



Ensuring Feedback is Part of Your Teaching

January 11, 2021

Completion of this session and submission of an evaluation form will be recognized as 1 contact hour.

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Presenters:

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Both have nothing to disclose.

A message from our organizers:

- *This session will be **recorded**.*
- *Please include your **email in the chat** to document your attendance.*
- **Successful Completion Requirements:**
 - *Participants are expected stay throughout the duration of the session.*
 - *Attendance will be monitored by a coordinator; attendance will be tracked in the ZOOM chat.*
 - *Participants are required to complete an evaluation at the end of the session.*
 - *Certificates will be distributed via email within 6 to 8 weeks following the program.*
- *You will be emailed a link to the evaluation following the session. To receive **CEUs**, you must complete the evaluation.*

Learning Objectives:

- Review previous session: Practical Tips
- Review One Minute Preceptor
 - Apply Steps 1 – 3 to clinical case
- Describe Feedback Principles & Techniques
- Apply Feedback Principles & Techniques (Steps 4 & 5)

Review:

- Importance of Needs Assessment
- 3 domains of learning: Knowledge/ Skills/ Attitudes or Values
- Importance of being Deliberate:
 - Plan, setting Learning Objectives
 - Engage learners
- One Minute Preceptor

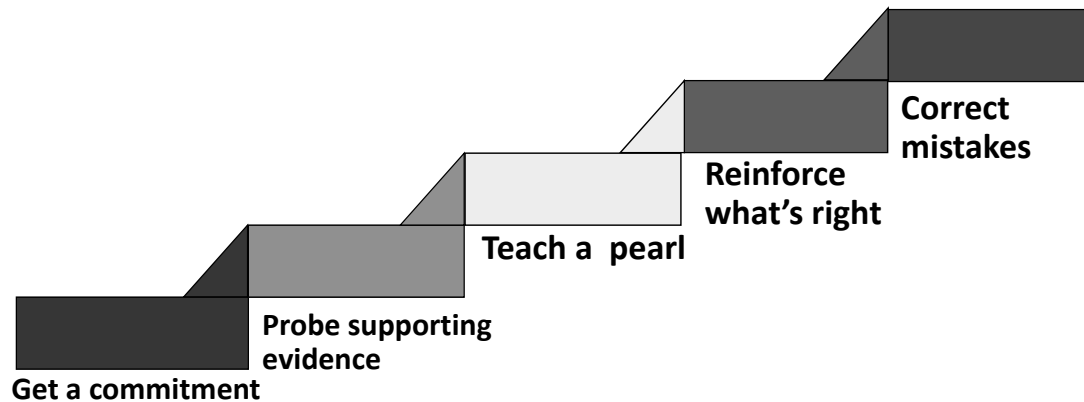
- What did you try & How did it work?

One Minute Preceptor:



- Learner & teacher engaged
- Stresses clinical reasoning process
- Immediate feedback

Steps For One Minute Preceptor



Clinical Case: NP Resident with 3 patient complaints

The learner has received 3 complaints from patients in the last 2 weeks. In the first, the patient stated that the learner seemed very rushed and just wanted to get out of the room. In the second and third complaints, the patients noted that the learner looked at the computer the entire time and seemed to be more interested in getting the notes done than in forming a relationship with the patient. "The learner did not seem to care about ME!"

- Preceptor-You realize that you need to give feedback to this resident. Your observations of the learner: Not the fastest worker in the world. Does not always have a plan going into the room (i.e. no agenda).

Clinical Case:

1. Get a Commitment:
2. Probe for Supporting Evidence
3. Teach a General Principle – a “Pearl”

Today's Focus: Feedback

Step 4: Tell them what they did well/right

Step 5: Correct Mistakes

Feedback “Imperative”

- **NOT** Optional
- Fundamental responsibility for teachers
- It IS hard – what gets in your way?

A Reframe:

Less about teaching, more about LEARNING

Take a “Learning Stance”:

- Take the Learner’s perspective
- Listen deeply
- Work with the learners to set their own goals & methods
- Reciprocal Learning – we are ALL learning together

Set Expectations

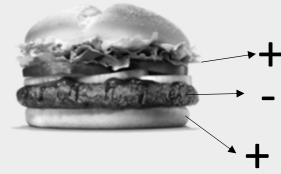
- There WILL be feedback
 - When / How often
- Will be based on Direct Observation & Learners' self-assessment
- Will include what went well & what needs improvement
- Include an Action Plan – i.e., Next Steps – developed collaboratively

- Invite reciprocity – ask for feedback yourself

Think about the language

- Be Gentle, not Subtle
 - Goal is to improve, while maintaining learner's self-respect
- "I" statements
 - I noticed; I wondered; I was curious
 - v. YOU did or did not or Why?
 - To share point of view – I think this is important because ...
- Question to understand reasoning
 - Less effective: How do you think you did?
 - More effective: What did you find difficult? What do you still need to know/do?

About that “Feedback Sandwich” ...



- It covers Positives & Negatives ...
- The “meat” is usually the Negatives or areas for improvement
- Meats get lost in the middle

- Better to think Positives – Areas for Improvement – Action Plan

Final Principles:

- Make it Timely
- Limit the Amount
- Find an appropriate space
- Follow up & Follow through

Follow up & Follow through:

This is the Action Plan

- Collaborate with learner to determine:
 - What will they work on?
 - How will they work on it? (What will they do?)
 - How will you support the plan?
 - When will you reassess?

Practice with our Case

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Take Home:

- Teacher **must** give Feedback
- Key features include:
 - Direct Observation
 - + / -
 - Self-Assessment
 - Respectful language
 - Action Plan

Next Session:

February 8, 2021

Teaching & Assessing Clinical Reasoning

Ken Peterson & Karen Dick