

# Feedback - What Works, What Doesn't and Why

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# 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

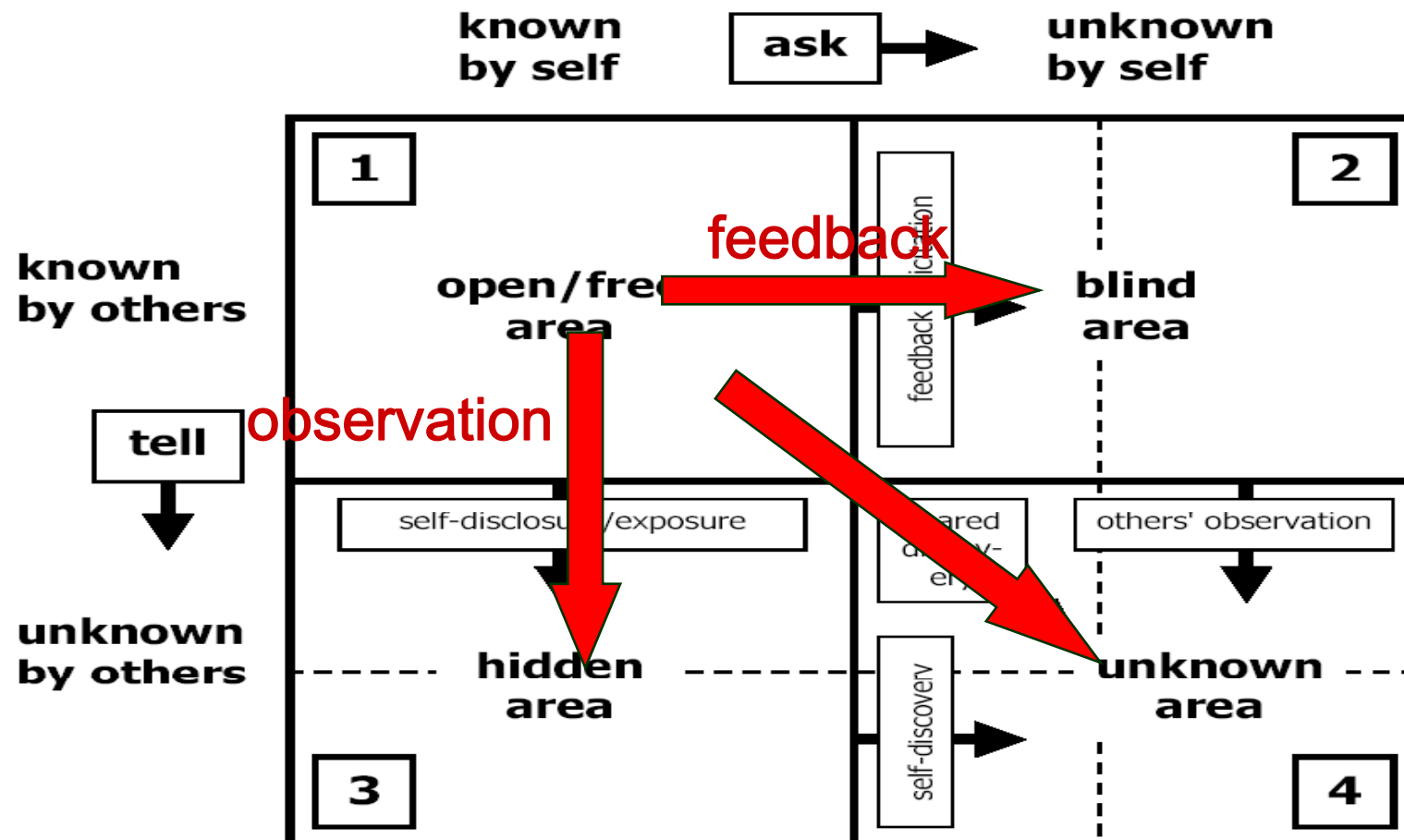




# Evaluation

*The process by which the teacher  
assesses the learner's  
Attitudes, skills and knowledge  
based on criteria related to  
educational goals.*

# Johari Window Model





# ASKs: 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





# **ALOPA**

## **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



## **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
- Professionalism

Vaughn, Baker, DeWitt 1998



# 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



# 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



# 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