“My clinical evaluations are so subjective!”
Evaluating Learners and Writing Helpful Clinical Performance Narratives
Part 2: Feedback

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COI Disclosures

• None to report
Learning Objectives

- Explain teaching cycle
- Define Feedback
- Describe characteristics of effective feedback
- Define levels of feedback
- Practice writing a clinical performance narrative
Communication of Goals
Communication of Goals

- **Definition**
  - Establishment & explicit expression of teacher’s and/or learner’s expectations for learner

- **Function**
  - Let learners know what to master
  - Guide teacher in planning instruction
  - Provide learners & teacher with basis for evaluation
Evaluation
Evaluation

• Definition
  • Evaluation is process by which teacher assesses learners' KSA, based on criteria related to educational goals

• Types
  • Summative
  • Formative

• Methods
  • Observation
  • Questioning
  • Self-assessment
Teaching Cycle

Learning Climate

Feedback

Communication of Goals

Evaluation
Difference between EV & FB
When I Say Feedback, You Say...
Why is Feedback Hard?
Feedback

Feedback from the learner to the teacher and the content.
Feedback Types
Two Sides of the Same Coin

Evaluation
- Formative
  - Occurs throughout teaching/learning process
  - To assess learner’s progress towards educational goals
- Summative
  - Final assessment of learner’s performance at the end of a learning experience (course, rotation, etc)

Feedback
- Formative
  - Given throughout teaching/learning process; commonly at mid-point
  - Typically verbal
  - Not linked to a grade/final decision
  - Meant to improve performance
- Summative
  - Final report at end of a learning experience
  - Narrative comments typically required
  - May be linked to a grade/final decision about advancement
  - Meant to improve performance
Effective Feedback

1. Pre-work
2. Specificity
3. Focus
4. Frequency
5. Timing
6. Positive/Negative
7. Learner reaction
8. Action plan
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A Word About Specificity

- Descriptive
  - Related to behaviors set forth in goals
  - Observable, behavior-based
- Directed toward remediable behaviors
  - Avoid assessments of personal characteristics (quiet voice, stuttering, etc.)
Effective Feedback

1. Specificity
2. Focus
3. Frequency
4. Timing
5. Positive/Negative
6. Learner reaction
7. Action plan
Levels of Feedback

- Minimal feedback
- Behavioral feedback
- Interactive feedback
Minimal Feedback

- Teaching behaviors
  - Tell learner that performance is correct or incorrect
  - Agree or disagree with learner’s opinions
  - Use nonverbal cues like nodding
Minimal Feedback

- **Formative feedback examples**
  - “No”
  - “That’s correct”
  - “I disagree”

- **Summative feedback examples**
  - “X did an excellent job. He is a pleasure to work with.”
  - “Good job”
  - “Solid student”
Behavioral Feedback

- Teaching behaviors
  - Describe learner’s performance as behaviors
  - Tell learner why performance is correct or incorrect
  - Give reasons for agreement or disagreement
  - Offer behavioral suggestions for improvement
Behavioral Feedback

- Formative feedback examples
  - “During rounds, you frequently interrupted the other team members.”
  - “Your choice of antibiotic dose is correct because it is adjusted for his creatinine clearance”
  - “I disagree with your discharge plan for his diabetes because it requires him to self-titrate his insulin. It would be safer for him to wait until he sees his PCP for titration”
Behavioral Feedback

- Summative feedback examples
  - “Very hardworking, arriving early and willing to stay till the work is done.”
  - “Had a cursory knowledge of clinical pharmacotherapy in the patients he saw, often having difficulty generating a list of the most common and most dangerous side effects.”
  - “Knew how to recognize with her clinical exam the difference between a patient who was stable and a patient who was decompensating.”
Interactive Feedback
Interactive Feedback

- Teaching behaviors
  - Give learner FB (minimal/behavioral) then have learner self-assess
  - Have learner self-assess then give FB on ability to self-assess
  - Give learner FB on performance then elicit learner’s reaction
  - Develop an action plan with learner
Interactive Feedback Techniques

- Ask-tell-ask
- Pendleton model
- Reflective feedback conversation
Ask-Tell-Ask

- **Ask** learner to assess own performance
  - What is learner’s insight into own performance?
- **Tell** learner what you observed
  - Include both positives and negatives
- **Ask** learner if they understand
  - Ask for alternative behaviors
  - Make suggestions
  - Make a plan for monitoring

Ask-Tell-Ask

- Pros?
- Cons?
Pendleton Model

- Ask learner to state what was good about own performance
- Provide positive feedback
- Ask learner to state what could be improved about own performance
- Provide negative/corrective feedback

Pendleton Model

- Pros?
- Cons?
Reflective Feedback Conversation

- Ask learner to share any concerns about recently completed performance
- Ask learner to describe concerns & what they would have liked to have done better
- Tell learner views on performance of concern & offer support
- Ask learner to reflect on what might improve situation
- Elaborate on learner response, correcting if necessary, & check for learner understanding
Reflective Feedback Conversation

- Pros?
- Cons?
Your Turn for Feedback

- Watch the video clip
- Spend 5 minutes writing
- Debrief
Why is Feedback Hard?