

# Constructive Narrative Feedback

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# Feedback - Definitions

- Summative feedback
- Formative feedback
- Narrative feedback
- Who is receiving feedback?



# Generations and expectations

- Baby Boomers vs. New Millennials
- Generations share “life experiences”
- Commonalities:
  - Values
  - Beliefs
  - Attitudes
  - Behaviors
  - Perceptions of the world

# Baby Boomers

- Born between 1946 – 1964
- Raised in prosperity
- Nuclear family
- Values:
  - Workaholic
  - Service-oriented
  - Optimism
  - Personal gratification
  - Technology = nice, but not necessary



# Baby Boomers

- Dependent on educators for content (didactic lecture)
- “The Sage is on-stage”
- Educational environment = stress free
- Wants to know “what” and “how” before “why”
- Process-oriented >> outcome oriented



# New Millennial Student

- Born between 1980 – 2000
- Exposed to technology entire life = “tech savvy”
- Culturally diverse
- 1/3 raised in single parent household
- Coming of age in post-9/11 era, economic downturn
- Values:
  - Public safety
  - Saving money
  - Technology = necessity



# New Millennial Student

- 1. Millennials feel they are special
  - Strong relationship with parent(s)
  - Rewarded for participation >> performance
  - “We are all winners”
  - Helicopter parents = involved/micro-manage



# New Millennial Student

- 2. Millennials are sheltered
  - “Baby on Board”
  - Safety = priority
  - Expect rules AND enforcement
  - Parent-driven “free-time” = extracurricular activities
  - Soccer Moms
  - Decreased opportunity for:
    - Independent thought
    - Creativity
    - Decision-making skills





# New Millennial Student

- 3. Millennials are team oriented
  - Uncomfortable working alone
  - Higher risk of personal failure if alone
  - Prefer cooperative work
  - Prefer collaborative learning



# New Millennial Student

- 4. Millennials are confident and highly optimistic
  - Easy attainment of “success” in school w/o effort
  - Big dreams & high expectations
  - Stunned when don't achieve A's or B's
  - Used to instant access
  - Demand immediate communication
  - Impact on feedback?



# New Millennial Student

- 5. Millennials are pressured
  - Pressured to constantly perform for “Judge”
  - Demand constant feedback
  - Unable to proceed without feedback/direction
  - “Coach” phenomena?



# New Millennial Student

- 6. Millennials have strong desire to achieve
  - Result of feeling “special”
  - Result of expectations for great achievements
  - Performance for parents’ sake?



# New Millennial Student

- 7. Millennials are conventional
  - Respect cultural differences
  - Great cultural variety
  - Peacekeepers, not rebels



# New Millennial Student

- Educators = substitute for parent
- Doing >> Knowing
- Learn through trial & error (video-game model)
- Multitasking
- Expectations: constantly challenged to do more
- Educational pace >> ability of faculty to teach



# How to Engage the Millennial

- Simulations:
  - DOING & Collaboration
  - Fun, interactive, challenging
  - Stressful = Sports/Competition model
  - Immediate feedback and evaluation
- Mentoring:
  - Customized learning environment
  - Personal touch, supportive/encouraging
  - Ongoing, immediate feedback/support
  - “Coach”

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# Giving Feedback

- Examples of Negative Feedback
- Examples of Positive Feedback



# Compliment Sandwich... Is Dead

**Compliment** →

**Criticism** →

**Compliment** →



# Compliment Sandwich



# Giving Feedback

- Why?
  - Positive effects
  - Negative effects
- When?
  - Immediate
  - Planned/Delayed
- Where?
- Who?
  - Learners AND Teachers

# Giving Feedback

- How?
  - Negative feedback ☹️
  - Disservice not to give negative feedback
  - Give feedback in a formative fashion
  - “Golden Rule”
  - NO character assumptions!

# Example – Narrative feedback

- Pediatric Milestones:
  - ACGME/AAMC competencies:
    - Patient Care
    - Medical Knowledge
    - Practice-Based Learning and Improvement
    - Interpersonal and Communication Skills
    - Professionalism
    - Systems-Based Practices
  - Performance-based evaluation



# Example – Narrative feedback

- Patient Care
- Sub-Competencies X 13
- Patient Care 1: “Gather essential and accurate information about the patient.”
- Evaluate level of skill on Developmental Model
- Beginner – Novice – Developing – Near Mastery -  
Mastery



# Example – Narrative feedback

## Developmental Milestones

- ❖ Either **gathers too little information or exhaustively gathers information following a template** regardless of the patient's chief complaint, with each piece of information gathered seeming as important as the next. Recalls clinical information in the order elicited,<sup>7</sup> with the ability to gather, filter, prioritize, and connect pieces of information being limited by and dependent upon **analytic reasoning** through basic pathophysiology alone.
- ❖ Clinical experience allows linkage of signs and symptoms of a current patient to those encountered in previous patients. Still relies primarily on **analytic reasoning** through basic pathophysiology to gather information, but the ability to link current findings to prior clinical encounters allows information to be filtered, prioritized, and synthesized into **pertinent positives and negatives** as well as **broad diagnostic categories**.
- ❖ Advanced development of pattern recognition leads to the **creation of illness scripts**, which allow information to be gathered while it is simultaneously filtered, prioritized, and synthesized into **specific diagnostic considerations**. Data gathering is driven by **real-time development of a differential diagnosis early** in the information-gathering process.<sup>8</sup>
- ❖ **Well-developed illness scripts** allow essential and accurate information to be gathered and **precise diagnoses to be reached with ease and efficiency** when presented with most pediatric problems, but still relies on analytic reasoning through basic pathophysiology to gather information when presented with complex or uncommon problems.
- ❖ **Robust illness scripts** and **instance scripts** (where the specific features of individual patients are remembered and used in future clinical reasoning) lead to **unconscious gathering of essential and accurate information in a targeted and efficient manner** when presented with all but the most complex or rare clinical problems. These illness and instance scripts are robust enough to enable discrimination among diagnoses with subtle distinguishing features.



# Example – Narrative feedback

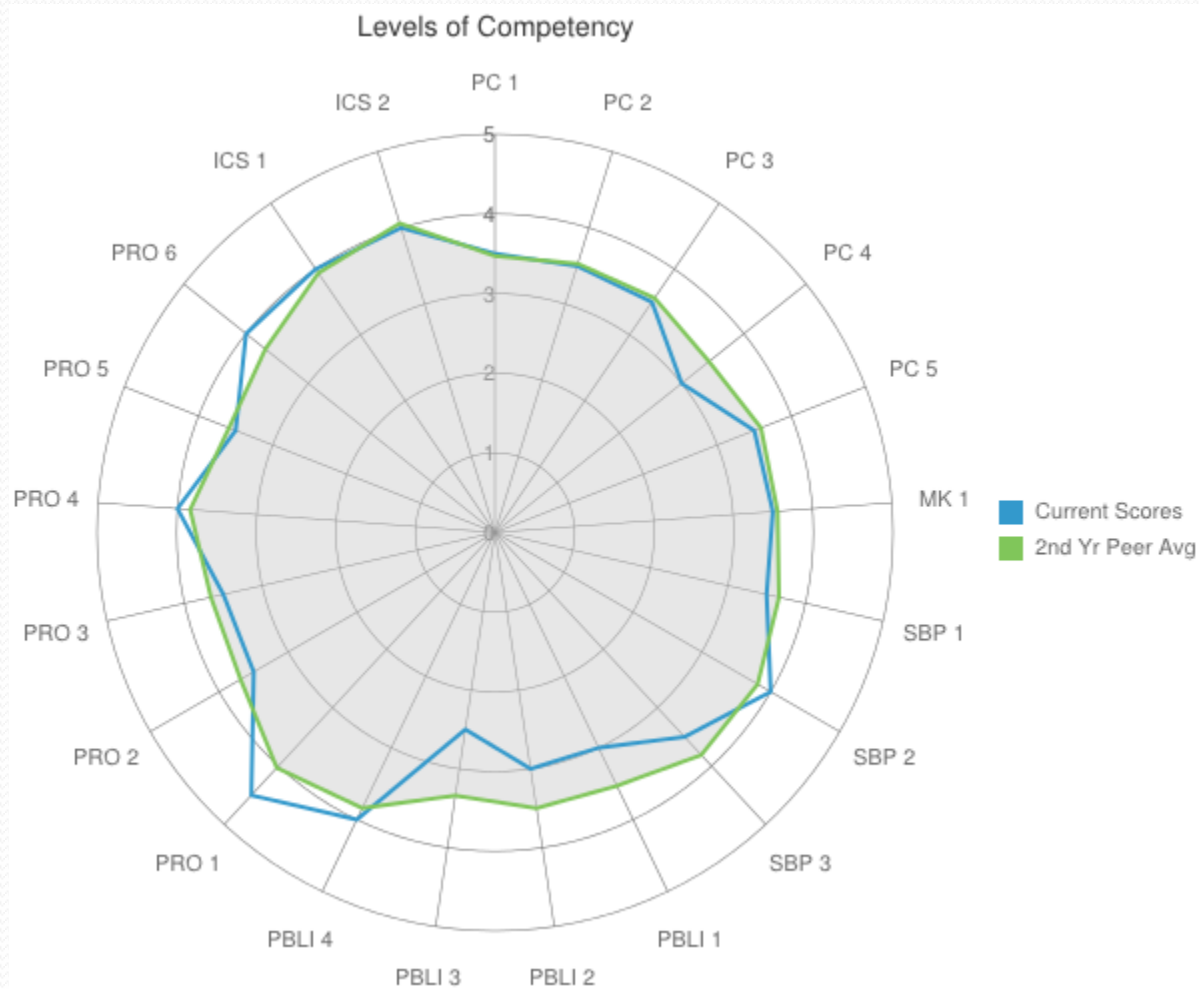
- Map Evaluations to Milestones:
  - Different reporters = different milestones
  - Reporters: Faculty, Peers, Nursing, Patients, SCOs, QI facilitators, Teaching curricula facilitators, ?Leadership & Resident Wellness facilitator
  - Create NI surveys and assign to proper reporter.
- Multiple reporters per milestone per student

# Example – Narrative feedback

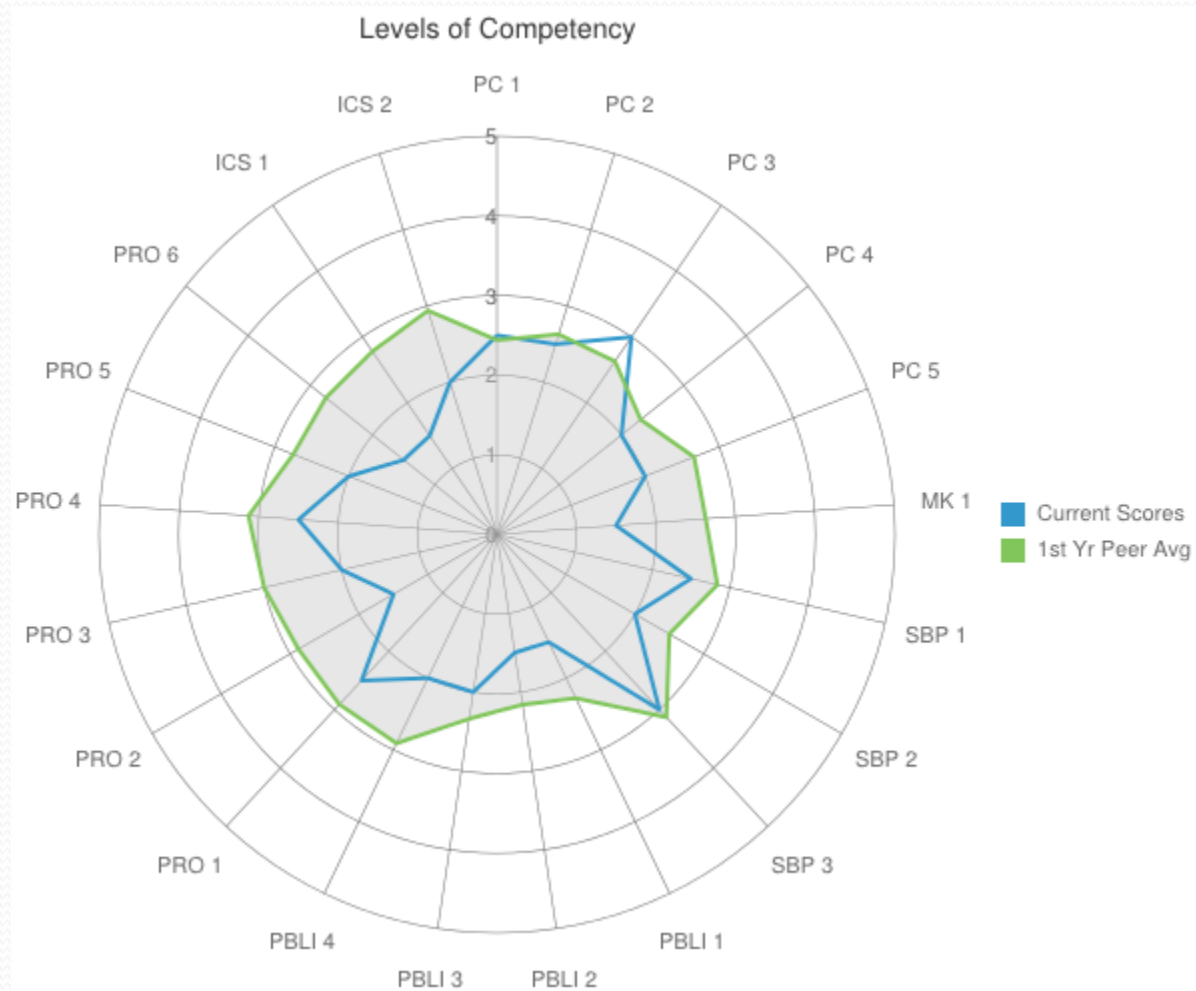
PC1. How does the resident gather and process information in the clinical setting?

Beginner	Novice	Developing	Near Mastery	Mastery
Gathers too much/little information; cannot organize or filter information effectively	Uses experience from prior encounters to adapt information gathering; starts to filter info to produce broad differential Dx.	Can focus information gathering and generation of differential Dx based on advanced pattern recognition	Has well-developed pattern recognition which allows precise diagnosis for most pediatric diseases based on thorough info gathering	Has robust disease recognition which allows highly efficient, pertinent information gathering and accurate diagnosis in all but the most complex diseases
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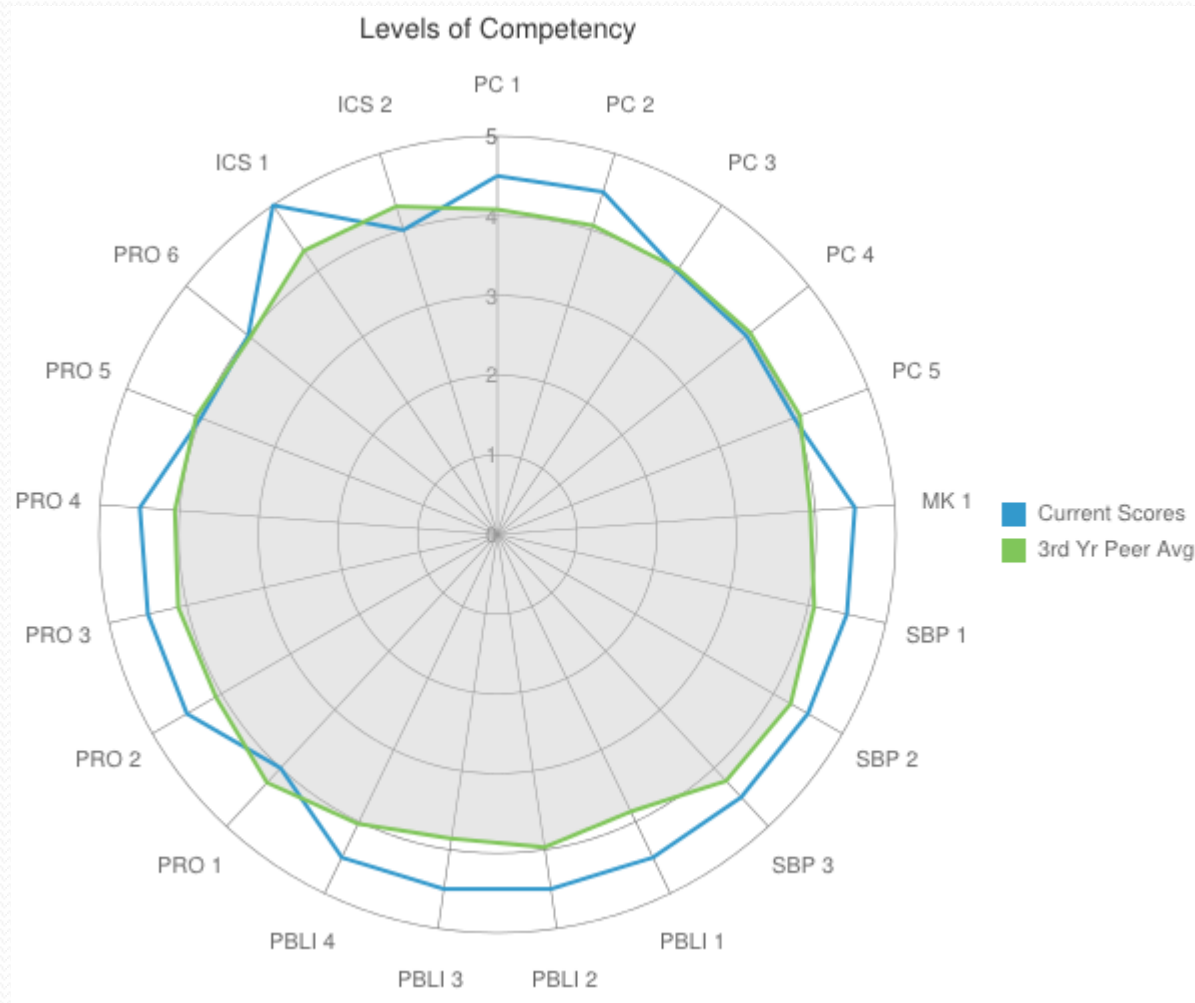
# Example – Narrative feedback



# Example – Narrative feedback



# Example – Narrative feedback



# Example – Narrative feedback

- Entrustable Professional Activities (EPAs)
- “Cares for the well-child”
- Map the milestones to EPA
- Patient Care 1: “Gather essential and accurate information about the patient.”
- Create Observable Professional Activity (OPA)...
- Identify evaluation tool for OPA

# Suggestions – General Principles

- Prompt, regular
- In-person better than messenger. Email?
- One or two issues at a time
- Not too much negative
- Feedback for positive performance/behavior, too
- The “sandwich” may not be best
- Do not use "but," "however," or "although“

# Suggestions – Step-by-Step

1. Ask for permission to give feedback
2. Choose a private place, particular for negative
3. State what you observed
4. Be specific and avoid attitudes
5. State the consequences of what you observed
6. Pause and ask for the person's reaction
7. Explain/discuss concrete next steps for improvement



