

# Best Practices for Giving Formative Feedback

2022 Program Directors Assembly Winter Meeting Agenda

Saturday, January 8, 2022

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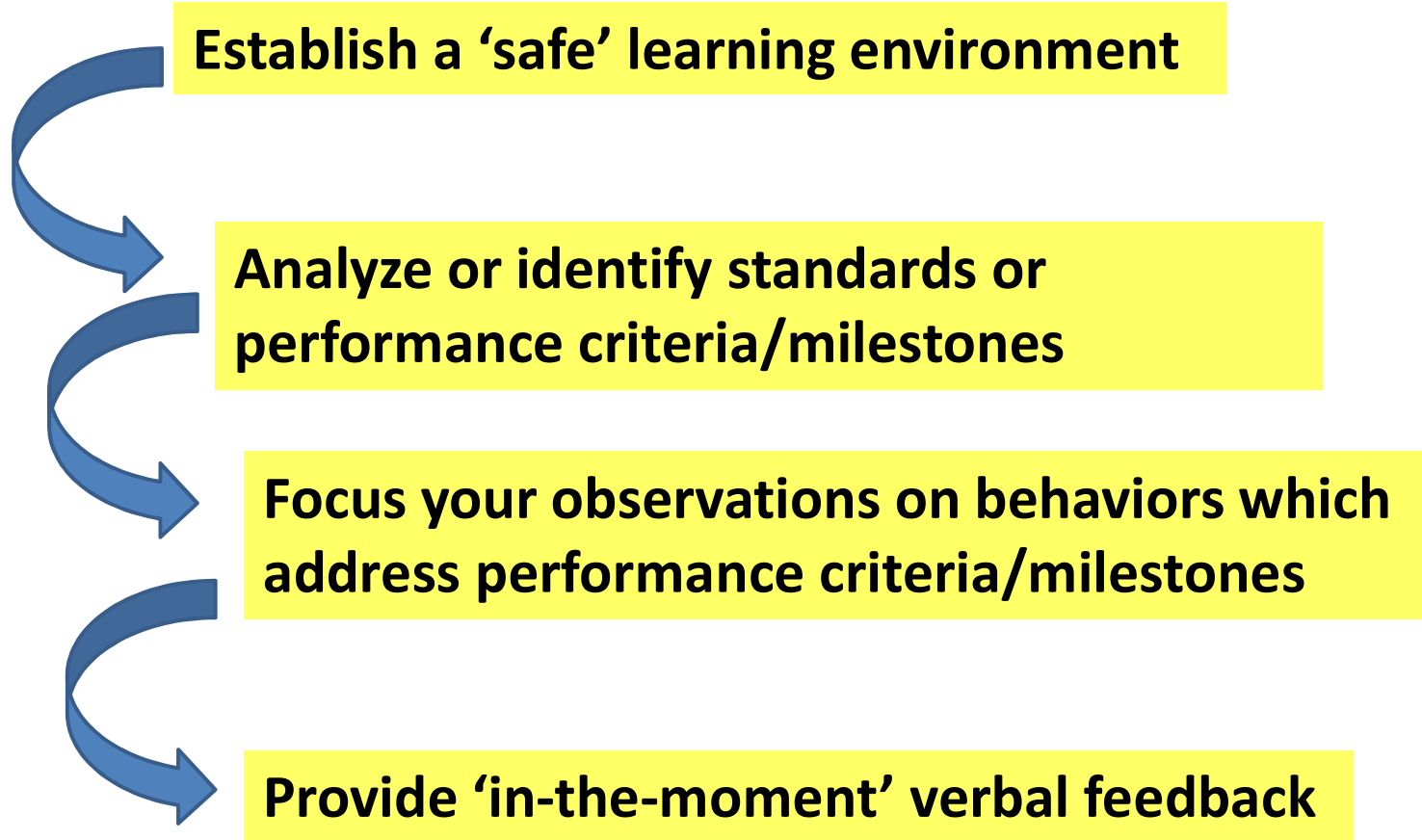
# Objectives



**By the end of the session, participants should be able to:**

- Discuss the relationship between performance criteria/milestones, observations and verbal feedback;
- List characteristics of useful feedback
- Name several feedback models

# Observation/Feedback Model



## Large Group Question

# 1. Safe learning environment

### Psychological setting:

What do we mean by a ‘psychologically safe learning environment’? Why is this important when teaching?

(If you are comfortable, please feel free to unmute and share your thoughts. You can also type in the chat box and we will read your text.)

- Learners are comfortable in offering opinions/feedback, without fear of retaliation. Feedback for *performance improvement* is a goal.
- If learners don’t feel safe, it may affect their performance and ability to interact during educational sessions.

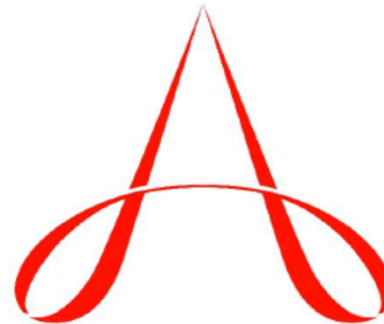
Sources: London & Smither 2002; Carmelli et al 2009; Ramani et al., 2019

## 2. Performance Criteria/Standards



### Allergy and Immunology Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Second Revision: August 2019  
First Revision: August 2013

# There may be differing *expectations* for learner performance

## Professionalism Competency

Did you hear what  
she said to the  
patient's family?  
Really  
unprofessional...

She communicates  
extremely well  
colleagues and  
other caregivers. So  
professional!

She didn't know  
anything about the  
proper protocol in  
that situation. Very  
unprofessional!



### 3. Observations: Why perform?

- ❑ Method of assessment
- ❑ Provides information about the trainee in a natural setting
- ❑ **Provides information about what the trainee is able to do (vs what they know)**
- ❑ **Supports credibility of assessor's feedback, especially if frequent and of high quality**
- ❑ Not second-hand information or by proxy

# Problems/Issues with Observations?



- **As previously mentioned:**
  - **Differing expectations**
  - **Not linked to milestones**
- **Our inferences about behaviors**



# Instructors may rely on *inferences* instead of observations

(If you are comfortable, please feel free to unmute and share your thoughts.  
You can also type in the chat box and we will read your text.)

**What is a common *inference* (what do we think is going on)?**



**What do we actually *observe*?**

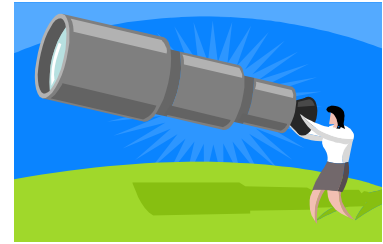
# Problems with Inferences?



- Inferences are often not recognized
  - ▣ May be documented as “observations” in written feedback
- Inferences are rarely validated for accuracy
- Inferences can be wrong or simply off target
  - ▣ Context, cultural differences, emotion can play roles

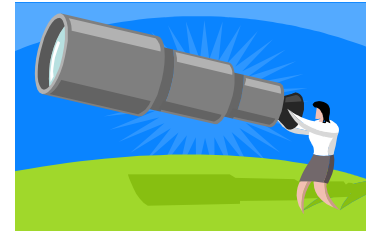
Source: ABIM 2013

# How can we improve our observations?



- **Think about level of learner**
  - Year 1, Year 2, or Year 3 of fellowship
- **Review competencies/standards *ahead of time***
  - Identify performance criteria /milestones relevant to level of fellow
- **Strategically identify key observation opportunities**
  - Consider “high yield” situations for key behaviors
  - Consider direct interactions with fellows

# How can we improve our observations?



- Have a goal in mind as you begin observation
- Think “snapshots” – aim for many samples of behavior
- Minimize impact of presence in room & take notes!
  - Positioning, minimize interjecting comments



# **Using Feedback as a Tool to Improve Performance**

# Definitions of Feedback

## Formative vs Summative

### □ Formative feedback:

Information provided to the fellow that helps improve performance

### □ Summative feedback/evaluation:

Information provided to the fellow at the end of a specific event or rotation that is used for advancement

# A new way of approaching formative feedback

~~Positive  
Feedback~~

~~Negative  
Feedback~~

**USEFUL FEEDBACK**


**REINFORCING**

**MODIFYING**

**IMPROVE PERFORMANCE**

# Large Group Question

## Characteristics of Useful Feedback



### What are some characteristics of useful feedback?

(Unmute and share your thoughts. You can also type in the chat box and we will read your text)

- ☐ **Based on an observation**
- ☐ **Timely**
- ☐ **Descriptive, specific, about behaviors (not about personality)**
- ☐ **Addresses level-appropriate learning tasks**
- ☐ **Balanced with both reinforcing and modifying feedback**
- ☐ **Delivered in small doses and privately (when needed)**

*Sources:* Branch & Paranjape, 2002; Ende 1983; Ramani et al. 2019



# Additional Characteristics



- **Credible**
- **Viewed as a conversation – learners have a role**
- **Joint effort**
- **Supportive**

Sources: Shute 2007, Branch 2002

# Feedback Models

## (Use the annotate stamp function)

- ADAPT: Ask-Discuss-Ask Plan Together (ACGME)
- ATA: Ask-Tell-Ask (CCLCM-CWRU)
- R2C2: Relationship and Reactions-Content and Coach (Stemmler Research Team 2014-2016)
- Pendleton Model: British model of teaching, published in 1984
- SBI(S): Situation-Behavior-Impact (Suggestion)

# ATA model: Reflective Feedback Model

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**“In-the-moment” verbal feedback using the reflective feedback approach**

- ▣ Pre-encounter “WARM-UP/Feedback Agreement”
- ▣ ASK-TELL-ASK feedback model

# Ask-Tell-Ask Feedback Method

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## ➤ **ASK**

- Ask for the learner's self-assessment.

## ➤ **TELL**

- Acknowledge and address their concerns
- State your observations
  - ▣ Provide feedback on at least one thing that the learner did well
  - ▣ Address a maximum of one – two other areas for improvement

## ➤ **ASK**

- Check learner's understanding
- Discuss his/her "Plan for Improvement"

Barnett PB. Am J Med. 2001; 111: 31S – 35S.

French JC, Colbert CY, Pien LC, Dannefer EF, Taylor CA. J of Surg Educ 2015; 72(6):e274-9

# ADAPT model

## (Ask-Discuss-Ask-Plan Together)

### □ Ask

- ▣ Self-assessment
- ▣ Dialogue
- ▣ Learner identifies area for improvement
- ▣ Feedback focuses on learner's perceptions

### □ Discuss your observations

- ▣ Balanced and specific
- ▣ 2-3 points
- ▣ About performance
- ▣ Descriptive and not evaluative

### □ Ask

- ▣ Ask learner what the feedback means to them
- ▣ Ask about future opportunities/situations for change and development

### □ Plan Together

- ▣ How can the learner improve for the next time
- ▣ What can we as faculty do to help our learners

# Best Practices amongst all the models

- ❑ Learner's self-assessment and reflection are obtained first
- ❑ Balanced feedback
- ❑ Specificity of provided feedback is based upon direct observation
- ❑ Suggestions for improvement are provided
- ❑ Learner's action plan is formulated (ILP)
- ❑ Feedback is a dialogue/conversation
- ❑ Opportunity for repeat observations

# What about the learner?



- ☐ Open to feedback-will ask for feedback
- ☐ Listens well
- ☐ Self-reflective-able to self-assess
- ☐ Motivated to learn
- ☐ Motivated to change
- ☐ Perceives that the feedback and the faculty to credible

# Take Aways



**What is one thing you will do differently as a result of attending this session?**

**Thank you for your attention and participation!**



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