

# The “F” Word

Wait!! It's feedback...FEEDBACK!!  
Why, what were you thinking?



**Teaching of Tomorrow – Workshop 2**

**March 25-26, 2022**

## Focus on the Feedback



# Disclosure

- Feedback is an essential part of medical learning.
- It is almost never comfortable when you first learn to give or receive it.



# Definitions

## EVALUATION

- Assessment of whether a learner has achieved the expected educational outcome(s).

## FEEDBACK

- Sharing this observed assessment with the learner.



# Types of Feedback

## SUMMATIVE

- Focus on what the learner has accomplished at the end of a unit.
- Helps determine degree which objectives have been met.

## FORMATIVE

- Focus on monitoring a learner's response and progression.
- Instructor and learner both receive immediate feedback.

# Giving Feedback

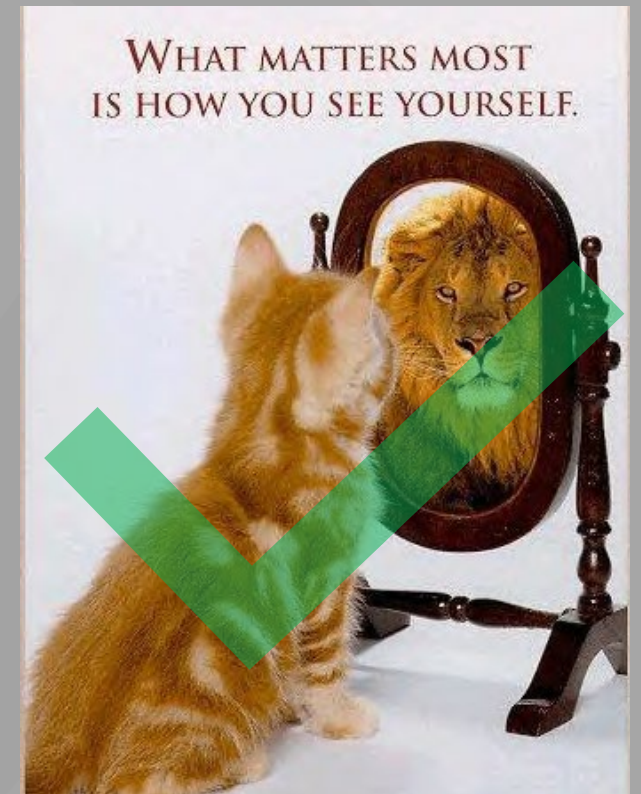
What has worked for you?  
either giving or receiving

Ally with the learner  
this issue is important to us



# Effective Feedback

1. Encourages self-assessment
2. Covers positives and “negatives”
3. Refers to specific, observed behavior
4. Limited in the amount
5. Timely
6. Occurs in an appropriate place
7. Ends with an action plan







# Self-Assessment

“How do you think you did?”





# Instead...

“What was most challenging for you?”

-or-

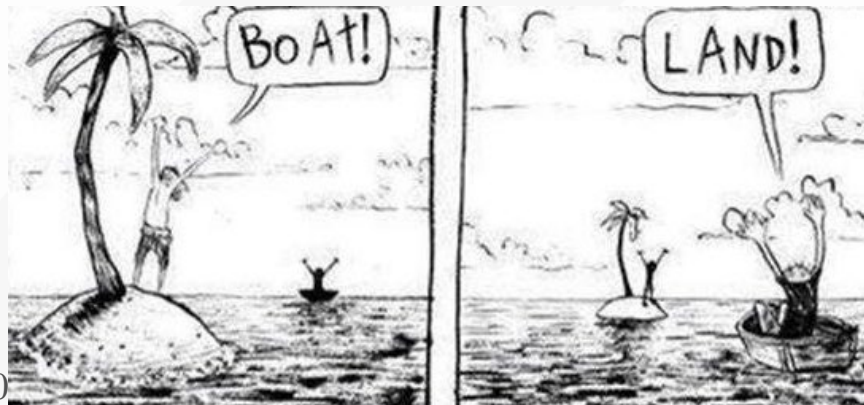
“We have a few minutes for me to give you some FB. What would you like to talk about?”



# Teaching Observation: Plus/Delta

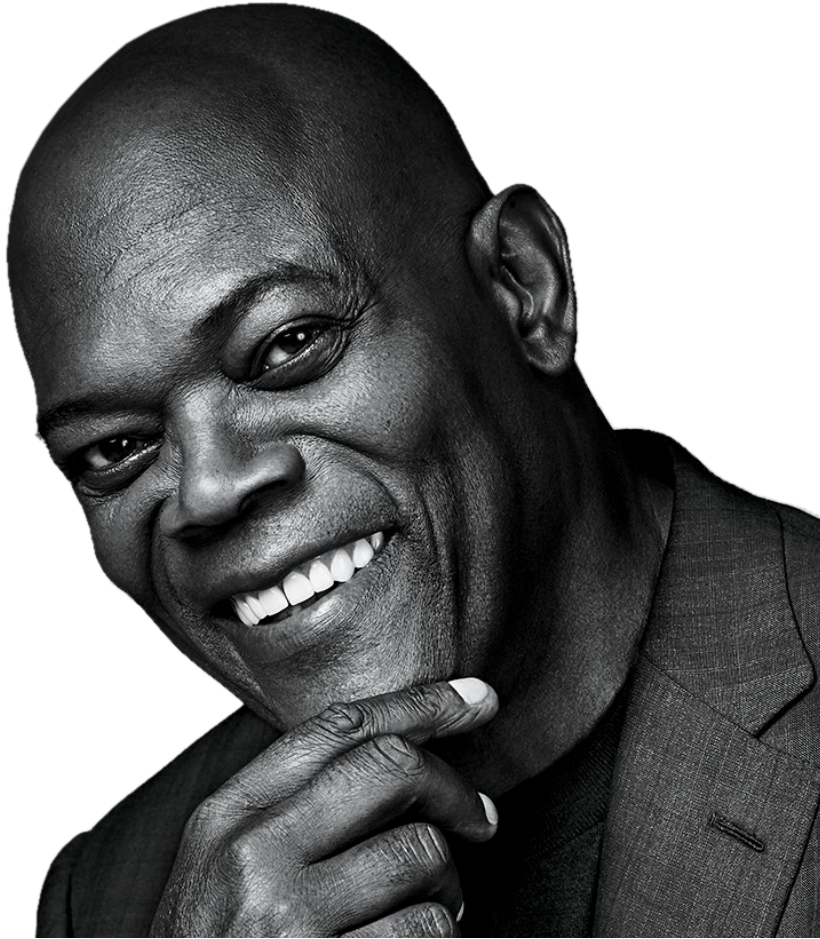
+ *Be specific* Δ

- What went well
- What may need to change



©20

# Gentle, not subtle



“The single biggest problem in communication is the illusion that it has taken place.”

-- George Bernard Shaw

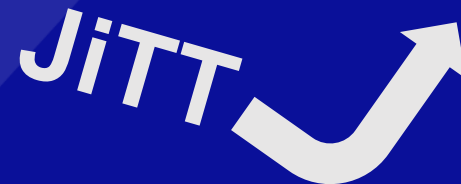
# Limits

Feedback should be limited in scope.

...so we need to *prioritize*!



What is most important for *this* learner at this time?



# Schedule Time

Daily feedback

-plus-

Formal schedule

(feedback Fridays)

Sun	Mon	Tues	Wed	Thur	Fri	Sat
	Feedback	Feedback	Feedback	Feedback	Feedback	
	Feedback	Feedback	Feedback	Feedback	Feedback	
	Feedback	Feedback	Feedback	Feedback	Feedback	
	Feedback	Feedback	Feedback	Feedback	Feedback	
	Feedback	Feedback	Feedback	Feedback	Feedback	

# Build Trust

- Make sure the setting is appropriate

***“Praise in public,  
criticize in private”***

-Publilius Syrus  
-Catherine the Great  
-Vince Lombardi



# Feedback Take-Home

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# Developing Action Plans

TOT2—March 2022



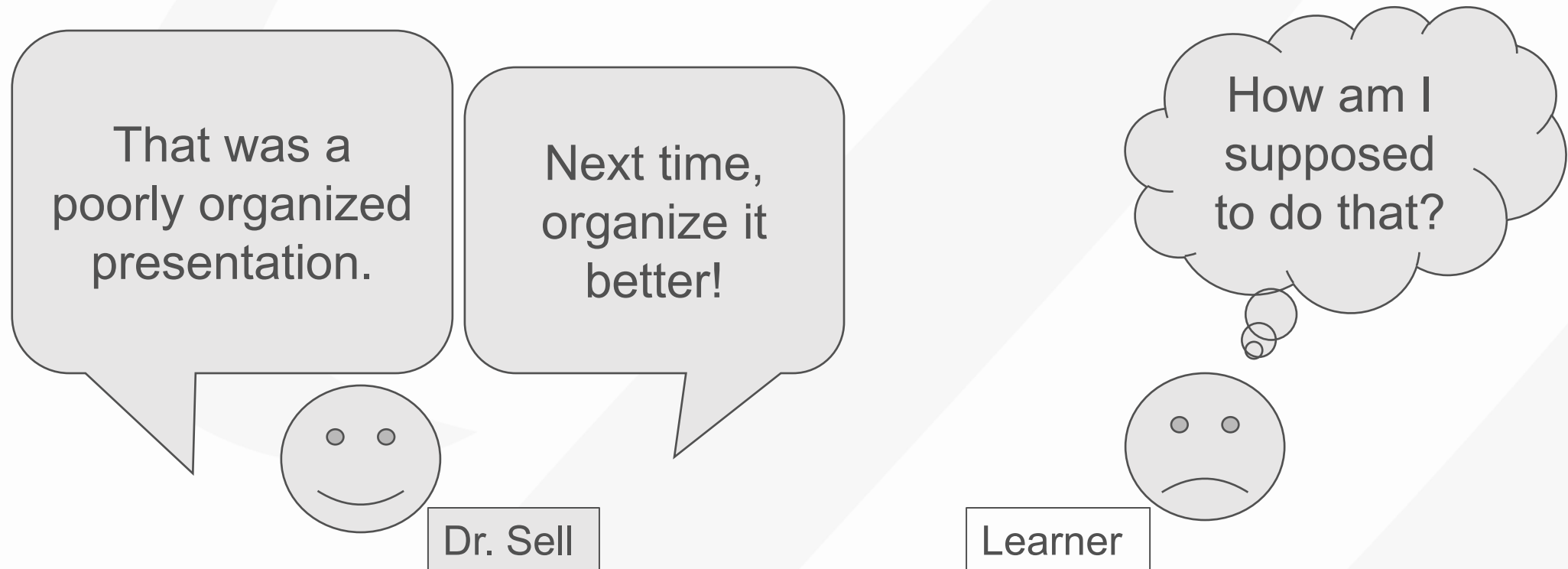
# What is an Action Plan?

- Identifies the gap
- METHOD



# Why Action Plans?

- Improve performance with explicitly stated objectives and strategies.



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- Improve performance with explicitly stated objectives and strategies.

**This is where teaching occurs!**

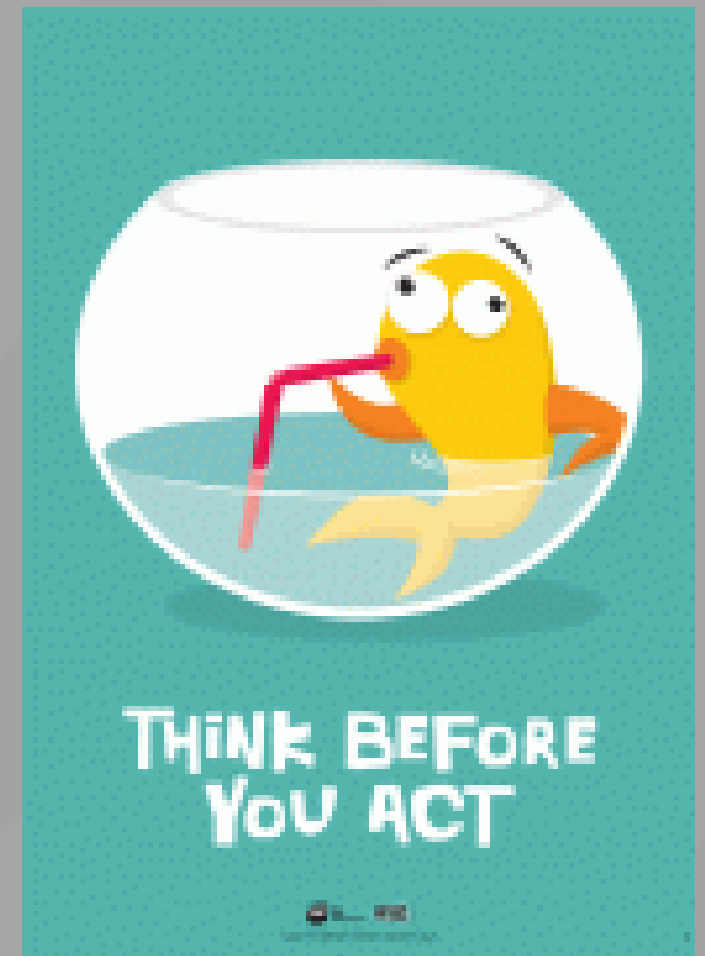
# Why Action Plans?

- Improve performance with explicitly stated objectives and strategies.
- Teach skills that encourage self assessment and self correction.

**Learner requests action plan**  
(independence)



- Identify the problem!
- PGY-1 writes
  - Very poor HPI
    - Hard to follow
    - Lack of chronology
    - Minimal pertinent +/-'s
    - Not enough information
  - Excellent PMH, etc.
  - Good PE
  - Good A/P



**Before We  
Act(ion Plan)**

# Components of the Action Plan:



Goal  
Needs Assessment  
Objectives  
Methods  
Evaluation

# Educational Goal

- PGY-1 with consistently poor HPIs:
  - Learner will write better HPIs!
- But why do we think this is happening?
  - Knowledge: does not know structure?
  - Skill: disorganized, pertinent details, time pressure?
  - Attitude: lazy, nervous, overtired?
  - External: time pressure; too many admits?

# Needs Assessment

- But why do we think this is happening?
  - Knowledge: does not know structure
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Potential Problem

Needs

Assessment

# But First!

# Secure Agreement

- Learner & Preceptor



“This problem is  
important to us”



# Objectives

- PGY-1 needs to learn and apply the HPI structure

## Develop objectives

- Learner will list the HPI components, including:
  - Opening sentence -- cardinal 7/OPQRST
  - pertinent ROS -- risk factors.
- By end of the month, learner will be writing excellent HPIs.

# Methods

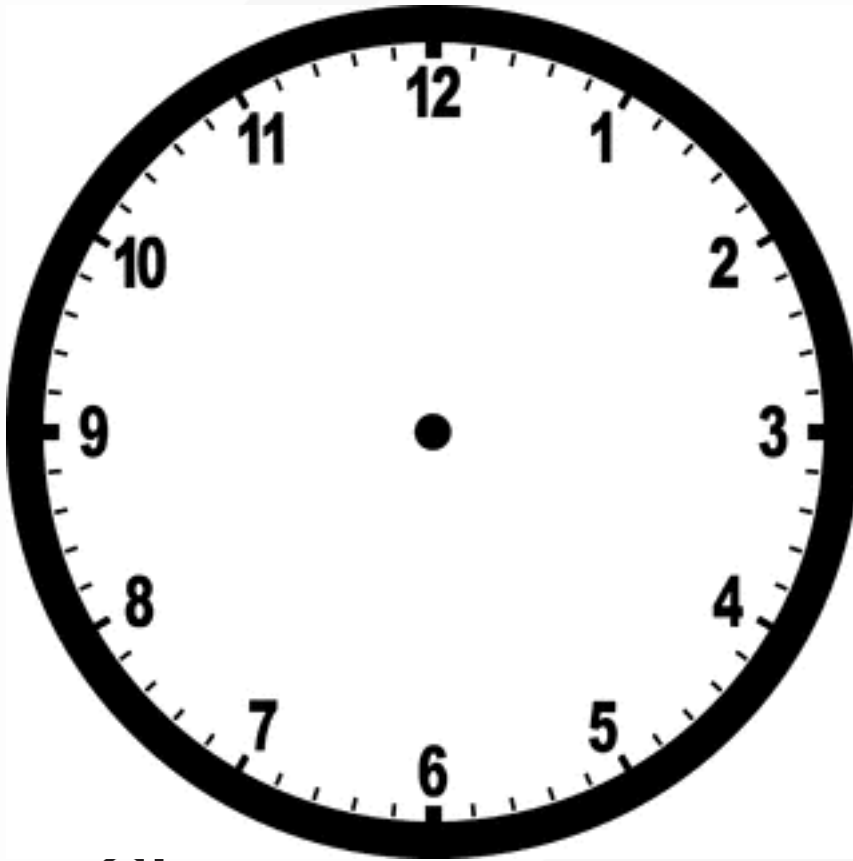
- Learner will list every component of HPI and then write excellent notes.

## Develop Methods

- Learner reads sample of notes where Preceptor has labeled components.
- Learner writes lots of HPIs with direct feedback.

**Deliberate  
Practice!**

# Evaluate



- Set a time to review progress

# Action Plan Summary

- Goal: Identify a problem
  - is it “real”?
- Need: Analyze to see what learner actually needs
  - secure agreement with learner
- Objective: Specific & measurable; prioritized
- Methods: Collaborate with learner
- Evaluate: Set time to re-evaluate

