



# FEEDBACK

“YOU CANT AFFORD NOT TO”

STAR Program

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Supervision, Training and Readiness



# SESSION PLAN

- WHAT IS FEEDBACK?
- What are the essential elements of successful feedback?
- 2 Video & practice sessions
- Summary

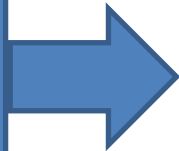


Constructive  
**FEEDBACK**

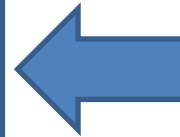


Formative  
Ongoing

REFLECTION  
(Situation)



DEBRIEFING  
(Event)



Summative  
Overall performance





# DEFINITION

- FEED BACK is an interactive process which Aims to provide learners with insight into their performance. During feedback strategies are developed to modify/improve student behaviour.
- How often does it happen?



# FEEDBACK

- Many students/ new graduates report that they receive insufficient feedback

YET

- Supervisors feel that they provide feedback all the time
  - WHY?



# Reasons for insufficient feedback

Supervisors fear that feedback will;

- Harm supervisee self esteem
- Damage the student/ supervisor relationship
- Make the supervisor less popular
- Result in more harm than good
- “Too personal”
- Anticipating a negative reaction from the student

- Ende J. JAMA 1983



# FEEDBACK

- Students perceive feedback to be information about their performance that is in keeping with their own self perception
- Students in higher education understand the importance of feedback & identify that clearly defined task oriented simple & timely feedback is most effective.



# Effective constructive feedback

## **Supervisors are expected to**

- Initiate contact
- Provide safe environment
- Collaborate in a respectful manner
- Provide prompt, clear, specific, and constructive feedback
- Provide specific suggestions to improve performance.
- Use verbal, non verbal and written communication effectively
- Elicit and respond to student feedback
- Flexible approach and problem solving





# Video

## “Difficult Feedback”

- Male : Female pairs
- Male to give female constructive feedback
  - scenario1: inappropriate dress.
- Other pairs
  - Scenario 2: student with personal odour problem
- All swap over : Scenario 3: practice feedback regarding in-appropriate behaviour





# Feedback TIMING

## ➤ **Formal/ Summative**

- 1/2 way
- Final

## ➤ **Informal / Formative**

- Soon
- Frequent



# “THE FEEDBACK ENVIRONMENT”

- Establish a climate of trust so that feedback is not seen as criticism
- Private setting, confidential
- Create an atmosphere that invites self assessment
- Keep feedback timely



# THE FEEDBACK “ENCOUNTER”

## **Basic Format**

1. Clarify the purpose of the session
2. Students assessment
3. Educators assessment
4. Action plan with deadlines
5. Summary



# The Language of Feedback

- Non judgemental
- Relevant and accurate
- Based on observation, using examples
- Comment on students behaviour or performance rather than personality.
- Don't overload the student with too much feedback
- If giving negative feedback phrase the information as a goal rather than criticism
- Encourage students to seek & give feedback



# DIFFICULT FEEDBACK

- “SANDWICHING”

*A critical statement in between 2 positive statements.*

- Non judgemental focusing on behaviour not the person
- “I” statements can lessen the chance of defensive response.
- Appropriate to the students level of development.



# STUDENT SELF ASSESSMENT

- Learners are less likely to be defensive if they self critique first
- Student is encouraged to outline personal goals, progress and where they may need assistance.
- Simple questions facilitate discussion  
“What are your goals for this term?” “What are you doing well?”



# TEACHER ASSESSMENT

- Relevant and constructive comments reinforce desirable behaviours, emphasise strengths and correct errors.
- Specific examples should be given where possible.
- Close with a summary and a positive statement





# ACTION PLAN

- Collaboration between educator and the student
- Requires problem clarification
- Problem solving to:-
- Develop specific strategies



# SESSION SUMMARY

- Optimally the learner provides a brief statement of:-
- What they did well,
- What they intend to improve,
- How changes will be made,
- Timeline for those changes
- How progress will be assessed.



# EFFECTIVE FEEDBACK

- +ve outcome
- Informal or formal
- Verbal &/or written
- Prompt & timely
- Specific & direct manner
- Clear behavioural objectives
- Confirm the message by asking the student to reflect or restate what has been said.



# Video: Professional behaviour/communication

- Without constructive feedback mistakes and undesirable behaviour goes unchecked
- Positive feedback is essential otherwise good performance skills are not reinforced

(Bienstock J.I. et al Am Jol Obstetrics & Gynaecology June 2007)



# Feedback Matrix

A collaborative, student focused, discussion  
Identifying clear measurable behavioural goals

<b>CLARIFY TO INSIGHT</b>	<b>WHAT WAS DONE WELL?</b>	<b>WHAT COULD HAVE BEEN MANAGED BETTER?</b>
<b>PLAN OF ACTION</b>		



# KEY THEMES

Effective constructive feedback requires

1. Collaboration
2. Timely response
3. Safe environment ( privacy + tone)
4. Honesty and accuracy
5. Active listening
6. Active discussion through questioning
7. Mutual problem identification
8. Plan of action
9. Deadline
10. Summary



“Providing feedback is not just a judgement or evaluation , it is to provide insight. Without insight into their own strengths and limitations students cannot progress or resolve their difficulties”

Klaber B.

Postgrad. Med J. April 2012 Vol88 No1038



# REFERENCES

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- Bienstock J.L. et al 2007 “ To the point: medical education reviews- providing feedback.” Am J Obstetrics & Gynecology June; pp508-513.
- Ende J. 1983. “Feedback in clinical medical education.” JAMA 250:pp777-81