

Yes, You CAN Enjoy Evaluation & Feedback!

The Satisfaction of Effective Evaluation & Feedback

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I'm so excited for my annual performance review, today!

Said no one, ever.



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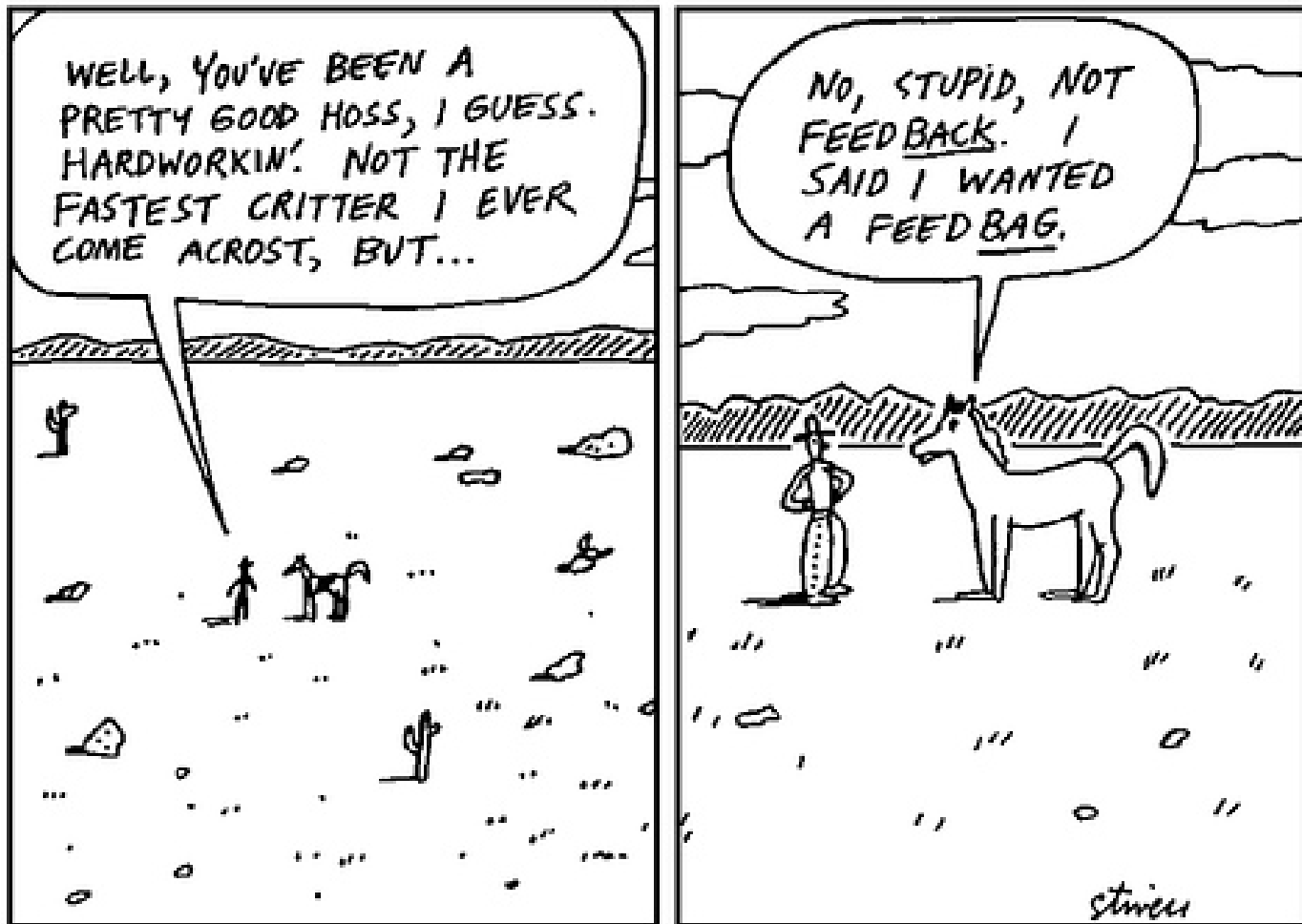
Objectives

- List strategies for enhancing the feedback you give to learners
- Identify common pitfalls to giving effective feedback
- Explore 3 different models of giving feedback

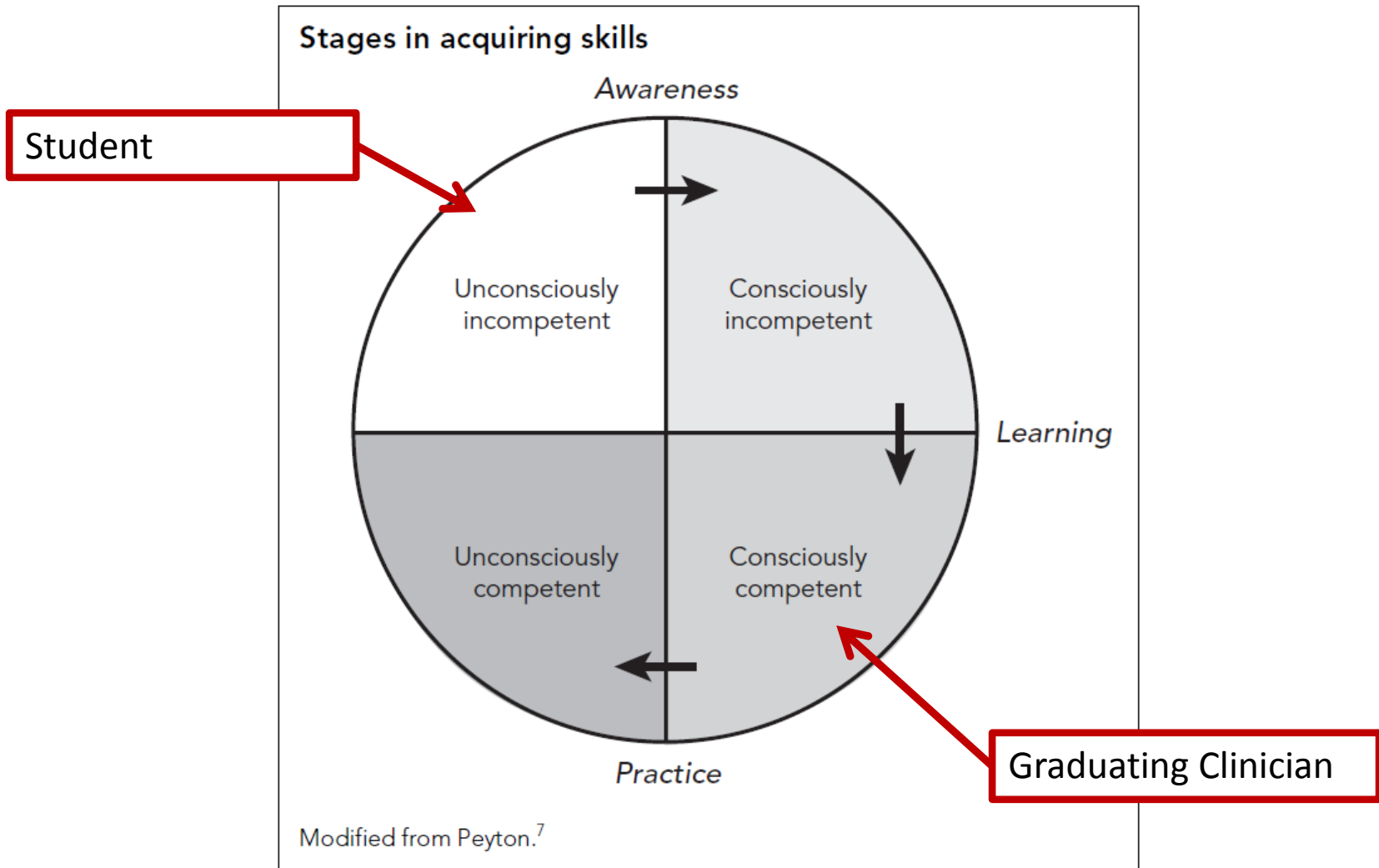


What is your experience with
feedback?

Evaluation and Feedback



What are we trying to accomplish?



What is Feedback?

- Sharing your observations of performance, suggestions, recommendations with a learner.
- Feedback is objective and constructive.
- Goal is to change behavior, reinforce good behavior and improve skills.

Good feedback isn't...

- Non-specific comments
 - “Good job” doesn’t help learner identify specific areas of knowledge deficits
- General or harsh criticism
 - While feedback can be negative, it must be constructive to be helpful
- Formal assessment
 - Feedback can be given in short timely bits and not just as part of overall evaluation

Why bother?

- Professional responsibility to help students, residents and others learn and improve
- Can provide information needed for formal evaluations
- Valuable to both the learner and evaluator

Setting the stage

- Establish an environment where feedback regularly takes place and is expected
- Clearly define that feedback is taking place.
“I’d like to give you some feedback now about...”
- Ensure that all parties share an understanding of educational goals, expectations and roles

Setting the stage

- Timely
- Private
- Minimize distractions
- Base feedback on first hand observations or knowledge, not hearsay
- Prepare learner if feedback is negative
 - Fire a “warning shot”

Effective Feedback

- Use non-judgmental language
 - Focus on the action itself and the consequences rather than accusing the learner
- Focus on a particular event/issue
- Discuss specific learner behavior
 - Your procedural skills were exemplary/deficient...
 - Your interactions with the nursing staff/peers were problematic especially when you ...

Effective Feedback

- Discuss only behaviors/decisions that are changeable
- Identify specific changes that can be made
- Whenever possible, have learners:
 - Self-assess
 - Identify problematic actions or decisions
 - Suggest changes they can make, and develop plans for improvement

Effective Feedback

- Highlight and reinforce positive behaviors
- Address behaviors since the LAST instance of feedback
 - Stay in the ‘here and now’, don’t bring up old concerns or previous mistakes, unless this is to highlight a pattern of behaviors
- Address only a few behaviors of concern at one time

Challenging Personalities

- View this as an opportunity to teach
- Only fair to learner to address concerns in a timely and direct manner
- Focus on the behavior, not the person
 - Instead of saying “You’re mean” say something like “Your style of interaction was taken as offensive by the listener, which I’m sure is not your intention”
- Remember we are not trying to change someone’s basic personality structure, we are trying to improve behaviors and skills to make them more effective

Challenging Personalities

- Start by asking them how they think they can improve, to see what understanding they have of the issue
- Have first hand knowledge of concerns
- Mentally rehearse discussion
- Take a break if start to feel flustered

Challenging Personalities

- Reframe the bad news
 - Give the information in a way that demonstrates change will result in a positive outcome for them
- Give the listener time to digest the information and come back to the situation if necessary
- Keep the conversation on track and specific; focus on actions and results

Feedback Sandwich



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When giving feedback, there will always be something positive for you to comment upon. It's up to you to find it

Search ID: ktan381

ARCH Method

A = Ask learner to self-assess

R = Reinforce correct thinking and actions

C = Correct errors

H = Help learner develop improvement plan

Ask-Tell/Ask-Act

- Ask-Have learner assess their own performance
- Tell/Teach-observations, in your experience, things to consider
- ASK-Reflect and analysis
- ACT-Summarize key points, demonstration, reassess and help them plan

Cases

Thank you for participating!

Videos

Mayo School of Medicine:

One Minute Preceptor

- <https://youtu.be/eRBdfXRj5N0>

Center for Creative Leadership:

10 Common Mistakes in Giving Feedback

- <https://youtu.be/Fovrb4Y6OTI>