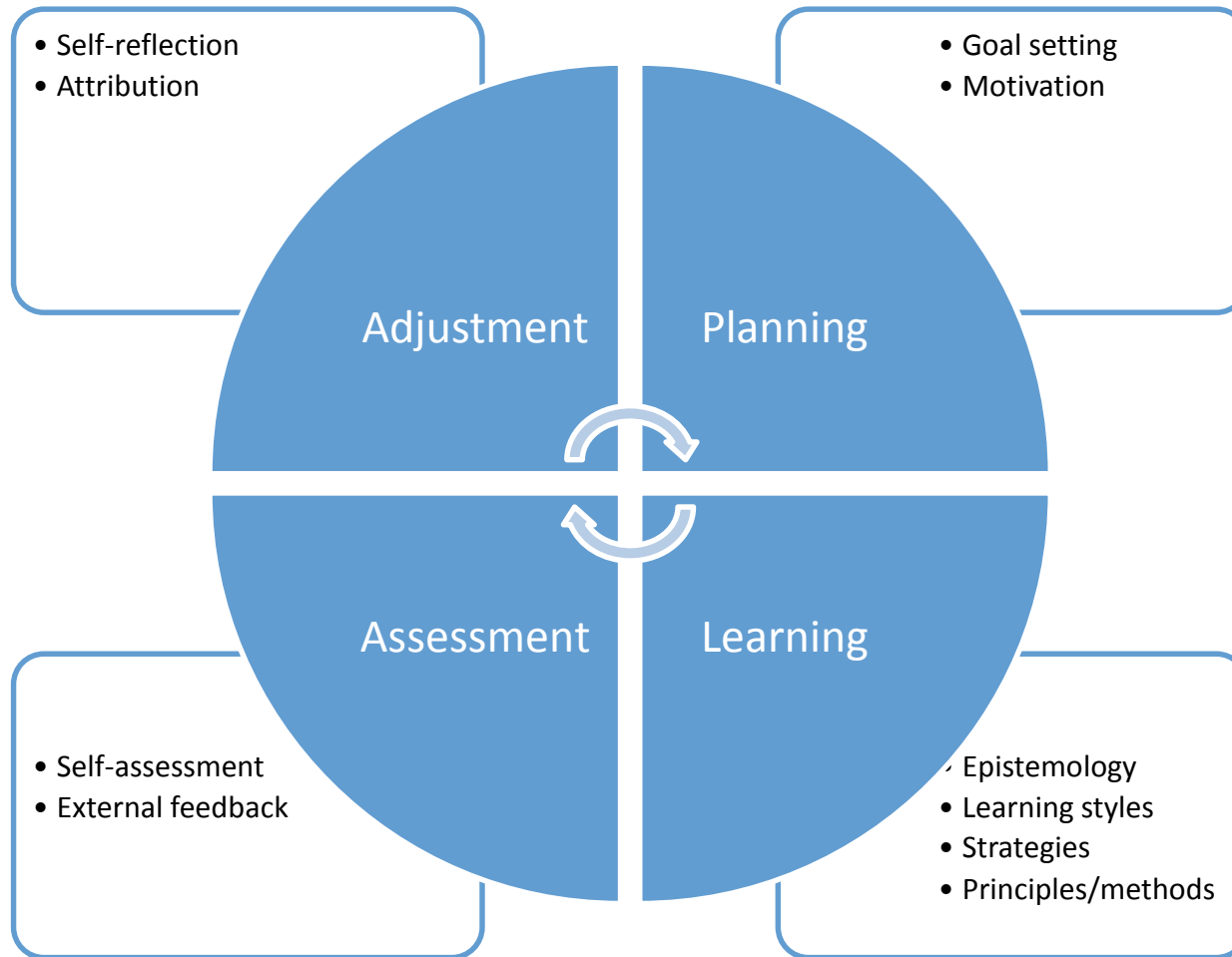




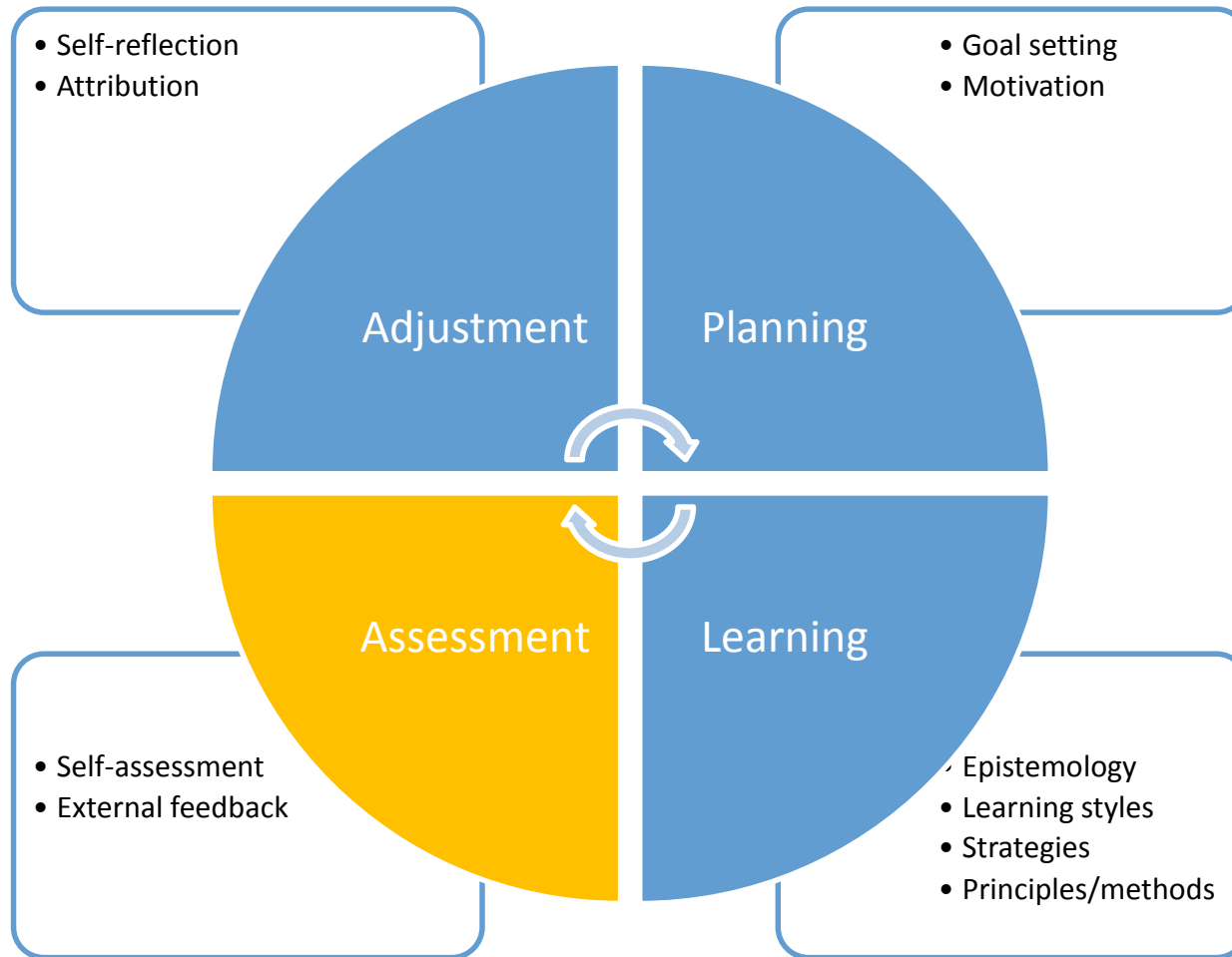
# Competency-Based Education



# Self-Regulated Learning



# Self-Regulated Learning



# Assessment: Internal and External Feedback



# Self-Assessment



- Physicians have limited ability to accurately self-assess.

- Davis et al. JAMA 296(9):1094-1102, 2006.
- Colthart et al. Med Teach. 30:124-145, 2008.
- Regehr G et al. Acad Med. 71(10):S52-54.

- The most confident are the weakest self-assessors.

- Eva KW and Regehr G. Self-assessment in the health professions: reformulation and research agenda. Acad Med. 80(10):S46-54.



# Importance of Feedback

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

- J. Ende, 1983



# Feedback versus Evaluation



# Feedback versus Evaluation

## Feedback

- Formative
- Timely
- Descriptive
- Non-judgmental
- Concurrent with learning
- Fosters learning
- Opportunities for improvement
- Informal

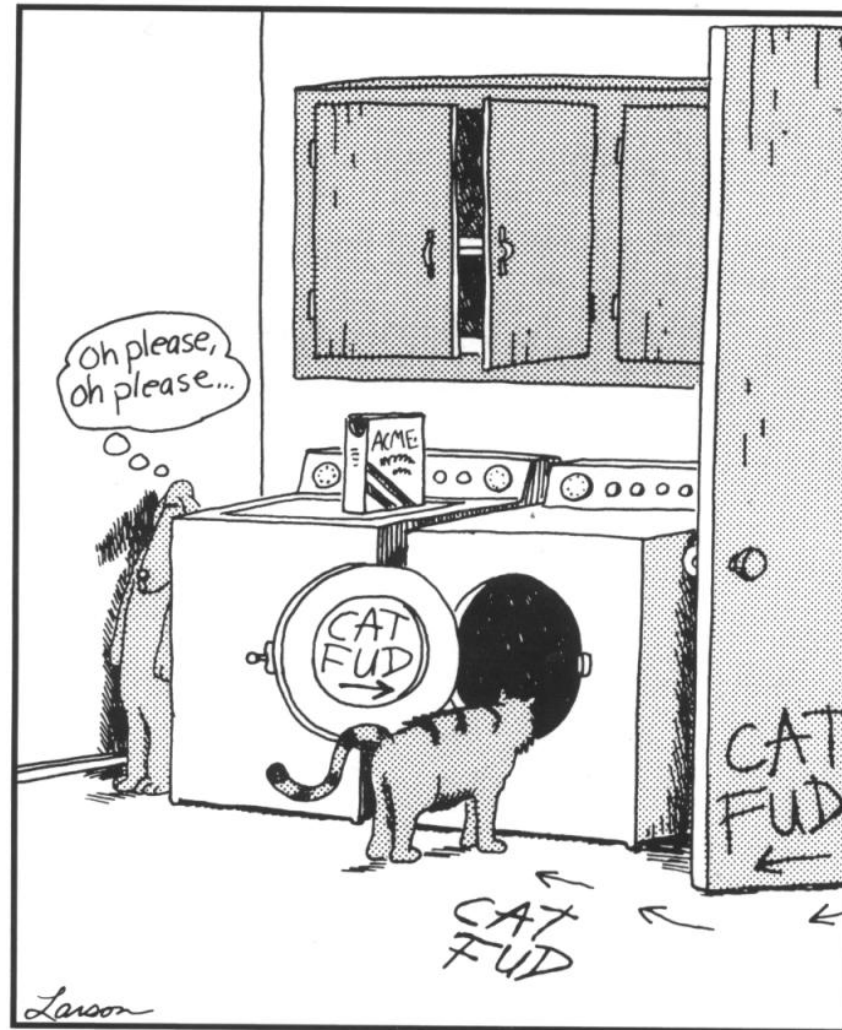
## Evaluation

- Summative
- Judges past performance
- Final assessment
- Ensures standards attained
- Formal/high stakes
- Permanent record

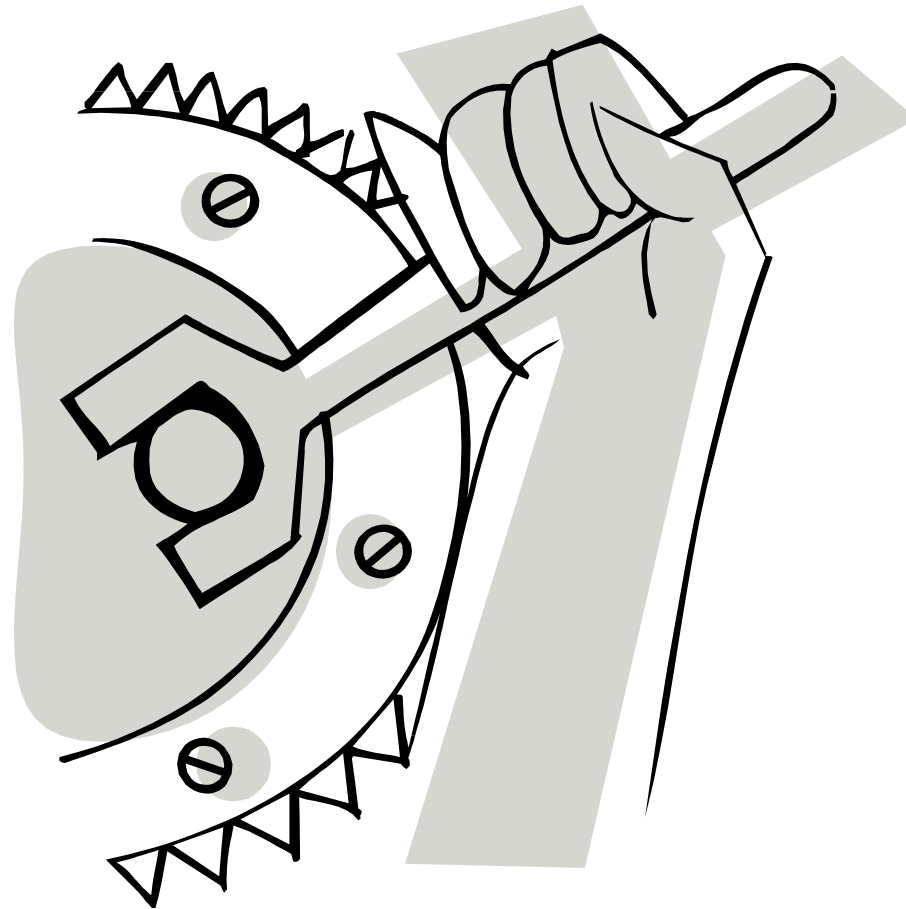




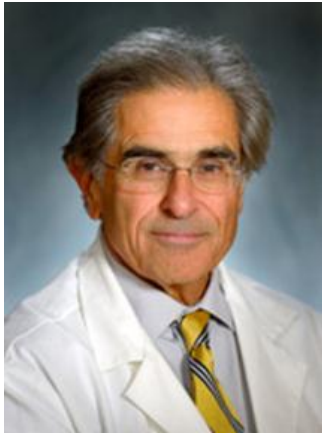
# Feedback to Evaluation: no surprises



# What is Feedback?



# Feedback in Medical Education



“Information describing students’ or house officers’ performance in a given activity that is intended to guide their future performance in that same or related activity”



“Information communicated to the learner that is intended to modify the learner’s thinking or behavior for the purpose of improved learning”

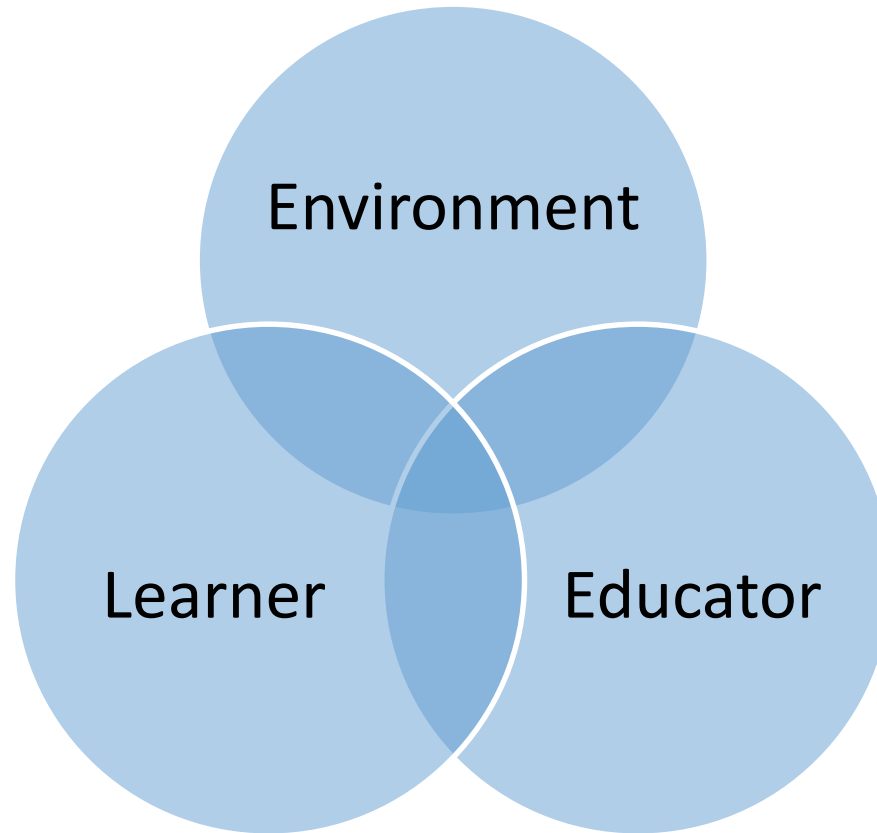
Ende J. Feedback in Clinical Medical Education. JAMA. 250(6):777-781, 1983.

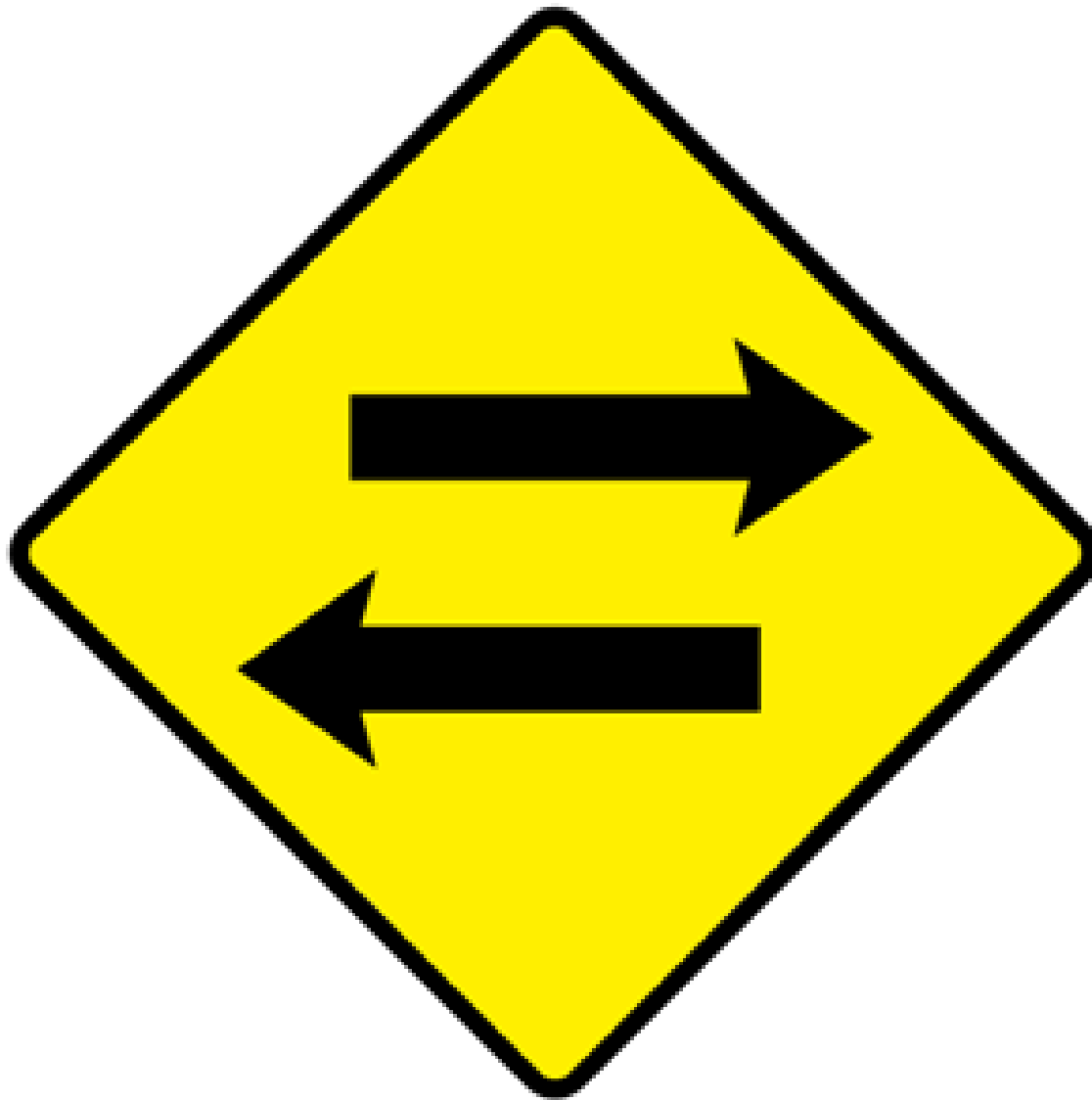
Shute V. Focus on Formative Feedback. Rev. Ed. Res. 78:153-189, 2008.





# Components of Effective Feedback (4X)



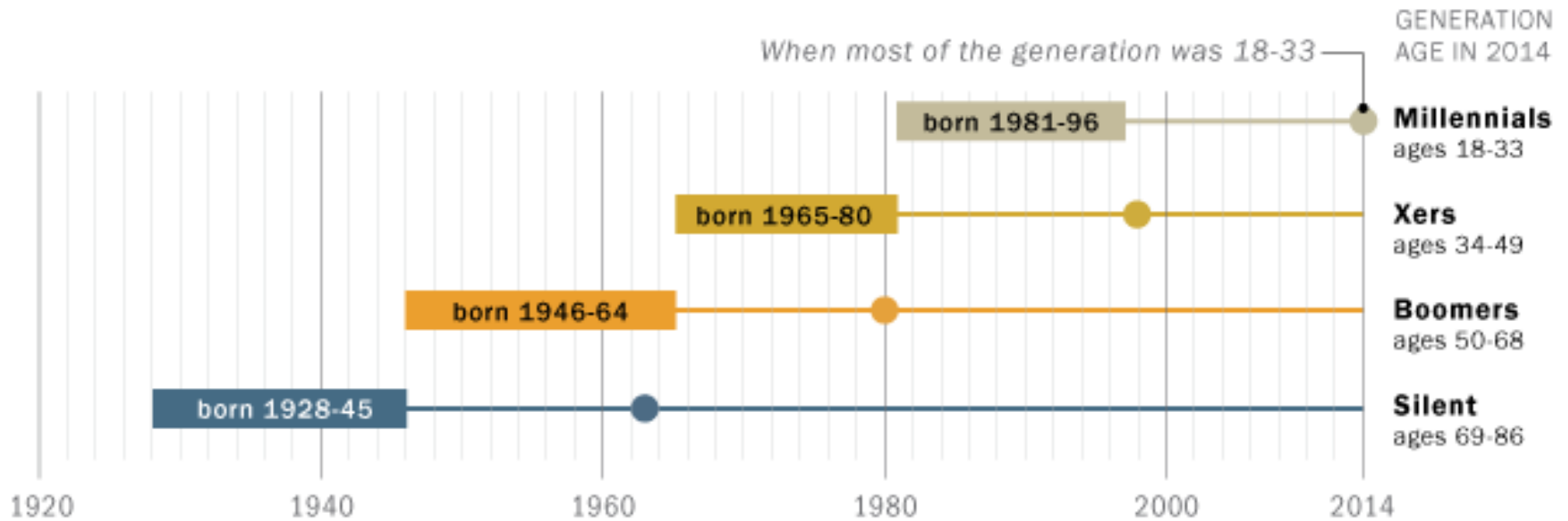


# Educational Alliance



# Our Millennial Learners

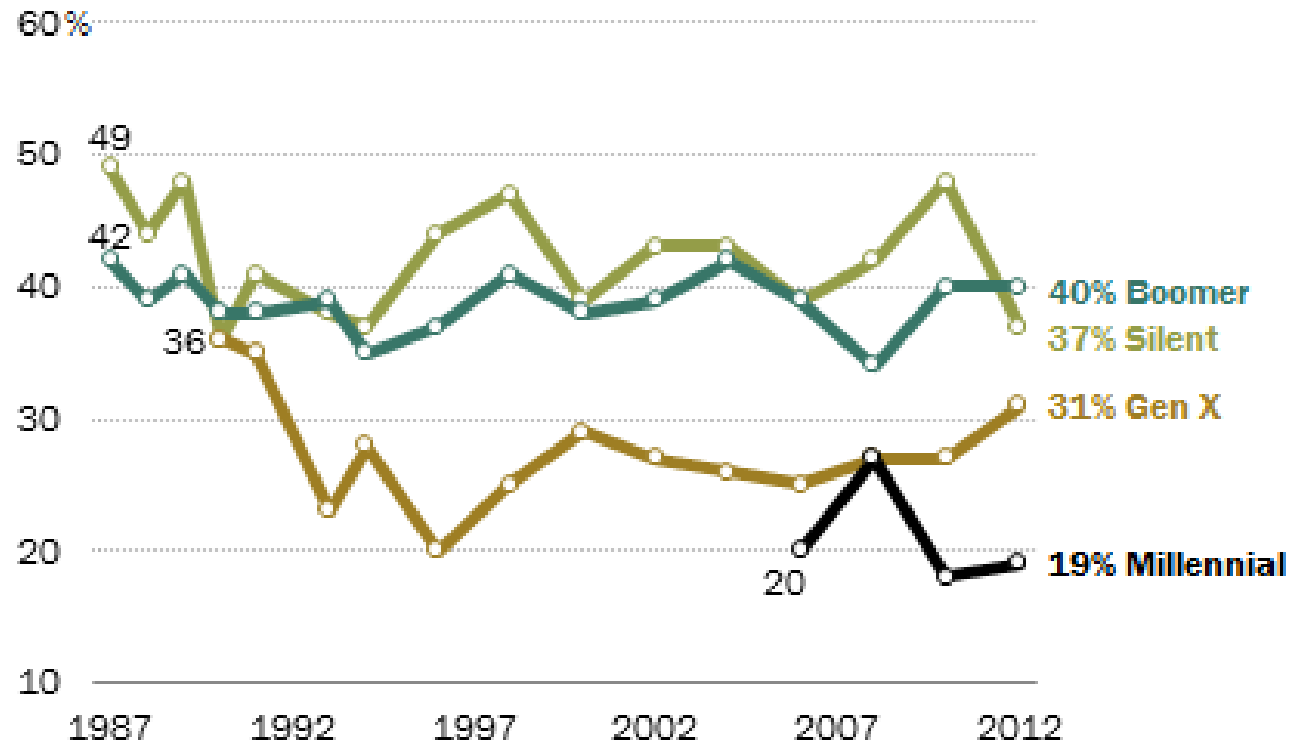
## The Generations Defined





## Millennials Less Trusting of Others

*% saying that, generally speaking, most people can be trusted*



Question wording: "Generally speaking, would you say that most people can be trusted or that you can't be too careful in dealing with people?"

Source: General Social Survey data, 1987-2012

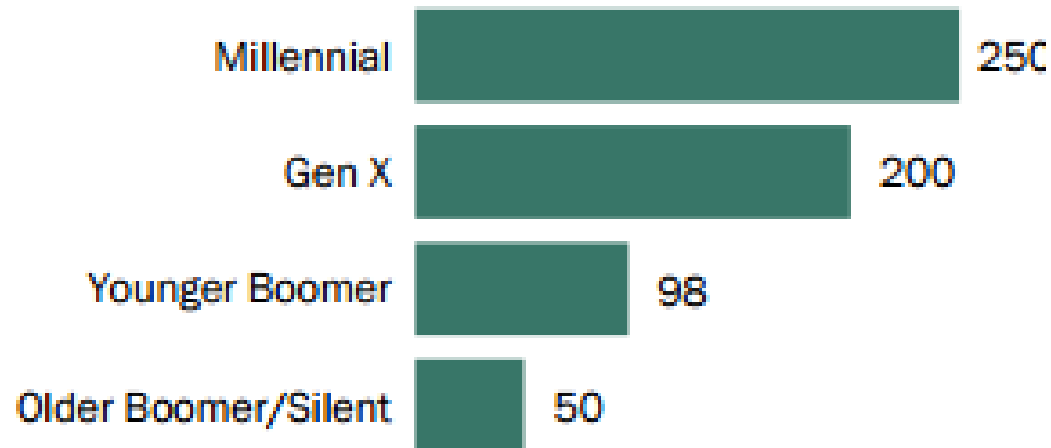
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## Generations, Facebook and Friends

*Median number of Facebook friends*



Note: Based on Facebook users, n=960. In 2013, "Younger Boomers" were ages 49 to 57, "Older Boomers" were ages 58 to 67 and "Silents" were ages 68 to 85.

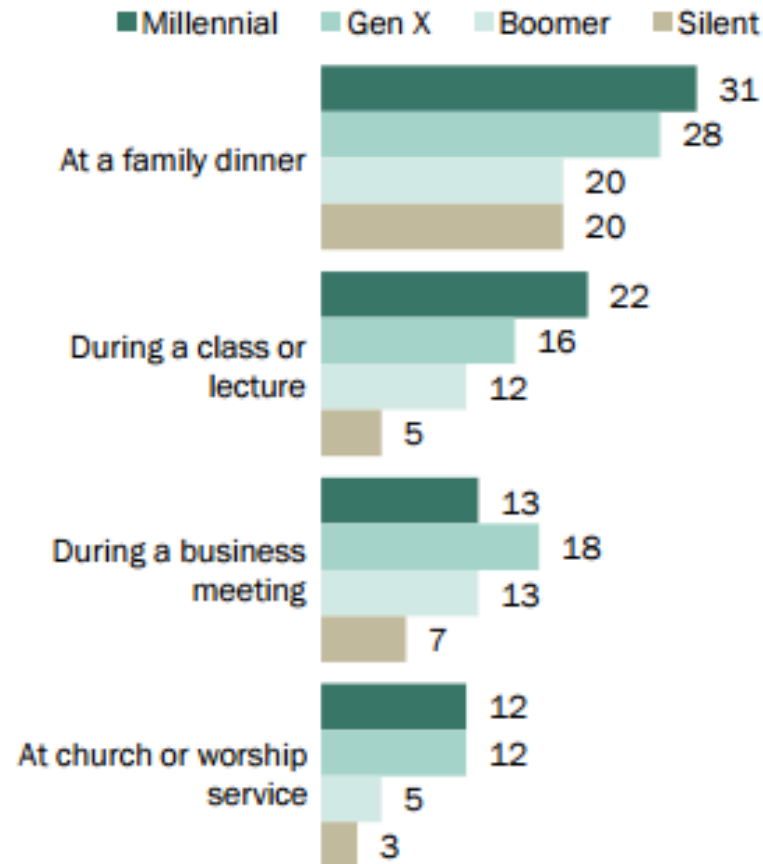
Source: Pew Research Center's Internet Project survey, Aug. 7-Sep. 16, 2013

**PEW RESEARCH CENTER**



## When Is It Okay to Use a Cell Phone?

*% saying it is okay to use a cell phone ... to send or receive messages or to go on the internet*



Source: Pew Research survey, Feb. 14-23, 2014

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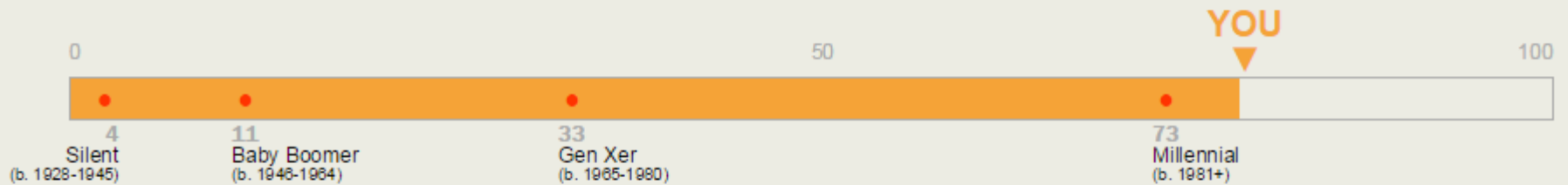
# Millennials and Feedback

- Perception that millennials want increased feedback
- Millennials grew up with internet and are used to instant gratification



# How Millennial Are You?

Your Millennial score is **79**



This is part of a Pew Research Center series of reports exploring the behaviors, values and opinions of teens and twenty-somethings that make up the **Millennial Generation**.



# Educational Alliance



# Educational Alliance

- Negotiation and dialog occurring within an authentic and committed educational relationship that involves seeking shared understanding of performance and standards, negotiating agreement on action plans, working together toward reaching goals and co-creating opportunities to use feedback in practice.



# Interpersonal Environment



- Source credibility
- Beneficence
- Perceived alignment





# Impact of Feedback

- BEME Guide 7
- 74% demonstrated a positive impact
- Feedback characteristics associated with a positive impact:
  - Source
  - Duration



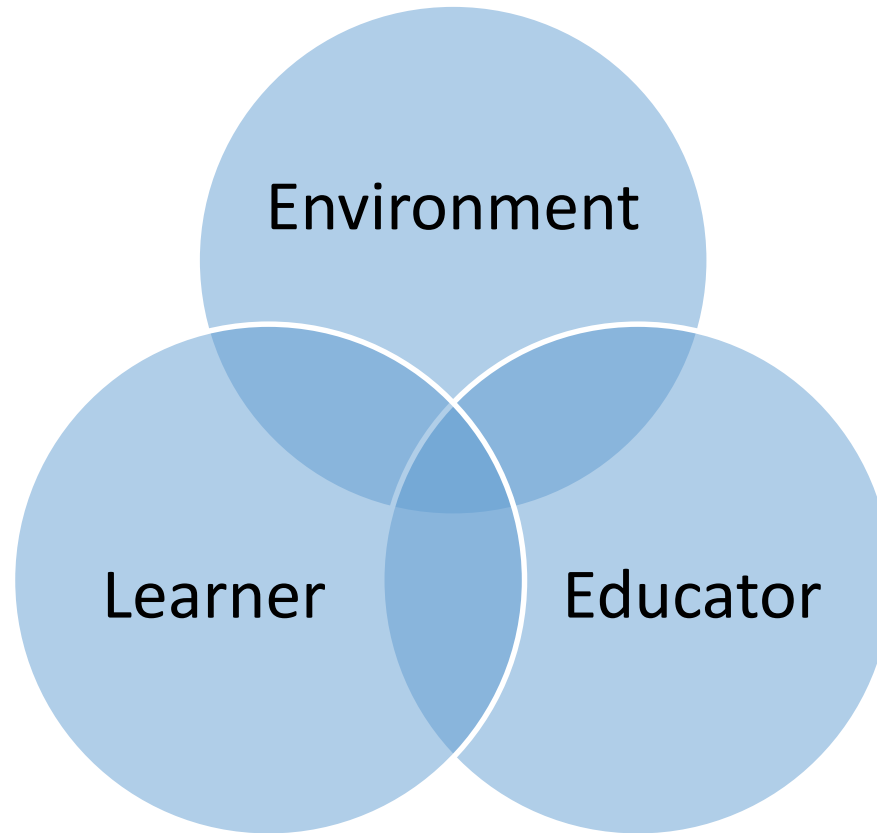
# Humility



- the possibility that we are fallible and may be wrong
- that we need help
- that we need feedback
- that we could make changes in our performance



# Components of Effective Feedback (4X)



# Components of Effective Feedback (40x)



# Guidelines for Giving Feedback



- Should be clearly labeled as feedback
- Teacher and learner are allies with common goals
- Timely, expected
- Based on direct observation



# Guidelines for Giving Feedback



- Focuses on specific behaviors, not the person
- Descriptive, constructive, and nonjudgmental
- Includes positive behaviors
- Quantity is regulated
- Limited to behaviors amenable to change

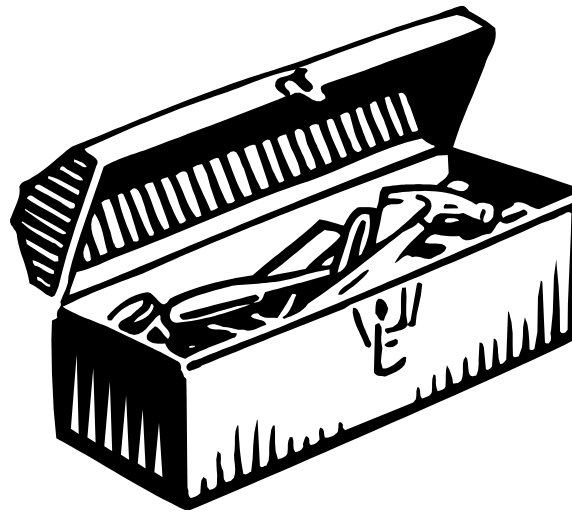


# Start with Standard Language

PROF3: Professionalism: Demonstrates responsibility and follow-through on tasks (AP/CP)					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	Completes assigned tasks on time	Dependably completes assigned tasks in a timely manner  Assists team members when requested  Respects assigned schedules	Anticipates team needs and assists as needed	Anticipates team needs and takes leadership role to independently implement solutions	Exemplifies effective management of multiple competing tasks, including follow-through on tasks  Is source of support/guidance to other members of health care team
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					



# Toolbox: feedback methods



**1MINUTE** Preceptor





# Method: Feedback Sandwich



- ← Positive Feedback
- ← Constructive Feedback
- ← Positive Feedback



# Method: Feedback Sandwich



# Method: 's Model

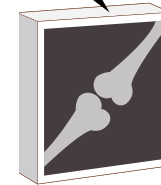
What do you think you did well?

Learner states what went well.

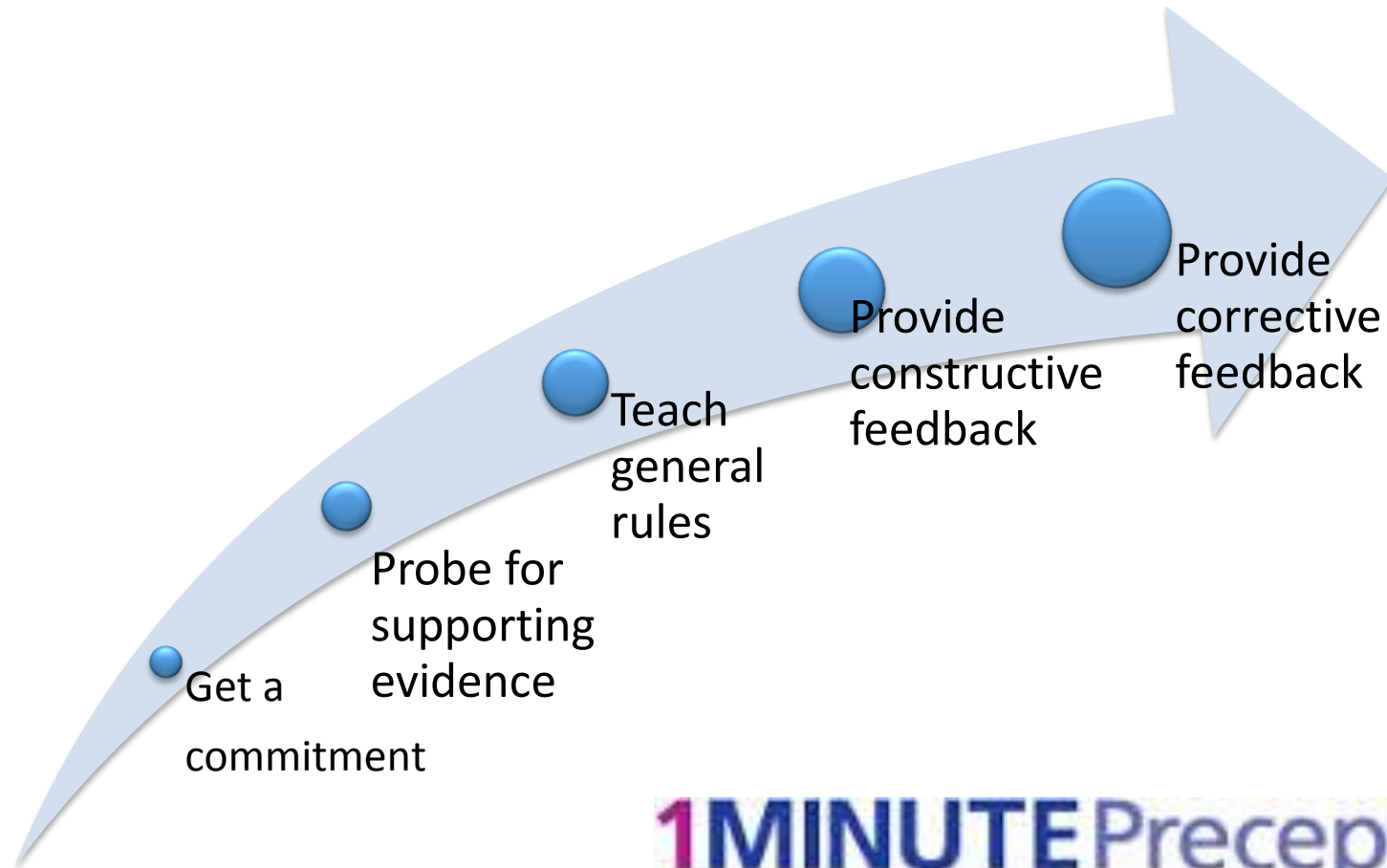
Teacher elaborates on positive aspects of performance

Process is repeated to elicit areas of improvement.

A learning plan is formulated.



# Method: One Minute Preceptor



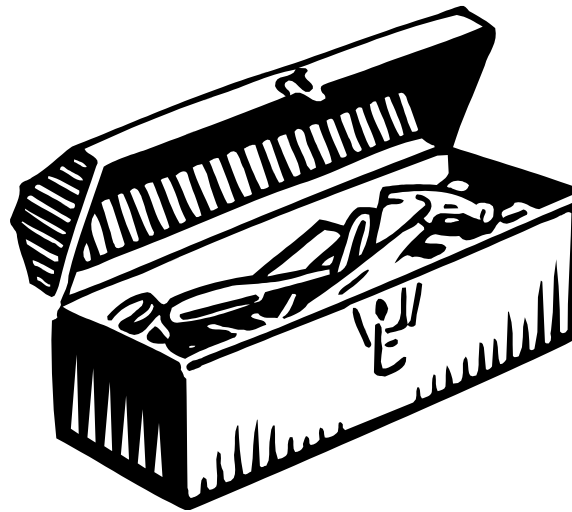
**1MINUTE**Preceptor



# Method: SOAP



# Toolbox: feedback methods



**1MINUTE** Preceptor



# Types of Feedback

Feedback Type	Brief	Formal	Major
Time	<5 minutes	5-20 minutes	15-30 minutes
Audience	Group, Individual	Group, Individual	Individual
When	During/after task	Following observations	Rotation mid-point
Interactive	YES	YES	YES
Constructive	YES	YES	YES
Judgmental	NO	NO	NO
Direct Observation	YES	YES	YES

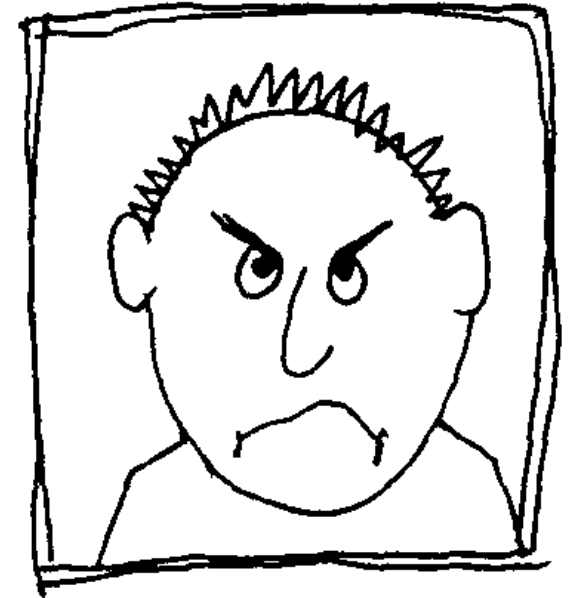
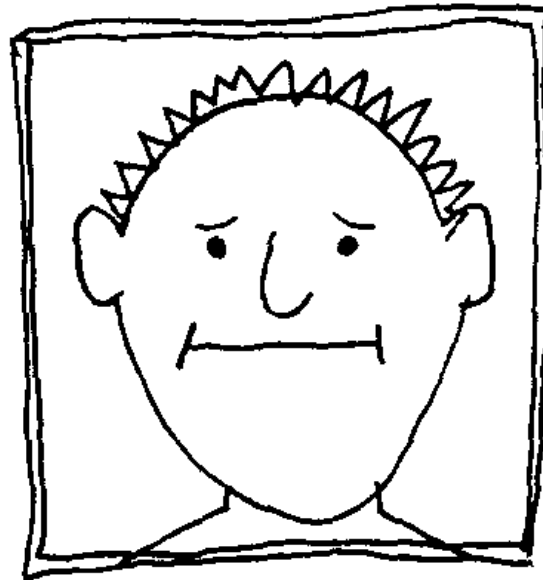
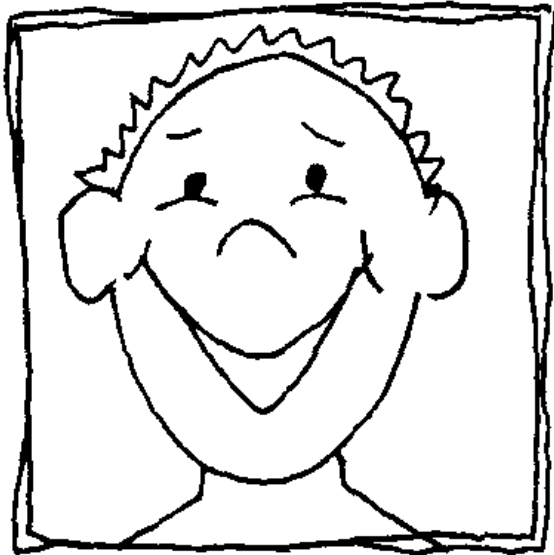


# Components of Effective Feedback (40x)





# Guidelines for Receiving Feedback



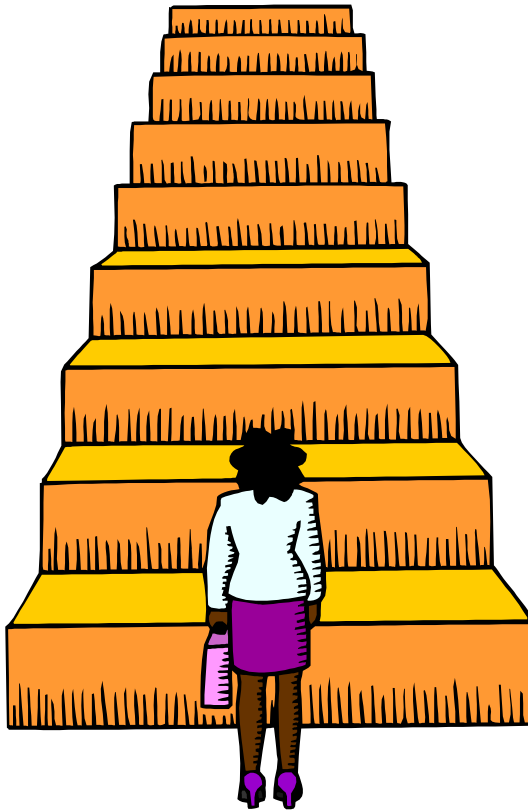
# The Gift of Feedback



Feedback is a learning *opportunity!*



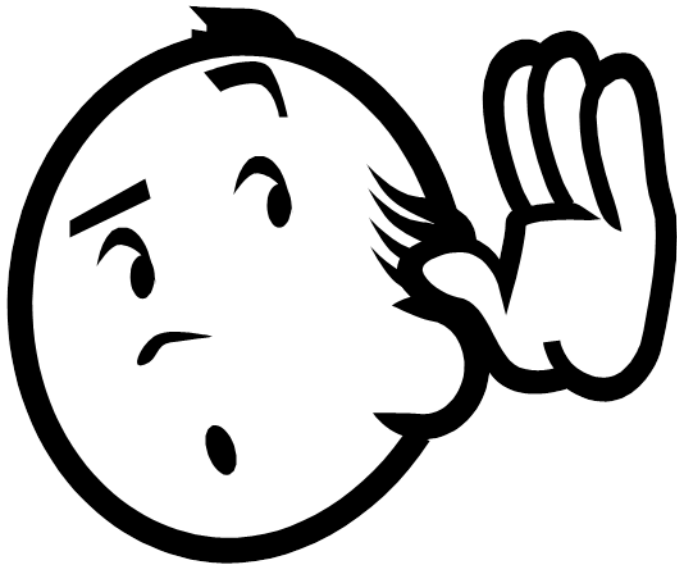
# Guidelines for Receiving Feedback



- Establish learning goals and share them with supervisor
- Develop a learning plan



# Guidelines for Receiving Feedback

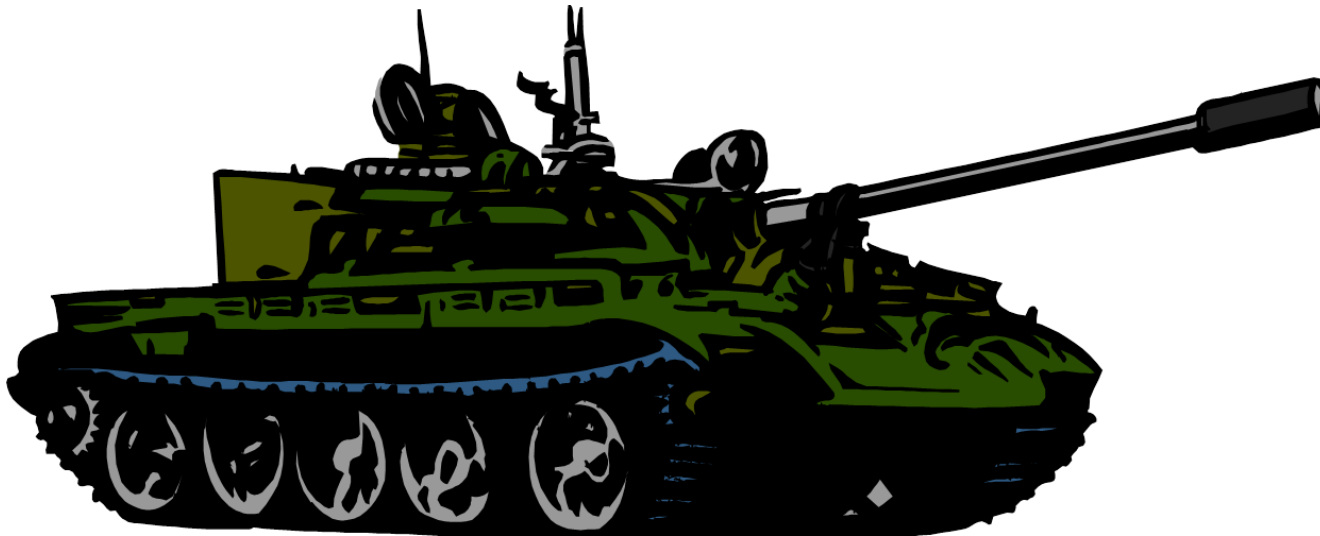


- Listen to understand
- Be actively involved during feedback
- Elicit positives and negatives
- Ask for specific examples
- Seek clarification when necessary



# Guidelines for Receiving Feedback

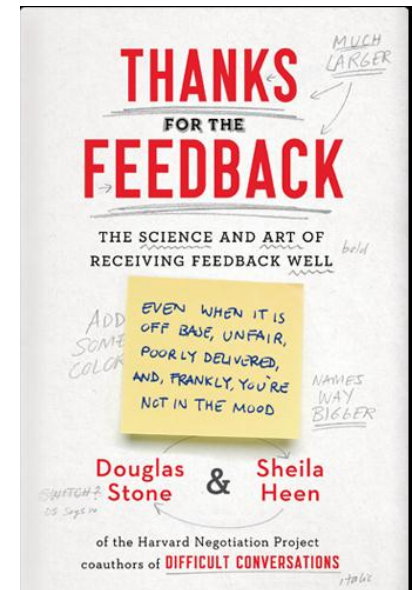
- Try to control defensive behavior
- Be mature and self-aware



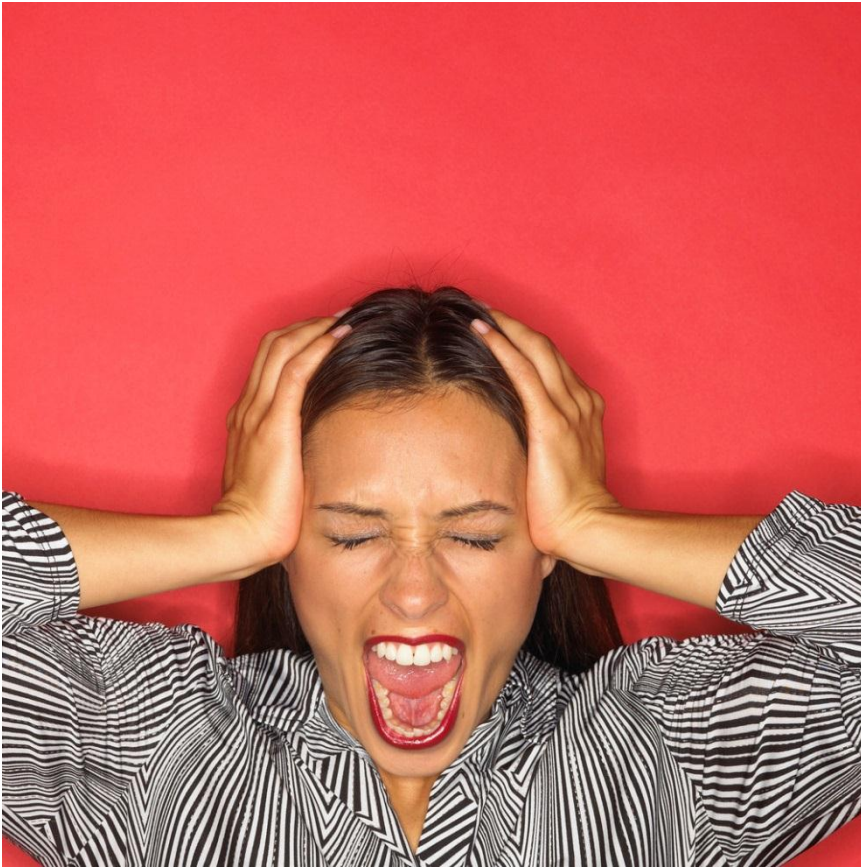
# Triggers that Block the Feedback Message



- Truth triggers
- Relationship triggers
- Identity triggers



# Overcome Feedback Triggers



- Know your tendencies; how do you react?
- Disentangle “what” from “who”
- Sort feedback from evaluation
- Clarify feedback as necessary
- Ask for just one thing
- Engage in small experiments



# Accept the Gift?

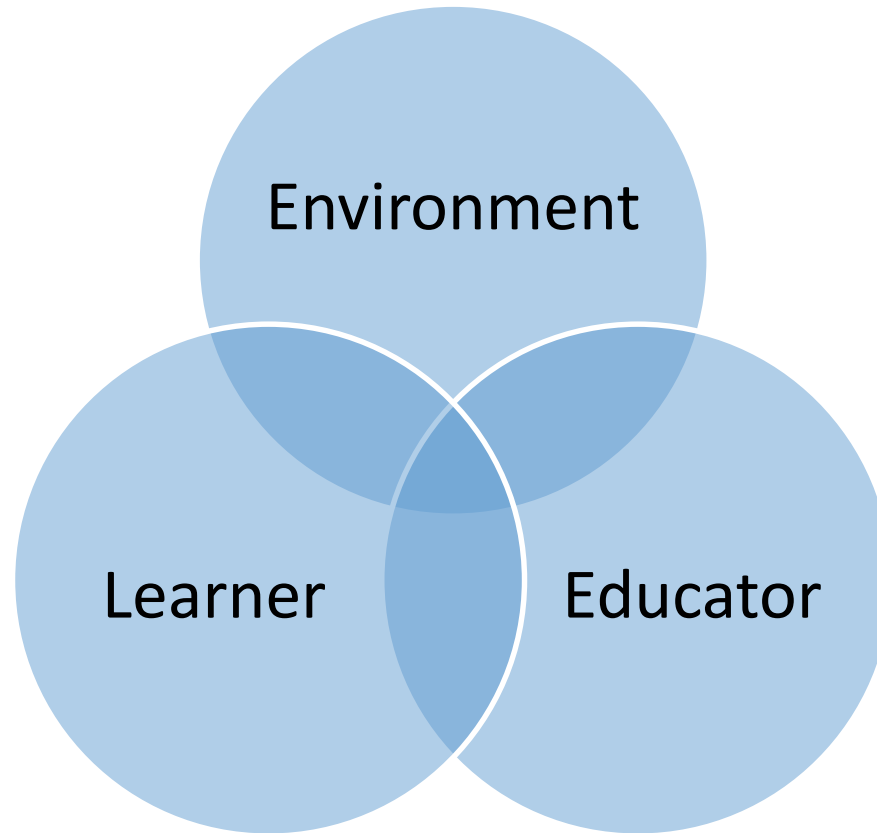




# Components of Effective Feedback (40x)



# Components of Effective Feedback (4X)



# Conclusions



- Feedback is integral to learning.
- Establish educational alliances.
- Model humility.
- Label feedback



# Questions and Comments

