



AUA 63rd Annual Meeting

Skills in the ART of Delivering Effective Feedback



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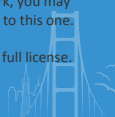
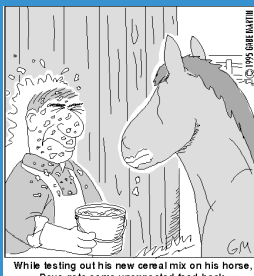
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While testing out his new cereal mix on his horse, Dave gets some unexpected feed-back.

Goals

- Define "feedback" in medical education
- Assimilate literature on feedback into an approach to giving feedback
- Describe a method of nonjudgmental delivery of feedback
- Rehearse a feedback encounter







Quotation

Without feedback, mistakes go uncorrected, good performance is not reinforced and clinical competence is achieved incidentally or not at all.

Ende, JAMA 1983

Case

- You are supervising Michael, an early 1st year resident. He is generally organized and sets up the room reasonably well. He looks a little clumsy with his arterial line placements: he's not positioning patients' arms particularly effectively, places the catheter at too steep an angle, and advances the catheter too early. Yet he often "gets lucky" and therefore continues his current process.



Scenario 1

- You say only positive things to Michael.
- In your evaluation, you write: "resident was terrific."



Scenario 2

- You say only positive things to Michael.
- In your evaluation, you write: "resident did fine but could have been more detail-oriented during a-line placements."



Scenario 3

After you watch Michael fumble a bit with the a-line, he finally succeeds. You say to him, "You could have positioned the patient's arm better."



Scenario 4

- You stand behind Michael during the next a-line procedure and at every moment you see him being a bit sloppy, you correct him.
 - "no, be more careful about arm positioning"
 - "really feel the line of the artery with both fingers"
 - "that's too steep an angle"



Scenario 5

At the end of Michael's shift one day, you say:

"I like how detail-oriented you are about setting up the room and preparing yourself for the day. When placing an a-line, you could use that same detail orientation by positioning the patient's arm more carefully. But overall you're doing great."



The sandwich



Goals of the session

- Define "feedback" in medical education
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Definition and Facts

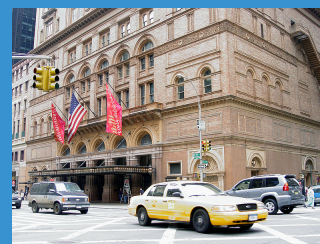
- Feedback: specific, nonjudgmental information comparing a trainee's performance with a standard, given with intent to improve performance
- Fact: Feedback is always being given, consciously or unconsciously, skillfully or carelessly
- Suggestion: Feedback is an expression of commitment to the relationship



Van de Ridder et al, Med Educ 2008

Why feedback?

- Mastery of skill requires
- Deliberate practice
- Feedback

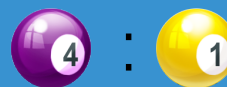


Ericsson et al, 2007; Goleman et al, 2002

Brief Literature Review



What is the optimal ratio of reinforcing to corrective feedback?



Rudy et al, Eval Health Prof 2001

What do learners want?



- BUT they also crave specific guidance when they make mistakes

Kernan et al, Am J Med 2000; Sastak et al, Acad Med 2002



Features of effective feedback



- Tying feedback to learner's goals



- Understanding the learner's position and cultural background can help



- Calibrating the amount of feedback

Hewson and Little, JGIM 1998



Relationship matters

- Learners often experience shame, remorse, or "impostor syndrome" even with positive feedback
- Prior relationships allow learners to hear constructive feedback more readily



Eva et al, 2011; Chou et al, 2013



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Imagine a scenario



- Think about a learner
- Envision a scenario in which you would give feedback to that learner



Feedback Steps

- Set up
- Gather Information / Observe
- ARTful Feedback
 - Reinforcing
 - Constructive
- Take Homes



Bienstock et al, Am J Ob Gyn 2007

Set-up



Goal: To create a **permissive environment** for maximal learning

- In context of learner-teacher relationship
- In the spirit of dialogue rather than downloading
- Signposting

Set-up Features

- Temporally as close as possible to event
- In accordance with learner's goals: *what are you hoping to achieve after this experience?*
- In accordance with learner's readiness
- Anticipating common issues (for procedures, may involve intervening), and promising to debrief them afterwards

Gather information



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ARTful Skills

- **Ask:** Learner's self-assessment; recall goals
- **Respond:** Requires active listening, and sometimes empathy
- **Teach:** Your own assessment and thoughts, framed behaviorally and specifically

ARTful Reinforcing Feedback

- Ask: What do you think you did effectively?
- Respond, Teach
- The ART cycle continues: ask for reactions to your feedback

ARTful Constructive Feedback

- Ask: What do you think you'd like to **do differently**?
- Respond, Teach (remain nonjudgmental)
- Continue the ART cycle: ask for reactions to your feedback



ARTful Constructive Feedback

For challenging situations, try:

- Asking about **intention**
- Responding with empathy or a summary
- Teaching your perception of how intention and impact differ



Take Homes

- "What will you take home from our conversation?"
- Doing this teachback allows you to
 - Assess impact
 - Measure outcomes
 - Ensure accountability



Schillinger et al, 2003



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Bienstock et al, Am J Ob Gyn 2007



About feedback

"Courage is what it takes to stand up and speak. Courage is also what it takes to sit down and listen"

