Feedback - What Works, What Doesn’t and Why

Medication Practitioner Development Team
Safe Medication Management Unit
Medicines Services Queensland
Aims and Objectives

Aim: To deliver better educational feedback to your colleagues

Objectives:
- Understand purpose of giving feedback
- Recognise features of effective feedback
- Consider the ALOBA model of feedback
- Demonstrate feedback skills in group session
Video
Evaluation

The process by which the teacher assesses the learner’s Attitudes, skills and knowledge based on criteria related to educational goals.
Johari Window Model

The Johari Window Model is a model of personal awareness, developed by Joseph Luft and Harrington Ingham in 1955. It is a two-by-two matrix that divides personal information into four quadrants:

1. **Open Area**: Known by self and known by others.
2. **Secret Area**: Known by self but unknown by others.
3. **Hidden Area**: Unknown by self but known by others.
4. **Foreign Area**: Unknown by self and unknown by others.

The model is used to help individuals become more aware of their own behavior and the perceptions of others. It shows the importance of feedback and observation in personal growth and understanding.
ASKr: Attitude, Skills, Knowledge

*Competency* includes the following:

- **Attitudes** - as seen by behaviours
  - Prepared/Punctuality/Proactive
  - Follow-up with patient/educational issues

- **Skills** – context specific

- **Knowledge**
  - Has the information
  - Able to analyse and synthesise information
  - Able to apply it effectively and efficiently
Levels of Feedback

1. Minimal Feedback
2. Behavioural Feedback
3. Interactive Feedback
The evaluator

SOMETIMES I FEEL THAT I HAVE THE WORST JOB IN THE WORLD!

YA...RIGHT!
ALOBA
AGENDA-LED OUTCOME-BASED ANALYSIS

- Organising the feedback process
- Giving useful feedback
- Consolidating the feedback
- Summarising learning
1. Organising the feedback process:

- Time
- Location
- Privacy
- Confidential
- No interruptions
  - Pagers/phones
1. Organising the feedback process

- Explain the process
- How did they find the experience?
- What are they hoping to achieve?
- Chance to discuss current rotation / discover problems
2. Giving useful feedback

Specificity

- Precise
- Specific examples or behaviours
- Non judgmental
- Observation not inference
- Behaviour not the person
Giving useful feedback

Frequency

- Give as frequently as possible (not only at end of the rotation!)
Giving useful feedback

Timing
- Deliver as close in time to the observation
- Feedback ‘on the run’
Giving useful feedback

Positive / Negative

- Giving both Positive (reinforcing) and Negative (corrective) can be useful for learners.
- Honest not collusive
- Concerned not destructive
- Make suggestions rather than prescriptive comments
- Balanced: positive and negative
The Feedback Sandwich

The meat of constructive criticism… should be sandwiched between… two layers of positive comment
Giving useful feedback

Learner Reaction

- Encourage self-assessment and self problem-solving first
- The learner can benefit from an opportunity to react to the feedback.
- Exploring alternatives NOT providing answers
3. Consolidation

- Opportunistically introduce theory, research evidence and wider discussion
- Rehearse suggestions
4. Summarising

Action Plan

- A constructive end-point is reached
- Ideas for training/education are agreed
- Both parties clear about their responsibilities and what happens next
Active Listening

- Communicate that you are listening through eye contact and body language.
- Listen for intent as well as content.
- Ask questions and clarify answers.

- Paraphrase or repeat back what you heard the speaker say.
- Confirm with the speaker that you heard him or her correctly.
What is a Problem Learner?

A problem learner is a learner with academic performance which is significantly below performance potential because of a specific affective, cognitive, structural or interpersonal difficulty

Lucas and Stallworth
Problem Learners: Why is it so difficult to give feedback?

- Limited experience giving feedback
- Hard to identify specific behaviour
- Need time to compose thoughts
- Need to find time to give feedback
- Learners frequently defensive
- Learners frequently lack insight
TIPS

- **T**arget specific ineffective behaviours
- **I**dentify different categories of problem learners
- **P**erception versus reality feedback
- **S**trategies for treatment/follow-up

Lucas and Stallworth
Target Specific Behaviours

- Shy/nonassertive
- Disorganised
- Abrasive to support staff
- Does not attend when asked
- Disinterested
- Too casual
- Doesn’t complete follow up
Identify different categories of problem learners

- Affective
- Cognitive
- Structural
- Interpersonal

Vaughn, Baker, DeWitt 1998

- Professionalism
Category of Problem Learners

- Affective
  - Difficulty with personal adjustments, assuming new role
  - Impacts memory and motivation

- Cognitive
  - Written/oral communication, poor fund of knowledge
  - Results in poor preparation, falling behind, lower grades

Vaughn, Baker, Dewitt
Category of Problem Learners

- **Structural**
  - Inability to structure experiences: poor time management, disorganised
  - Impacts preparation and organisational skills

- **Interpersonal**
  - Problems interacting with others
  - Impacts ability to interact with patients and medical team

Vaughn, Baker, Dewitt
Perception versus Reality

Feedback

- Describe behaviours in “I” statements…”Here’s what I saw;…..”
- Get students input …”Help me understand…”
- Decreases student’s defensiveness
- Preceptor and student can become allies
Strategies for treatment/follow-up

- Collaboratively set up a specific plan
- Document plan and forward to student’s record
- Identify when beyond your abilities and seek assistance from experts
- May need witness to document encounters
Concluding The Feedback
GLF document - summary pages

- Areas doing well
- Areas for improvement
- Try and set specific tasks/goals/training needs
- Suggest training options
- Ensure completion prior to feedback
- Remain open to suggestions
Training options-General Level Pharmacist

- National seminars
- Local workshops
- Mentoring
  - General
  - Specialist
- Links with other hospitals
  - Site visits
  - Teleconferencing
- Other multidisciplinary staff
- Special interest groups
Suggestions to develop skills

- Apply different teaching strategies
- Work under different supervisors / in different clinical areas as per rosters
- SMPU – monthly training, onsite assessments
- Training as per PSA/QLD Pharmacy Board requirements
- Links with other hospitals
  - Site visits
  - Teleconferencing
- Other multidisciplinary staff
Summary - Feedback should:

- be delivered in private
- be planned in advance
- be performance specific
- not pertain to personal characteristics
- be descriptive, not judgmental
- be given timely to observation it addresses
- be focused on specific observations
- be based on first-hand observation and/or written evaluations
- balance positive and negative comments
- benefit the receiver, not soothe the giver