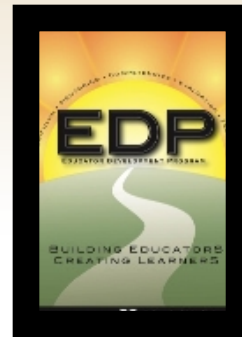


Creating a Culture of Feedback: *Effective Feedback Using the Five Step Model*



Charlene M. Dewey, M.D., M.Ed., FACP

Professor of Medical Education and Administration

Professor of Medicine

Director, Educator Development Core and Educator Development Program

Julie Damp, M.D.

Associate Professor of Medicine

Assistant Director, Educator Development Program

Created 2017/Revised 2018

Conflict of Interest

Charlene Dewey and Julie Damp have...

....**NO financial relationships** to disclose.



Goal

The purpose of this module is to provide a method for giving effective feedback in a clinical setting to support competency-based assessments and improvement.

Objectives

During the session, participants will:

1. List the five steps of the feedback model.
2. Use the five step model to give effective feedback in practice cases.
3. List at least seven of the ten tips to create a culture of feedback.

Agenda

1. Self-assessment
2. Feedback Definitions
3. The Five Step Feedback Model
4. Tips for Creating a Culture of Feedback
5. Practice Cases
6. Test your Knowledge
7. Summary, Acknowledgements and Next Steps

Part 1:

SELF-ASSESSMENTS

Self-Assessment

Which statement most sounds like your usual practices related to giving feedback?

1. I never give feedback to learners.
2. I rarely give feedback to learners.
3. I occasionally give feedback to learners.
4. I often give feedback to learners.
5. I always give feedback to learners.

Self-Assessment

Which statement do you feel is most correct for you?

1. I never use a feedback model.
2. I rarely use a feedback model.
3. I occasionally use a feedback model.
4. I often use a feedback model.
5. I always use a feedback model.

Self-Assessment

Which statement do you most agree with?

1. Giving feedback never results in a change of behavior.
2. Giving feedback rarely results in a change of behavior.
3. Giving feedback occasionally results in a change of behavior.
4. Giving feedback often results in a change of behavior.
5. Giving feedback always results in a change of behavior.

Part 2:

FEEDBACK DEFINITIONS

Feedback Definitions

- *“Feedback occurs when a student or house officer is offered insight into what he or she actually did as well as the consequences of his or her actions.”* ~ Jack Ende 1983
- *“An informed, objective appraisal of an observed performance in an attempt to improve clinical skills.”*
~Adapted from Lewis First, MD
- *“It is a key step in the acquisition of clinical skills, yet feedback is often omitted or handled improperly in clinical training. This can result in untoward consequences, some of which extend beyond the training period.”* ~ Ende 1983

From: Dewey, CM & Turner, TL. The Art of Bedside Teaching, BCM 2005. References: Ende, J. Feedback in Clinical Medicine, JAMA 1983;250:777-81. Lewis First MD. van de Ridder, JM. et al. What is Feedback in Clinical Education? Med Education, 2008; 42:189-97.

Feedback Definitions

What feedback is not:

- Feedback is not a generalized statement or compliment
- Feedback is not empty praise
- Feedback is not just praise about a learner

- Examples of what feedback is not:
 - *“Nice job,” “good job,” or “well done”*
 - *“You really did a great job collecting the patient’s history”*
 - *“You are a pleasure to work with”*
 - *“Keep doing what you are doing”*

Feedback Types

Feedback can be:

- **Formative:** Feedback given during the teaching encounter or ‘on the spot.’ It is used to direct future behavior with immediate results.
- **Summative:** Feedback usually given at the end of a teaching rotation or training period. It is used to ‘sum up’ the learner’s overall experience.

Feedback Types

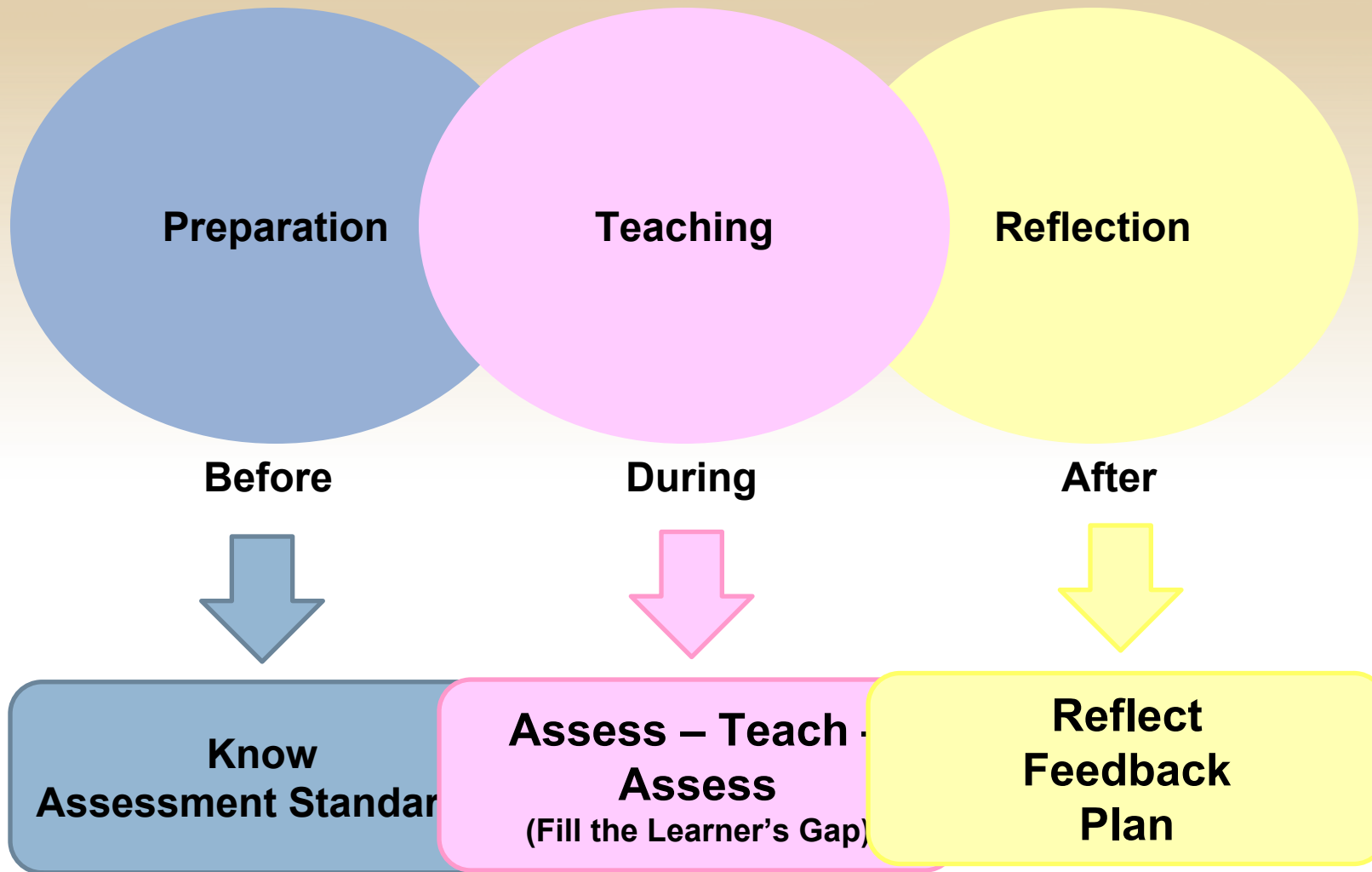
Examples:

- **Formative:** *“Your social history was very thorough and included substances used and important information such as their work and home environment. Please continue to include these in the social history, but also include experiences of sexual assault or abuse.”*
- **Summative:** *“During this rotation you have developed your history taking skills and adjusted your performance based on my feedback. You are now competent in including all aspects of the patients history. As you continue to improve your history taking, be sure to look for the patient’s non-verbal clues to difficult situations or questions within their social history.”*

Part 3:

THE FIVE STEP MODEL

Three Stages of Clinical Teaching



Adapted from: David Irby,

How attending physicians make instructional decisions when conducting teaching rounds. Acad. Med., 1992; 67(10):630-638.

Dewey's Five Step Assessment and Feedback Model



(Step 1) Observe – Observe learner's performance compared to standard



(Step 2) Reflection – Ask learner to self-assess



(Step 3) Feedback - Identify feedback focus and deliver feedback



(Step 4) Planning – Negotiate a plan for improvement



(Step 5) Summarize and follow-up – Help summarize the teaching encounter and plan

Dewey's Five Step Model



(Step 1) Observe – Observe learner's performance compared to standard

- Observe and assess
- Know the standards
- Assess knowledge, attitudes, skills/behaviors

Tips:

- Observe and assess the learner at the same time; it is a more efficient use of your time.
- Base observations on gold standards such as objectives, milestones, competencies, and EPAs.
- Familiarize yourself with these assessments prior to the start of a rotation and keep them handy.
- Use an assessment card: keep an index card to track your observations and assessments of each learner. By the end of the rotation you will have actual comments and assessments throughout the rotation to write an accurate and appropriate evaluation. Use this to provide effective and summative feedback.

Dewey's Five Step Model



(Step 2) Reflection – Ask learner to self-assess

- Possible question: *“How do you think you did?”* or *“How are you doing with _____”*
- Compare learner's response to your assessment
- Ask for learners feedback on your teaching

Tips:

- If you ask/ elicit a learner's reflection, you diagnosis the learner's insight into their own knowledge, attitudes, and skills/ behaviors.
- Comparing your assessment with the learner's helps them self-reflect more accurately in the future and provides benchmarks for them to reach.
- Asking the learner for feedback includes them as part of the team and demonstrates the importance of giving and receiving feedback at every level of training.

Dewey's Five Step Model



(Step 3) Feedback - Identify feedback focus and deliver feedback

- Continue doing...*[Give specific behaviors that the learner should continue doing.]*
- Improve ... *[behavior]* based on ...*[Give specific behaviors to be improved based on competencies and milestones and importance for overall development and patient care.]* This helps learners see why and how they can improve/progress.

Tips:

- Identifying the feedback focus based on the learner's gap is the most efficient use of your time.
- Delivering targeted feedback reinforces the learner's positive behaviors while also providing suggestions to change/improve or correct negative behaviors.

Dewey's Five Step Model



(Step 4) Planning – Negotiate a plan for improvement

- Ask the learner how they can improve (“*What might you do to improve _____?*”)
- Guide learner toward self-directed learning and improvement activities

Tips:

- Negotiating a plan for improvement that is self-directed from the learner is more likely to be successful due to internal motivations.
- This step increases success for change and helps you learn more about how the learner sees their progress or improvement.
- If the learner is blank and cannot find an option on their own, offer two to three suggestions and see which one they prefer to implement (try not to dictate what they use unless necessary).

Dewey's Five Step Model



(Step 5) Summarize and follow-up – Help summarize the teaching encounter and plan

- Summarize the area for improvement and negotiated plan
- Set time to follow up and reassess if learner completed self-improvement plan

Tips:

- Summarizing is very important. Don't skip this step.
- This should be quick and takes only a few seconds.
- Reinforce the plan.
- Make sure to follow up on the plan. If you ask a student to read about a topic and don't ask them what they learned, you are inadvertently teaching them that it doesn't matter if they look it up or not. This weakens your improvement plan and reduces the culture of feedback you are trying to create.

Dewey's Five Step Assessment and Feedback Model



(Step 1) Observe – Observe learner's performance compared to standard

- Observe and assess - Teacher & learner
- Know the standards
- Assess knowledge, attitudes, skills/behaviors



(Step 2) Reflection – Ask learner to self-assess

- Possible question: *"How do you think you did?"*
- Compare learner's response to your assessment based on the gold standard
- Ask for learners feedback on your teaching (*"How do you think the teaching session went?"*)



(Step 3) Feedback - Identify feedback focus and deliver feedback

- Continue doing...[Give specific behaviors that the learner should continue doing.]
- Improve this... [behavior] based on this...[Give specific behaviors to be improved based on competencies and milestones and importance for overall development and patient care.] This helps learners see why and how they can improve/progress.



(Step 4) Planning – Negotiate a plan for improvement

- Negotiate a plan for improvement
- Ask the learner how they can improve (*"What might you do to improve [blank]?"*)
- Guide learner toward self-directed learning and improvement activities



(Step 5) Summarize and follow-up – Help summarize the teaching encounter and plan

- Summarize the improvement and negotiated plan
- Set time to follow up and reassess if learner completed self-improvement plan

Part 4:

CREATING A CULTURE OF FEEDBACK

Creating a Culture of Feedback

- Creating a culture of feedback is important. It supports giving and receiving feedback as part of training and education rather than punishment.
- Every educator can create a culture of feedback.
- Dewey's 5-Step approach supports a culture of feedback by partnering with the learner in the teaching and reflection phases of the Irby Model.
- Next, review the ten tips to creating a culture of feedback.

Creating a Culture of Feedback

Tip 1: Set ground rules during orientation.

During orientation to the clinical rotation, advise learners that giving and receiving feedback is an important skill to help advance their learning and performance. Let them know you will provide feedback often and how and when. Set your own ground rules and never give feedback when angry. Never yell at a learner or demean them when giving feedback. Never give negative feedback in front of patients or team members (meet later and alone).

Creating a Culture of Feedback

Tip 2: Provide learners with objectives, competencies and evaluation criteria.

Every learner wants to perform well. Provide learners with a copy of their evaluation form and any objectives and competencies for the rotation. This helps the learner understand how they are being assessed and develop goals for the rotation.

Creating a Culture of Feedback

Tip 3: Partner with learners.

During orientation, help guide learners into a partnership on learning. For example, *“We are all learners. I will provide you with feedback related to your learner objectives, competencies and evaluation ratings; likewise you provide me with feedback on how the service is going, how I can improve my teaching, and how we can assure all learners are part of the team.”*

Creating a Culture of Feedback

Tip 4: Give feedback often.

Remember ***every teaching activity is an opportunity for giving feedback***. Giving learners targeted feedback on most, if not every, case keeps feedback front and center. Feedback provides stepping stones to improvement and thus more frequent is better than less frequent. Meaningful feedback can be provided after even short teacher/learner interactions. It is not something to be given only at the end of a rotation.

Creating a Culture of Feedback

Tip 5: Follow up on your feedback plans.

Learners may feel demoralized and useless when they are given tasks to do but have no way of contributing to the team discussion. Lack of follow up also implies that the improvement plan was not important. When you negotiate a learning plan, make sure to give the learner your attention on what they learned (even if for a 2 minute presentation while walking from one place to another) or check in on their progress.

Creating a Culture of Feedback

Tip 6: Place the learner in the teacher role.

Ask learners to take the teacher role and teach the team on any content identified as needing improvement during the feedback session. Self-learning and teaching solidifies the learners' knowledge and growth on the content. Listen to their presentations and correct any mistakes in their self-learning. Give more feedback and positive praise on their efforts where appropriate. Team teaching supports a team approach to learning and allows team members to take on the teacher/learner role, ask questions and engage in team discussion.

Creating a Culture of Feedback

Tip 7: Appreciate feedback when given.

Ask learners for feedback on your teaching, the rotation and their experiences. Thank them and demonstrate a genuine appreciation for their input, even if not perfect. Remember, they experience things differently and they are still learning. A simple, *“Thank you for your feedback. I look forward to improving my teaching,”* can go a long way and it demonstrates what excellent educators do; thus you serve as a role model for that learner.

Creating a Culture of Feedback

Tip 8: Avoid teaching in the hidden curriculum.

Discussing feedback in negative ways or demonstrating your frustrations with the evaluation and assessment process undermines the learner's ability to value giving and receiving feedback as part of their education. *You can be part of the solution.* We know feedback has value and supports improvement when done correctly. When you feel comfortable giving and receiving feedback, you improve the learning environment, create a culture of effective feedback, and foster self-directed improvement.

Creating a Culture of Feedback

Tip 9: Giving feedback helps everyone.

Everyone can benefit from effective feedback. Feedback is a process of improvement, so give feedback to your learners, your colleagues, your kids, and even your pets. Think about giving feedback to those you encounter in real life experiences (a service provider when they are especially helpful, etc.) If done correctly, feedback is based on a direct observation and therefore helps everyone improve. It also helps you by sharpening your observational skills and ability to determine areas for improvement.

Creating a Culture of Feedback

Tip 10: Practice makes perfect.

Do you feel uncomfortable giving feedback? Practice! You can also consider an EDP consult for peer evaluation of your teaching and feedback skills. This will allow you to experience receiving feedback as well as to receive coaching for your teaching and feedback skills. ing effective feedback. Then practice, practice, practice!

Creating a Culture of Feedback

- Tip 1: Set ground rules during orientation.
- Tip 2: Provide learners with objectives, competencies, and evaluation criteria.
- Tip 3: Partner with learners.
- Tip 4: Give feedback often.
- Tip 5: Follow up on your feedback plans.
- Tip 6: Place the learner in the teacher role.
- Tip 7: Appreciate feedback when given.
- Tip 8: Avoid teaching in the hidden curriculum.
- Tip 9: Giving feedback helps everyone.
- Tip 10: Practice makes perfect.

Avoid the Following Pitfalls

- Avoid giving too many feedback nuggets during the feedback session. Select a focus as the gold nugget.
- Avoid spewing too much information with each feedback session and keep feedback targeted toward improvement.
- Avoid jargon. Speak clearly so the learner understands. Use words like teach, feedback, support growth, help you improve, etc.



<https://www.goodfreephotos.com>

Part 5:

PRACTICE CASES

Practice Case 1

You have observed a medical student conducting a history on a geriatric patient experiencing chest pain. The student misses several components in the review of systems that might cue to noncardiac causes of chest pain. He covered most characteristics of cardiac sources of chest pain.

- Using the five step model, develop a feedback focus and plan.

Practice Case 1



Observe (Step 1) – Observe learner's performance compared to standard



Reflection (Step 2) – Ask learner to self-assess



Feedback (Step 3) - Identify feedback focus and deliver feedback



Planning (Step 4) – Negotiate a plan for improvement

SUMMARIZE

Summarize and Follow-up (Step 5) – Help summarize the teaching encounter and plan


- Step 1: Match your observation with standard performances for students at this level.
- Step 2: What would you ask the student to help him reflect on his self-assessment of his performance?
- Step 3: Identify the feedback focus. What is it? Fill the gap with teaching and self-learning.
- Step 4: Identify a plan and negotiate learning to fill the learner's gap. What will you choose?
- Step 5: Give a brief summary and a follow up next step.

Practice Case 1- Example Feedback

- **Step 1:** Initially I reflect on the student's observed performance and the expected performance based on appropriate milestones in Medical Knowledge and Patient Care. All students should understand a complete differential of chest pain and questions that may cue you to the origin of the chest pain, whether cardiac, GI, pulmonary, or musculoskeletal. The student missed some of these, thus this is their knowledge gap.
- **Step 2:** Now I ask the student: "Based on your presentation, how did you do covering an appropriate review of systems for the complaint of chest pain?"
- **Step 3:** Based on the student's answer, I will then identify the appropriate feedback focus, including reinforcement of the appropriate questions the student did ask and teaching on those that were omitted.
- **Step 4:** Next I will ask the student for their thoughts on how they think they can work on this. Depending on their answer, I can suggest options, for instance, for the student to review characteristic of chest pain originating from non-cardiac sources and teach the team about this in two days.
- **Step 5:** Once the plan is agreed upon, I will summarize that the student is going to work on evaluating for the cause of chest pain based on a patient's history. I will review the plan and follow up.

 Observe (Step 1) – Observe learner's performance compared to standard

 Reflection (Step 2) – Ask learner to self-assess

 Feedback (Step 3) - Identify feedback focus and deliver feedback

 Planning (Step 4) – Negotiate a plan for improvement

 Summarize and Follow-up (Step 5) – Help summarize the teaching encounter and plan

Practice Case 2

Your 2nd year resident is going to discuss code status with a patient and his brother. Upon asking, she admits she has never done this independently before. You observe her discussing all parts of resuscitation and the associated implications, including stressing the importance of the patient's wishes. She did very well but she talks only to the patient. The brother interjects several times and his question related to reversing the code status is ignored. She did not provide any support for the brother or discuss what the next steps will be after they think about it.

- Using the five step model, develop a feedback focus and plan.

Practice Case 2



Observe (Step 1) – Observe learner's performance compared to standard



Reflection (Step 2) – Ask learner to self-assess



Feedback (Step 3) - Identify feedback focus and deliver feedback



Planning (Step 4) – Negotiate a plan for improvement

SUMMARIZE

Summarize and Follow-up (Step 5) – Help summarize the teaching encounter and plan

- Step 1: Match your observation with standard performances for residents at this level.
- Step 2: What would you ask the learner to help her reflect on her self-assessment of her performance?
- Step 3: Identify the feedback focus. What is it? Fill the gap with teaching and self-learning.
- Step 4: Identify a plan and negotiate learning to fill the learner's gap. What will you choose?
- Step 5: Give a brief summary and a follow up next step.

Practice Case 2 – Example Feedback

Step 1: Upon reflection, the resident did not include the family member in the discussion. She had good eye contact with the patient but could have positioned herself to speak both to the patient and the family member. This is a gap in performance that will get her to the next milestone level in this skill.

Step 2: I will ask the resident: “How did you feel that discussion went? What did you feel strong about and what do you feel you could improve on?” The resident replies that she felt the brother was a little intrusive.

Step 3: Based on her reflection, I target the feedback on understanding how important bringing family into the discussion can be. I tell her that she had good eye contact with the patient and thoroughly covered all the appropriate content regarding the options for code status, including an appropriate emphasis on the patient’s wishes. I tell her my observation that she could have included the brother more in the discussion to allow him to feel heard and have his concerns addressed. We discuss the several reasons why this may be helpful to both the patient and the brother.

Step 4: Next I will ask the resident “So how do you want to improve your delivery of code status discussions with patients and their families?” She identifies three things (adjusting where she stands, making frequent eye contact with family, and answering all questions that are raised) that she will focus on the next time she is faced with a similar situation.

Step 5: I summarize that she communicated well with the patient, and is going to work on the three things to better include family. Since we asked the patient and brother to think about the code status, I suggest we go back tomorrow and discuss again, allowing her to implement these.



Observe (Step 1) – Observe learner’s performance compared to standard



Reflection (Step 2) – Ask learner to self-assess



Feedback (Step 3) - Identify feedback focus and deliver feedback



Planning (Step 4) – Negotiate a plan for improvement

SUMMARIZE

Summarize and Follow-up (Step 5) – Help summarize the teaching encounter and plan

Part 6:

TEST YOUR KNOWLEDGE

Test Your Knowledge (1/5)

What is the first step of the model?

Reflect

Review Standards

Video Tape

Negotiate

Teach

Answer (1/5)

Review Standards

- In order to assess the learner's performance, you **MUST** know the gold standards. What are you comparing your learner to? Identify learning objectives, competencies, and EPAs for your rotation and commit them to memory. Knowing the standard helps you accurately assess the learner so your feedback provides a clear path to improvement.

Test Your Knowledge (2/5)

In the 4th step of the model you will do all of these except which one?

Negotiate for improvement

Ask how the learner wants to improve

Allow for self-directed learning

Determine the book the learner should use

Guide the learner toward improvement

Answer (2/5)


Determine the book the learner should use

- In the 4th step you are developing a plan for improvement. For the most part you want to partner with the learner and engage them so they can self-direct toward learning and improvement. While you can certainly suggest certain books or articles, do so only if the learner cannot come up with one or the article is a gold standard/landmark article that everyone needs to know.

Test Your Knowledge (3/5)

- We listed at least 10 tips to creating a culture of feedback. How many can you recall? Click on your estimate.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



Click here if your response is 7 or less

Click here if your response is ≥ 8

Answer (3/5)

Here's the list of all 10 tips to help trigger your memory:

- Tip 1: Set ground rules during orientation.
- Tip 2: Provide learners with objectives, competencies and evaluation criteria.
- Tip 3: Partner with learners.
- Tip 4: Give feedback often.
- Tip 5: Follow up on your feedback plans.
- Tip 6: Place the learner in the teacher role.
- Tip 7: Appreciate feedback when given.
- Tip 8: Avoid teaching in the hidden curriculum.
- Tip 9: Giving feedback helps everyone.
- Tip 10: Practice makes perfect.



Answer (3/5)

Congratulations! Here's a reminder of the tips just in case.

- Tip 1: Set ground rules during orientation.
- Tip 2: Provide learners with objectives, competencies and evaluation criteria.
- Tip 3: Partner with learners.
- Tip 4: Give feedback often.
- Tip 5: Follow up on your feedback plans.
- Tip 6: Place the learner in the teacher role.
- Tip 7: Appreciate feedback when given.
- Tip 8: Avoid teaching in the hidden curriculum.
- Tip 9: Giving feedback helps everyone.
- Tip 10: Practice makes perfect.

Test Your Knowledge (4/5)

- List each step in Dewey's five step model? Click the number of steps you can recall.

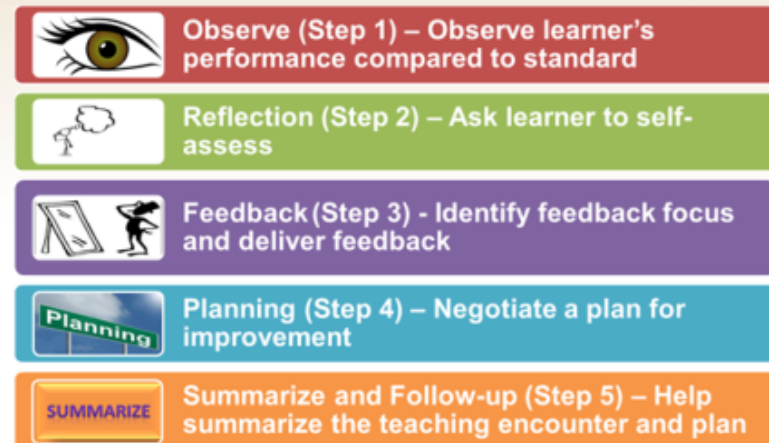


Click here if your response is 3 or less

Click here if your response is ≥ 4

Answer (4/5)

- Please review the portion of the module that covers the 5 step model and write down each step on your structured note sheet.
- Print a pocket card to use while you practice the model and commit the five steps to memory.



Answer (4/5)

- Congratulations! Start using the model during your teaching activities.
- If needed, print a pocket card to use while you practice the model and commit the five steps to memory.



Observe (Step 1) – Observe learner's performance compared to standard



Reflection (Step 2) – Ask learner to self-assess



Feedback (Step 3) - Identify feedback focus and deliver feedback



Planning (Step 4) – Negotiate a plan for improvement

SUMMARIZE

Summarize and Follow-up (Step 5) – Help summarize the teaching encounter and plan

Test Your Knowledge (5/5)

Which of the following is important in step three of the feedback model?

Assessing the learner

Asking learners to self-reflect

Negotiating the plan

Including the learner in the next steps

Supporting what the learner does well

Answer (5/5)

Supporting what the learner does well

- Step three focuses on supporting what the learner does well and delivering focused feedback to help him/her improve. You should avoid degrading and yelling at learners. They are trying to learn and your role as teacher is to support their learning. So remember that every teaching encounter is an opportunity to give feedback.

Summary

Thank you for completing the module! You should now be able to:

1. List the five steps of the feedback model.
2. Use the five step model to give effective feedback in practice cases.
3. List at least seven of the ten tips to create a culture of feedback.

Now proceed to the Video Modules!

Part 7:

RESOURCES

Resources

Part 8:

SUMMARY, ACKNOWLEDGEMENTS, NEXT STEPS

Acknowledgements

Components of this module are derived from the following sources:

1. RATL™
2. Assessing Learners
3. EDP Scholars Track and EDP ISC Director's Development Program
4. ACGME Outcomes Project and Toolbox