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)

*Carolyn Dewing-Hommes, senior consultant, Impact Intl
Ask-Tell-Ask Feedback Method

- **ASK**
  - Ask for the learner’s self-assessment.

- **TELL**
  - State your observations

- **ASK**
  - Check learner’s understanding
  - Discuss his/her “Plan for Improvement”

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“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...
   - Ie 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

*Developed by The Center for Creative Leadership*
“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)
SBI(S)*

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How?

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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 with a historically “difficult” Mother. First you ASK for their self-assessment, then you TELL them your assessment and ASK for solution or feedback:

When you were interacting with the family today,
I noticed you talked directly, spoke softly and gave Mom time to ask questions.
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.

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
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...)
Let's 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?