

The Art of Feedback

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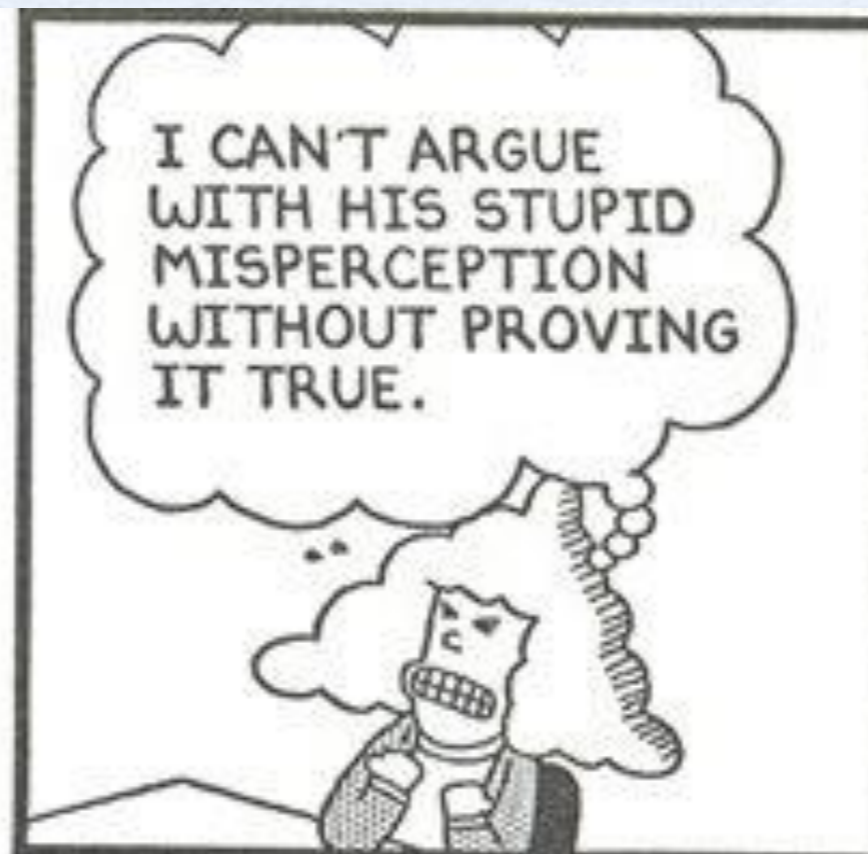
Definition

- feed·back (fdbk) *n.*
 - 1. The return of a portion of the output of a process or system to the input, especially when used to maintain performance or to control a system or process.
 - 2. a rumbling, whining, or whistling sound resulting from an amplified or broadcast signal (as music or speech) that has been returned as input and retransmitted.

Origin of the concept



When Feedback isn't easy



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Value of Feedback

Comparison of the Ratings of Faculty and Residents on the Quality of Specific Types of Feedback Given or Received

Quality of Specific Types of Feedback	Proportions Rating As Very Good or Excellent		OR (95% CI)	p-value
	Faculty	Resident		
Positive feedback	0.50	0.36*	1.79 (0.38, 2.33)*	<0.001*
Constructive feedback	0.29	0.22*	1.42 (1.13, 1.79)*	0.002*
Feedback on fund of knowledge	0.19	0.15	1.26 (0.88, 1.80)	0.20
Feedback about communication skills	0.24	0.23	1.05 (0.73, 1.50)	0.80
Feedback about professionalism	0.24	0.24	0.98 (0.68, 1.42)	0.92
Feedback about procedural skills	0.48	0.34*	1.78 (1.30, 2.42)*	<0.001*
Feedback about documentation	0.36	0.28*	1.45 (1.03, 2.03)*	0.03*
Feedback about management of ED flow	0.29	0.21*	1.58 (1.14, 2.19)*	0.006*
Feedback about evidence-based decision making	0.28	0.18*	1.79 (1.20, 2.65)*	0.004*

Note: *Statistically significant results.

Yarris LM, Linden JA, Gene Hern H, et al. Attending and resident satisfaction with feedback in the emergency department. *Acad Emerg Med*. Dec 2009;16 Suppl 2:S76-81

Effective Feedback

- Depends on:
 - Creating a positive/trusting learning environment
 - Professionalism (respect, integrity, compassion, altruism, duty) (self-centered -> other-centered)
 - Skills/attention to elements of effective feedback
 - Self-awareness

Principles of Giving Feedback

- **Feedback is simple (but not always easy)**
 - Feedback should be undertaken with the teacher and trainee working as allies, with common goals
 - Feedback should be well tuned and expected
 - Feedback should be based on first-hand data
 - Feedback should be regulated in quantity and limited to behaviors that are remediable

Principles of Giving Feedback

- Feedback should be phrased in descriptive non-evaluative language
- Feedback should deal with specific performance, not generalizations
- Feedback should offer subjective data, labeled as such
- Feedback should deal with decision and actions, rather than assumed intentions or interpretations

BIC

B) Exploration of Problems (Information Gathering)

FULLY
EMPLOYS

PARTIALLY
EMPLOYS

DOES NOT
EMPLOY

1) Survey - ascertains all major symptoms, concerns, and goals for visit (more appropriate for outpatient visit).

F.....P.....DN

2) IF APPROPRIATE: Negotiates priorities for problems NA to be discussed.

F.....P.....DN

3) Asks patient to tell the story of the illness from the beginning until now.

F.....P.....DN

4) Focuses using open-to-closed cone: starts w/open question, then “tell me more” / “what else” until all symptoms elicited; ends w/specific questions.

F.....P.....DN

BIC Key

3. Asks patient to tell the story of the illness from the beginning until now

Fully Employs

In eliciting the history of present illness, asks patient to start at the beginning of the illness and encourages Patient to tell the story of the illness chronologically until the present.

Partially Employs

Starts at beginning of illness but does not redirect patient when needed to maintain chronological account.

Does Not Employ

Does not ask patient to start at beginning of illness or to maintain chronological account.

Barriers to giving Feedback

- negative attitudes: feedback is futile, harmful
- Fear (we don't want to hurt the other, want to be accepted, liked)
- lack of skills
- lack of self-awareness: hot buttons/biases

Barriers to Receiving Feedback

- Defensiveness / need to be right
- Fear, negative experiences with feedback,
- Personality style, affect, arrogance
- Motivation
- Stresses, learning context, ability to trust

Learner's role

- Listen actively and non-defensively - stipulate that the person giving feedback is trying to be helpful to you
- Be active in the process:
 - Encourage the giver to elaborate
 - Ask for clarification
- Reflect on what you have heard to confirm your understanding
- Assess feedback for consistency and validity

Feedback Checklist

- Relate feedback to the shared goals of your small group
- Feedback should be well-intentioned.
Feedback is a form of supportive coaching.
- Feedback should be nonjudgmental regarding the person. You are not judging the person, but rather reflecting back specific behaviors

Feedback Checklist

- Focus on observed, specific actions or behaviors. Give examples.
- Affirm and appreciate positive actions or behaviors.
- Make suggestions, if appropriate, and do so in a spirit of caring.