Giving Feedback to Learners in your Family Practice

Dr. Stephen Wetmore
CWDFM Annual Clinical Day
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Faculty/Presenter Disclosure

- **Faculty:** Dr. Stephen Wetmore

- **Relationships with commercial interests:**
  - Grants/Research Support: NIL
  - Speakers Bureau/Honoraria: NIL
  - Consulting Fees: NIL
  - **Other:** Faculty Member of Western University; Chief of Family Medicine, London Hospitals
Disclosure of Commercial Support

- This program has **not** received any financial support
- This program has **not** received in-kind support.

- **Potential for conflict(s) of interest:**
  - NONE
Mitigating Potential Bias

No Sources for Bias
Objectives for this session

By the end of this session the participant will be able to:
- state the difference between feedback and evaluation
- list best practices in feedback and evaluation
- begin to utilize a consistent tool for providing feedback
Terminology

• Evaluation =

• Feedback =
Terminology

- **Evaluation** = Summative
  - Judgement
  - final, assessment, fitness to practice
  - more formal
  - requirement for advancement
  - Based on progress made on learning objectives
  - May not provide sufficient feedback to drive learning

- **Feedback** = Formative
  - appraisal, less formal,
  - confidential and non-threatening
  - learning process is enhanced
  - Reflection is promoted
  - Essential in daily teaching

  - Coaching = on the fly, no stated objectives (implied)
Why Feedback and Evaluation?

• Feedback:

• Evaluation:
Why do feedback?

• Feedback:
  – students rate feedback among the most important teaching behaviors
  – correct mistakes before they become perpetuated
  – reinforce positives
  – Improve skills and/or change behaviors

• Evaluation:
  – criterion for progression/promotion to higher levels of responsibility
  – duty to your program/profession/society
Feedback in the process of learning
Assess and Evaluate appropriate to Learner Stage

<table>
<thead>
<tr>
<th>Learner stages</th>
<th>Teacher styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent learner</td>
<td>Motivator/ Authority</td>
</tr>
<tr>
<td>Interested learner</td>
<td>Facilitator</td>
</tr>
<tr>
<td>Self-directed learner</td>
<td>Delegator</td>
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</table>

*Match*  

*Adapted from Grow.*
Providing Feedback: Best Practices

- when do we give feedback (soon as possible)
- setting (informal)
- specific (better than general)
- constructive
- interactive - encourage self-assessment (ask first)
- focus on the positive
- based on direct observation (I observed this)
- avoid personalizing - act as a "mirror" for the learner
- less is more: focus on one or two most important
- continuity (plan for next time and follow up)
Studies on Feedback

Differences between mean scores for helpful and unhelpful incidents are all significant $p < 0.01$
Spearman’s rank correlation between helpful and unhelpful incidents on all nine measures = 0.78, $p = 0.013$
Models of giving feedback

• Pendleton’s rules (Oreo cookie approach)
  – Most commonly used
  – Okay for group or one on one use
  – Safe environment for the learner
  – May lead to defensiveness from the learner

• ALOBA (agenda-led, outcome – based analysis)
  – Identifies what the learner wants help with (agenda)
  – This removes the defensiveness from the learner and allows them to focus on the feedback

Chowdhury and Kaju. The Obstetrician & Gynecologist 2004;6:243-247
Pendleton’s Rules

- Self-assessment by learner to acknowledge what was done well
- Reinforced by facilitator/group
- Successful skills used discussed
- Self-assessment by learner to acknowledge what could have been better
- Alternative skills discussed by facilitator/group (if necessary)
- Learner feeds back to the facilitator what they have learned

Chowdhury and Kaju. The Obstetrician & Gynecologist 2004;6:243-47
ALOBA Model of Feedback

- Learner reflects and acknowledges areas needing help
- Goals to be achieved are identified
- Learner and facilitator suggests skills to achieve outcome (facilitator praises skill achievement where accomplished)
- Rehearsal of skills to achieve outcome
- Summarize skills and outcomes
## Feedback - Choosing your words

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<tr>
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<th>Technique</th>
<th>Example</th>
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<td>Learner self assessment</td>
<td>What was done well</td>
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<td>What could be improved</td>
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<td>Let’s meet to discuss this</td>
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<tr>
<td></td>
<td>Establish agenda</td>
<td>What are your goals?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What do you need help with?</td>
</tr>
<tr>
<td>Learner self assessment</td>
<td>What was done well?</td>
<td>How do you think it went?</td>
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<td>What could be improved?</td>
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<td>Give suggestions</td>
<td>What would you do to accomplish that?</td>
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<td>I would suggest... What will you do next time?</td>
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Day to Day Feedback

• The “busy’ practice

• When?

• Where?

• How?

• As soon as possible after observation

• Informal

• Use best practices
• Focus on one or two points only
Providing Feedback:  
*Best Practices?*

**Feedback Example**
## Feedback Grid: Bayer
(Modified from the Coaching Feedback Format, Bayer Institute for Health Care Communication) A. Walsh: Delivering Effective Feedback

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Feedback - Examples

17FDB-OV-HTN-RK.mpg

16FDB-OV-HTN-DB.mpg
# Video Demonstration: Discuss

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Effective Feedback

• How to do more than just “You did a great job!”

• https://www.youtube.com/watch?v=DbfISZjG9mU
Break Out Groups

• Take turns using the provided simulation scenarios
• Pair off as supervisor and student
• “Supervisor” provides ‘feedback’ to “student”
• Remaining group members watch
• Discuss each performance