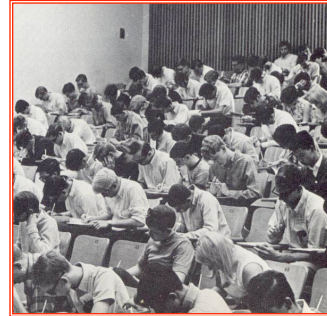


Feedback



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How to Put Feedback in Your Curriculum and How to Give Feedback in a Teaching Setting

**Excellent source for basics of giving feedback:
(University of Virginia website)**

<http://www.med-ed.virginia.edu/courses/fm/precept/module4/index.htm>

Focus = instructor to student

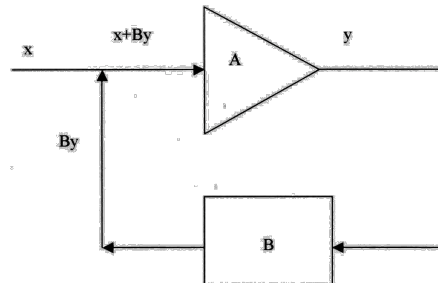
Definition of Feedback

Miriam -Webster

1. The return of part of the output of a machine, system, or circuit to the input in a way that affects its performance
2. *Comments in the form of opinion about and reactions to something, intended to provide useful information for future decisions and development.*

Definition of Feedback

Feedback = loop, to promote learning



Definition of Feedback

NOT evaluation



*Evaluation =
knowledge of results,*

Evaluation = not a loop



Definition of Feedback

VIDEO

<http://www.med-ed.virginia.edu/courses/fm/precept/module4/m4p2.htm>

Feedback = sharing of information (e.g, observation of performance) to promote learning

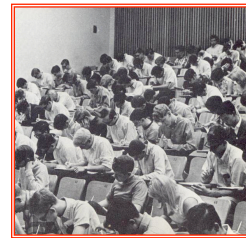
Focus of Workshop on Feedback

Learning Objectives:

1. Describe a setting in which you can provide feedback that you had not considered before.
2. Explain a new idea(s) that you have realized on how to provide feedback

Settings for Feedback

What are settings for which you currently provide feedback?



e.g,

- classroom, clinical (bedside), small group, mentoring?
- one-on-one, group?



Barriers to Giving Feedback

Logistical barriers:

1. *Best practices state (1) be timely and (2) choose a appropriate setting.*

But often not enough time and can't find suitable place.

2. *Best practices state establish the expectation.*

Students often don't recognize they are receiving feedback

Barriers to Giving Feedback

Inherent barriers:

Tensions in Informed Self-Assessment: How the desire for feedback and reticence to collect and use it can conflict.
Mann, K, van der Vleuten et al (2011) Acad Med 86: 1120-1127

Methods

17 focus groups (134 students)
5 countries (Netherlands, UK, Belgium, US, Canada)
8 medical school programs (as well as undergraduate, graduate programs)

Programs encouraged feedback and self assessment through use of portfolios, personal learning plans, multisource feedback, facilitated practice-based small group

Questions regarding self-assessment; themes identified

Barriers to Giving Feedback

Inherent barriers:

Results:

Category	Specific tensions
Within self	Wanting feedback, yet fearing disconfirming information
Between people	Wanting to be able to question others and learn from feedback, yet not wanting to look incompetent or share areas of deficiency
In the learning environment	

Barriers to Giving Feedback

Inherent barriers:

Results:

Category	Specific tensions
Within self	Wanting feedback, yet fearing disconfirming information
Between people	Wanting to be able to question others and learn from feedback, yet not wanting to look incompetent or share areas of deficiency
In the learning environment	Incongruence between the stated curriculum and the curriculum-in-action
	Engaging in authentic activities to inform self-assessment versus playing the evaluation game

How to promote learning during feedback

Feedback sandwich
Positive – negative – positive
or plan for future



Bad example – “...but...”

Best example
Observable behaviors

How to promote learning during feedback

*Reflection -- essential ingredient of feedback to promote **learning***

- *Scrutinize one’s own take-for-granted assumptions and professional work practices*
- *People make sense of external stimuli through internal cognitive frames, internal images of external reality.*
- *Mistakes are usually the result of intentionally rational actions*

Instructor’s job to help student bring these frames to the surface, analyze their impact on actions and craft new frames

Rudolph et al 2006 Simulation in Healthcare 1(1):49-55

How to promote learning during feedback

Model 1 – Debriefing with Good Judgment

There's no such thing as "nonjudgmental" debriefing: a theory and method for debriefing with good judgment. Rudolph J et al (2006) Simulation in Health Care 1(1) : 49-55

How to promote learning during feedback

Model 1 – Debriefing with Good Judgment

	Judgmental	Non-Judgmental	Good Judgment
Focus of Instructor	Get the student to change	Get the student to change	Create a context for learning
Focus of Debrief	External: the action or inaction of trainee	External: the action or inaction of trainee	Internal: the meaning and assumptions of trainee and instructor
Who does not understand			
Typical message			

How to promote learning during feedback

Model 1 – Debriefing with Good Judgment

	Judgmental	Non-Judgmental	Good Judgment
Who does not understand	Instructor will set student straight	Instructor will find kindest way to fill student in on how to do it right	Instructor explains what sees, and given instructor's view, what is s/he missing?
Typical message	"Here is how you messed up"	"What do you think you could have done better?"	"I noticed X. I was concerned about that because of ... I wonder how you saw it?"

How to promote learning during feedback

Model 2 – Johari Window

Feedback is based on information sharing--

"we see ourselves as others see us & others learn how we see them."

	Known to self	Unknown to self
Known to others	OPEN	BLIND SPOT
Unknown to others	HIDDEN OR PRIVATE	UNDISCOVERED POTENTIAL

Supervision and the Johari window; a framework for asking questions. (2009) Halpern H Ed Primary Care 20: 10-14

How to promote learning during feedback

Model 2 – Johari Window

	Known to self	Unknown to self
Known to others	OPEN ↓ →	BLIND
Unknown to others	HIDDEN OR PRIVATE	UNDISCOVERED POTENTIAL

Summary

Feedback – promote learning

Encourage reflection, self assessment

- *Reveal how student makes sense of situation*
- *Expand information known to others*
- *Expand information held by self*

Consider settings to provide feedback

- *Is your purpose -- knowledge of performance vs. feedback*
- *Be explicit that you are giving or receiving feedback*

Practice:

Role play with colleague, etc for these situations:

Case 1 --

Instructions:

In this curriculum, there are small group sessions that meets two times a week over the last 4 weeks. Sally is a very quiet student and has previously expressed to you that taking in a group discussion is not her style. In her words, she is a listener.

Your role:

You're the facilitator of the small group and you are meeting with Sally for one-on-one feedback that is mid-course in a separate meeting room.

Practice:

Case 2 --

Instructions:

In this curriculum, there are small group sessions that meets two times a week over the last 4 weeks. Sally is a very quiet student and has previously expressed to you that taking in a group discussion is not her style. In her words, she is a listener.

Your role:

You're the facilitator of the small group and you are meeting with Sally for one-on-one feedback that is mid-course in a separate meeting room.

Practice:

Case 31 --

Instructions:

You and a colleague were conducting bedside teaching. Your colleague made an off-hand remark about an ethnic group that you consider inappropriate.

Your role:

You are having lunch with your colleague and you are the only two in the room.

Summary

What new setting might you consider for providing feedback?

What new technique or approach might you use for giving feedback?