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

<table>
<thead>
<tr>
<th>Clinic</th>
<th>Inpatient General Medicine</th>
<th>Emergency Medicine</th>
<th>Inpatient General Medicine</th>
<th>Geriatrics</th>
<th>Medical ICU</th>
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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

Clinic
Inpatient General Medicine
Emergency Medicine
Inpatient General Medicine
Geriatrics
Medical ICU
Importance of Mid-Rotation Formative Feedback

Provides opportunity to make mid-course corrections
“THIS IS FEEDBACK!”
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\textsuperscript{th} of month**, and then review them with learner

- **Text-page or text-message** reminders at mid-rotation and ~25\textsuperscript{th} 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**!