Giving and Receiving Feedback

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Agenda

1. Purpose for giving/receiving feedback
2. Tips for giving feedback
3. Tips for receiving feedback
4. Take away
Purpose of Giving/Receiving Feedback

“Feedback is about providing information to students with the intention of narrowing the gap between actual and desired performance.”

(Cantillon & Sargeant, 2008)
Giving Feedback

• Ramani and Krackov (2012) recommend the following:
  • “Establish a respectful learning environment.
  • Communicate goals and objectives for feedback.
  • Base feedback on direct observation.
  • Make feedback timely and a regular occurrence” (p. 787).
Giving Feedback, cont.

• “Begin the session with the learner’s self-assessment.
• Reinforce and correct observed behaviors.
• Use specific, neutral language to focus on performance.
• Confirm the learner’s understanding and facilitate acceptance”  (p. 787).
Giving Feedback, cont.

• “Conclude with an action plan.
• Reflect on your feedback skills.
• Create staff-development opportunities.
• Make feedback part of institutional climate” (p. 787).
Giving Feedback

Cantillon and Sargeant (2008) offer two additional tips:

• “Feedback should be viewed as a normal everyday component of the teacher-student relationship, so that both sides can expect and manage its effects.”

• “Feedback should be limited to one or two items only.”
Receiving Feedback

from: Ten Tips for Receiving Feedback (Algiraigri 2014)

1. Self-assessment
   • “Break down the task into different components...” (Algiraigri, 2014, p. 3).

Example
Open-Ended Question: How did things go with your patient encounter?

Typical Overall/Global Response: Good

Better Response: I was able to develop a rapport with Mr. Smith. This let me gather a detailed history and helped me know what to look for in the physical exam. I think because I was able to establish a rapport, I got the information we needed and we were able to determine her present symptoms were caused by an interaction between her medication and alcohol consumption.
2. Benefitting from feedback
   • We all have “blind spots.” Feedback helps us see beyond and to further develop.

3. Connect with instructors
   • “…the bridge that promotes the learning process and initiates dialog about your performance” (Algiraigri, 2014, p. 2).
Receiving Feedback, cont.

4. Ask for feedback
   - Proactive approach sets feedback as a priority and encourages *direct observation*.
   - Ask for specifics; probe for details.

5. Be confident and take positive feedback wisely
   - Be attentive to details—they are the basis for further growth and the next step.
Receiving Feedback, cont.

6. Control your emotions
   • Mistakes are expected—own them.
   • Use feedback “as an opportunity for personal growth and development rather than a failure” (Algiraigri, 2014, p. 3).

7. Take an action plan
   • If you are defensive, you are not listening.
   • Clarify vague issues.
   • Summarize main concerns to be addressed in action plan.
The Take Away...

from: Cleary and Walter (2010)

1. Feedback occurs regularly.
2. Feedback occurs within a context of explicit objectives/goals/aims.
3. Feedback occurs in a private, quiet, distraction-free setting.
4. Feedback gives information for improvement.
5. Feedback provides the context for creating an action plan.
6. Feedback focuses on the behaviors, both strengths and weaknesses.
7. Learners/evaluators need guidelines for receiving/giving feedback.


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