

The gift of feedback

Practical Tips on Giving Honest Feedback



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Gift of Feedback*

- Considerations for the giver:
 - Feedback is "developmental" and specific
 - It shows you are interested...
 - Feedback should be timely, ideally on the spot
 - Feedback is a requirement for faculty mentors (ACGME)

Ask-Tell-Ask Feedback Method

➤ ASK

- Ask for the learner's self-assessment.

How?

➤ TELL

- State your observations

➤ ASK

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

1/12/2022
Lily Pien MD

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



“Asking” safe questions to generate self reflection...

1. Assume positive intent- creates a safe environment
2. Listen carefully
3. Use “What” and “How” rather than “Why” lead ins...
 - le What went well for you? Vs
 - “why did you do that”- leads to defensiveness
4. Show curiosity-
 - What was a highlight for you for the past 6mo? In clinic today? During your service week?
 - What was the most difficult aspect of...

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SBI(S)*

- Situation: define the where and when of the situation
- Behavior: describe the specific behaviors that you want to address
- Impact: use "I" statements to describe how the other person's action has affected you or others.
- (Suggestions/solutions): receiver may be better poised to come up with these- ie nobody likes to be told what to do

“Situation” for feedback

Define the where and when of the situation:

- When we were at the bedside, I noticed
- During lab meetings, I noticed
- During conferences, I noticed
- When you were interacting with nurses, I noticed

“Behavior” for feedback

Behavior: describe the specific behaviors that you want to address

- Must stay objective
- For example,
- you observe that a colleague made many mistakes in a presentation,
 - Do not state that he/she hadn't prepared thoroughly.
 - Simply comment on the mistakes that were noted and the impact that had.

“Impact” areas for feedback

- Use "I" statements to describe how the other person's action has affected you or others.
- This can be positive or negative
- Leave emotion out of this (difficult)

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“Asking” safe questions to generate solutions...

1. Assume positive intent- creates a safe environment
2. Use “What” and “How” rather than “Why” lead ins...
 - ▶ What strategies would lead to mastery in this area?
 - ▶ How could you prepare for clinic differently to be more efficient? To be on time?
 - ▶ What would success look like for you in this area?
 - ▶ What impact would “improvement” in this area have on your career?

Example #1

You observe that a Fellow had a positive interaction w/ a historically “difficult” Mother. First you ASK for their self assessment, then you TELL them your assessment and ASK for solution or feedback:

S When you were interacting with the family today,

B I noticed you talked directly, spoke softly and gave Mom time to ask questions.

I This put the Mom at ease and had a positive impact on the mother’s trust in the medical team and the child’s overall care

(S) ASK an enforcing question: What allowed you to connect with the Mom in this way?

Example #2

You are having group conference and notice that the medical student is pre-occupied with his/her cell phone and thus “checked out”.

TELL your observation/ASK 2nd?:

S During the conference today,

B I noticed you were looking at your cell phone for the majority of the conference.

I I am concerned that you were not able to contribute to the discussion.

S Were you trying to manage a time sensitive situation that I was not aware of?
(LISTEN and then ask for a solution...)



Lets practice

Practice # 1

A resident working with you is supposed to submit an abstract by August 31st. One week prior, you ask for a draft to provide feedback before the deadline, and they do not have one. On August 30th they send you an email with a draft that is nowhere near submission quality.

You call the resident to give feedback:

ASK:

TELL:

- Situation
- Behavior
- Impact

ASK: (S)uggestions/solutions for improvement

Practice #2

You are scheduled to see patients in clinic accompanied by a fellow who has not yet arrived -- although clinic started a half hour ago. When the fellow finally arrives, they offer no explanation for their tardiness. You have already seen the first 2 patients.

ASK:

TELL:

- Situation
- Behavior
- Impact

ASK: (S)uggestions/solutions for improvement

Summary

- Feedback is a gift
- It takes practice and should be done in the moment if possible and with specificity
- questions/comments?