FEEDBACK

“YOU CANT AFFORD NOT TO”

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SESSION PLAN

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

REFLECTION (Situation)

Constructive

FORMATIVE

Ongoing

DEBREIFING (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
  - Scenario 1: 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**
  - ½ 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

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<tr>
<th>WHAT WAS DONE WELL?</th>
<th>WHAT COULD HAVE BEEN MANAGED BETTER?</th>
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PLAN OF ACTION

CLARIFY TO INSIGHT
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