

A large, stylized graphic of a leaf or flame-like shape on the left side of the slide, rendered in a lighter shade of teal against the background.

Giving Feedback and Monitoring Performance



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By the end of this session the learner will be able to...

1. Compare and contrast different feedback models
2. Apply communication techniques enabling effective feedback to students
3. Appraise examples of feedback and identify potential improvements

Judgemental debriefings of the 'olden days'....

- Focuses on the actions / inactions of others
- Learner is a mistake maker

Serious consequences:

- Humiliating
- Reduces motivation
- Learners are less likely to ask questions in the future
- Unprofessional



From: Rudolph et al. 2006

Discussion: Clinical Supervision can be described as.....

- Structured formal process
- Respectful (two way)
- Exchange of ideas
- Networking
- Regular
- Protected
- Focused support and development
- Based on practitioner experience and expectations

Performance Management

- ‘Managers and employees activities and outputs are congruent with the organisations goals’ De Cieri et. al (2008)
- Facilitates improvement by removing obstacles (insufficient training for example)
- Performance Appraisal is a management task / process
- Identifies the causes of poor performance

Performance Management is warranted when....

- Legal / regulatory breaches
- Policy breaches (IPC, WH&S etc..)
- Training deficiencies
- Other disciplinary issues
- Incongruent activities / tasks



Is the Clinical Supervisor:

- A) Mentor
- B) Coach
- C) Manager / Supervisor / Team Leader

Answer: Potentially all of the above on any given day!

Is there a difference between the three roles?

A coach is a.....

- Subject matter expert
- Close observer who offers feedback
- Motivator
- Goal setter
- Willing to be unpopular
- Develops a sense of self belief amongst others
- Gives time and commitment and expects the same from the other parties

Driscoll and Yegdich (2007), p.121

***The Clinical Coach* offers feedback that is:**

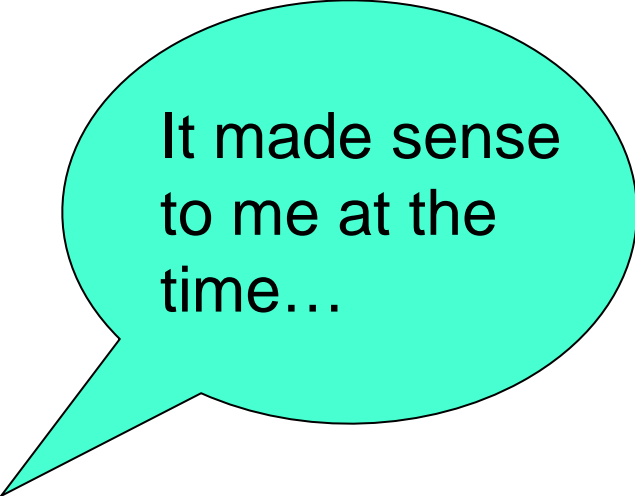
- Encouraging
- Non-Judgemental
- Respectful
- Appropriate
- Supportive



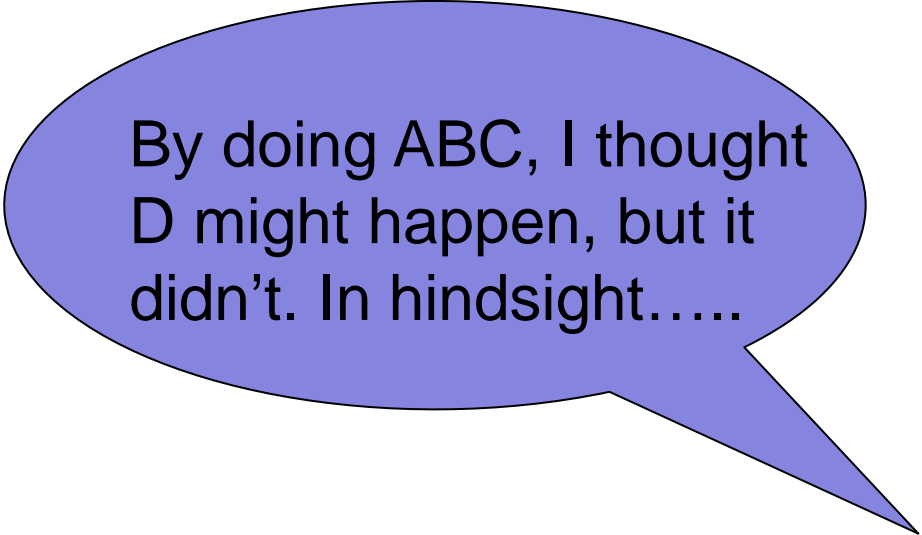
**Don't forget
to celebrate
the wins!**

“Mistakes are often the result of ‘intentionally rational’ actions”

Rudolph et al. (2006)

A cyan speech bubble with a black outline and a tail pointing towards the bottom-left.

It made sense to me at the time...

A purple speech bubble with a black outline and a tail pointing towards the bottom-right.

By doing ABC, I thought D might happen, but it didn't. In hindsight.....

Principles of Effective Feedback

- Display non-judgemental: verbal and non verbal communication
- No second guessing the supervisors judgement
- Focus on the behaviour, not the person
- Be unambiguous about the impact of that behaviour
- Focus on the future



Giving Feedback continued....

- Think before you speak
- Script answers to students responses
- If you can't think of a better way then don't say it at all

How do I start this conversation....

Shall we...

Lets debrief for a few minutes...

How do you feel you are doing?

What was the biggest challenge you faced today?

What would you do if...

Look what your student did...



Let's write a feedback script

Giving *Χλεαρ Ινστρυχτιονσ* (clear instructions) to students

- Clarify the goals of the learning session
- Capture the attention of learners
- Practice appropriate skills and language
- Body Language plays a part too!
- Cater for their learning style

How do I give feedback?

Socratic Approach (Leading questions) – soft toned voice, to lead a trainee to something you are afraid to explicitly state.

Hamburger Method
(Commend / Review / Commend)



Too many Hamburgers are not good for you!

- Feedback is rarely timely – Criticisms must be timely!
- May sound false and manipulative
- A bad hamburger is a bad hamburger, no matter how much 'sauce' you add
- Student may not hear the negative due to the lettuce, beetroot and sauce

ABCDE Model

Ask – Yourself some questions: Is it worth giving feedback? Is it me causing the poor performance?

Behaviour – Be open re: what you've observed and what you want to talk about. Start with observations, not the conclusion

Consequences – Impact of observed behaviours on patients and colleagues

ABCDE Model continued...

Do – affirming or adjusting behaviours

Evaluate – regular and low key (rarely formal)



Good discussions include:

- Open 2 way communication
- Active listening
- Private area
- Comfortable environment
- ‘Ah-ha’ moments



Giving feedback:

Group scenario

Scenario: I had high hopes for this student...I thought we connected. Same background, same sense of humour, same haircut ...

Then, one dayeverything changed.

Student Penny was assisting a patient in the shower...

As clinical supervisor, I was listening at the door ...as we all do!

Student Penny: Oh Mrs Jackson, you do have a terrible scar from your surgery. Who was the doctor that did that?

Patient, Mrs Jackson: Dr Slice and yes, it does look nasty

Student: Well Mrs Jackson, you aren't the only one he's 'sliced!' Mrs. Price in 105 has the same scar, and I was listening in the tea room and there are a lot more patients who haven't been happy with their treatment....



In your groups:

- Discuss the characteristics you saw in each scenario
- Which supervisor characteristics are most effective?
- Create the most effective dialogue for giving feedback in this scenario
- Role-play this scene

Clinical Supervisors suffer from anxiety. Why?

Because they can't save everyone, nor can they solve absenteeism, reduce burnout, and change the health of the nation (*Sloan, 2005, p.920*)

Reference List:

Driscoll, J and Yegdich, T (2007) *Practising Clinical Supervision A reflective approach for healthcare professionals*, Bailliere Tindall Elsevier

Rudolph, JW, Simon, R, Dufresne, RL, Raemer, DB (2006) “*There’s No Such Thing as “Non Judgemental” Debriefing: A Theory and Method for Debriefing with Good Judgement*”, *Simulation in Health Care*, Vol. 1. No.1. Spring 2006.

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SAH Theatre Corridor (2004) SAH

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