

# Providing Timely & Effective Feedback

A Presentation to the SEMCME Workshop  
for Residency Program Directors

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# Educational Objectives

1. Explain the **limited value of end-rotation evaluations** in improving subsequent performance
2. Understand the value of – and the need to initiate – **clearly designated, sit-down, verbal feedback sessions** both at **mid-rotation and end-rotation**
3. Base feedback on the extent to which the learner has achieved pre-determined **Goals & Objectives**
4. Enhance the value of feedback by incorporating **Self-Assessment**
5. List the characteristics of **effective** feedback

# A Cautionary Tale

## Failure in the PICU



# A Second Tale

## Final Day of Clinic Best Resident EVER !



# Definition of “Feedback”

A mechanism by which  
information about previous performance  
is presented to learners  
in order to help them  
**understand the adjustments**  
**they have to make**  
**in order to achieve the desired outcome**

# We Are All in the Construction Business !!

**Respectful - Supportive – Constructive**



**Should motivate the learner!**

# A Model for Education & Feedback

# GPS



# Categories of Feedback

## Summative

Assesses skill level or concept mastery **achieved by a particular endpoint**, often contributing to a grade

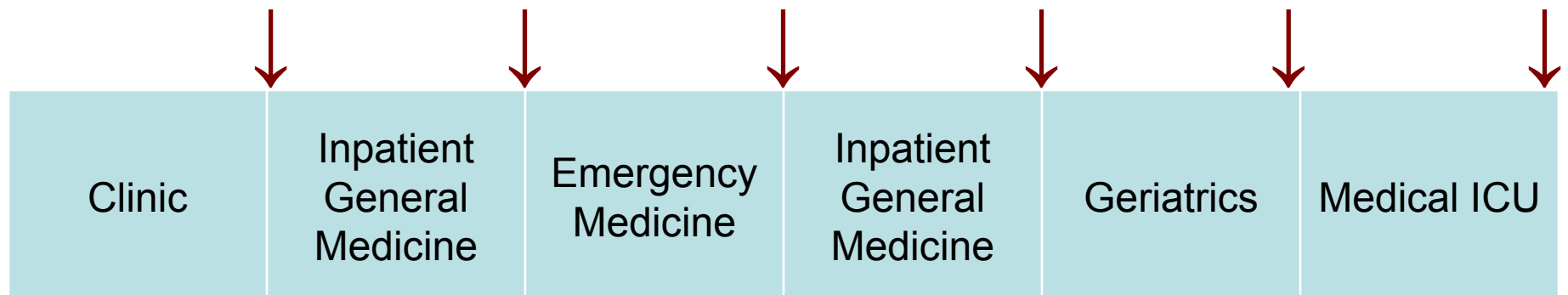
## Formative

Provides information re: the extent of attaining educational goals, such that **future learning activities** can better target strengths and weaknesses



# Maximizing the Value of Feedback

## Summative Feedback

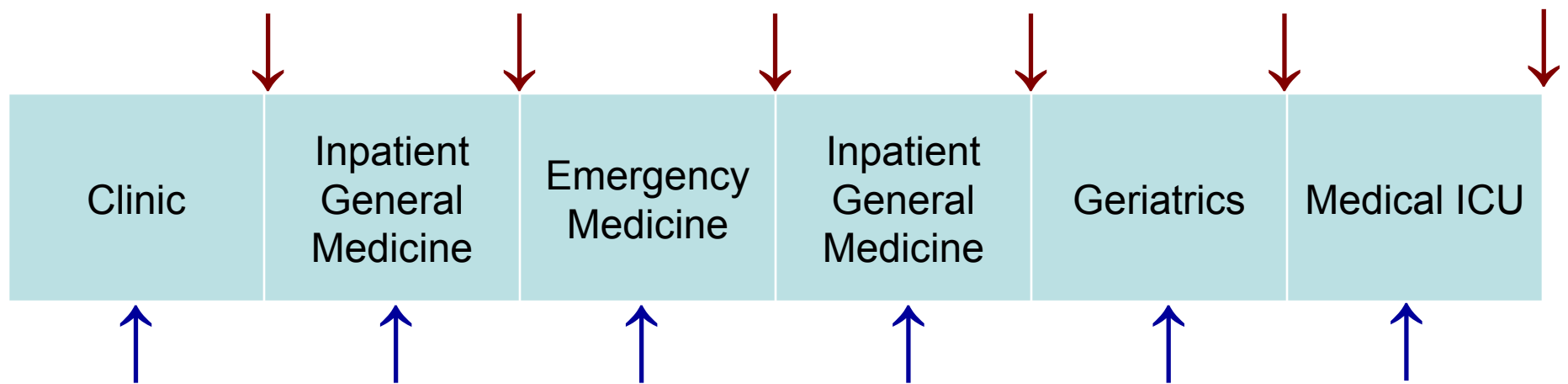


# Problems with **End-Rotation** Written Evaluations

- Sometimes written long after the month ended  
(with distorted memories)
- Residents may not review in timely manner
- No easy opportunity for further clarification
- May not correspond to Resident's perception of informal feedback she/he had received
- Resident's attention has shifted to next rotation
- Too late to develop Action Plan

# Maximizing the Value of Feedback

## Summative Feedback



## Formative Feedback

# Importance of **Mid-Rotation Formative Feedback**

Provides opportunity to make

**mid-course corrections**

**“THIS IS FEEDBACK!”**



**Feedback**

A graphic of a notepad with a yellow dotted border. The notepad has several horizontal lines. The word "Feedback" is written in a large, bold, black font with a red outline and a yellow glow effect. The notepad is slightly tilted to the right.

# Delivering Feedback: Select the Optimal **Time & Place**

- **Timely**
- **Not when fatigued**
- **Not during time of high emotion**
- **Private**
- **Unhurried**
- **Sit-Down (not walking to Clinic!)**

# Strategies to Promote **Timely** Feedback

- Place **expectation on learners** to request mid- **and** end-rotation **sit-down, verbal feedback**
- Set expectation of Faculty to complete end-rotation written evaluations **by 25<sup>th</sup> of month**, and then review them with learner
- **Text-page or text-message** reminders at mid-rotation and ~25<sup>th</sup> of month
- **Monitor** timeliness
- Don't let **Perfect** (e.g. seeking consensus of all evaluators) get in the way of **Good**

# Starting With Self-Assessment

- Might obviate the need to give uncomfortable negative feedback
- Might not elicit defensiveness
- Without probing, it provides more information than you might have observed
- Enables you to assess their self-assessment skills (→ knowing when to seek assistance)



# Strategies for the **Reluctant** Self-Assessor

- “List the 3 **most successful** things and the 3 **least successful** things you did in the past 2 weeks of this rotation.”
- “List your **areas of strength**, in order.”

# Providing **Effective** Feedback

- **Focused & limited**
- Source perceived to be **credible**
- Provided within a **culture of trust**
- Align feedback with **Educational Objectives**
  - **“Constructive Alignment”**:  
Objectives → Curriculum → Feedback → Evaluation

# Providing **Effective** Feedback

- Based upon **direct observation**
- Behavior-based, **not** personality-based
- **Balance positive & negative** feedback
- Use “**and**” instead of “**but**”

# Desired Outcomes of Feedback Sessions

- Action-oriented feedback →  
**joint development of an Action Plan**
- Action Plan is **specific** (not “Keep Reading”)
- Plan for **follow-up** feedback
- Learner feels **supported !**