

# Fundamental Skills in the Art of Effective Feedback and Evaluation Workshop

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# Objectives

- ❑ Recognize the difference between feedback & evaluation
- ❑ Describe the characteristics of effective feedback and meaningful evaluation comments
- ❑ Identify the actions/behaviors which can be addressed during feedback and evaluation
- ❑ Utilize feedback techniques to give effective feedback
- ❑ Utilize competency-based rather than personal attribute descriptors to maximize the meaning of written evaluation narrative comments and minimize implicit bias



# Agenda

- ❑ Discuss the characteristics of feedback, its importance, and barriers
- ❑ Review guidelines of effective feedback
- ❑ Role play giving feedback
- ❑ Discuss evaluation and narrative comments
- ❑ Practice writing narrative comments
- ❑ Review of literature on bias in narrative assessments
- ❑ Re-write narrative comments utilizing narrative comment checklist



# Feedback Is...

- ❑ Undertaken with teacher & trainee working as allies, with common goals
- ❑ Designed to improve future performance

# Feedback Should Be

- ❑ Well timed and expected
- ❑ Limited in quantity
- ❑ Limited to **specific** performance, decisions, or actions which can be remediable
- ❑ Based on first hand data (direct observation)
- ❑ Consistent
- ❑ Phrased in descriptive, non-evaluative language

# Why give feedback?

- ❑ One of the best ways to inform students about their performance
- ❑ Provides information students can use to make adjustments in achieving their goals and reaching their maximum potential
- ❑ Increases the student's self-awareness and self-understanding, which will facilitate learning

# Without Feedback


- ❑ Mistakes go uncorrected
- ❑ Good performance is not reinforced
- ❑ The sense of being adrift in a strange environment is amplified

# Barriers to Feedback

- ❑ Preceptors uncomfortable defining expectations
- ❑ Limited opportunity for direct observation
- ❑ Preceptors may have incomplete or inaccurate concepts of what constitutes feedback
- ❑ Learners may not recognize feedback when it is offered
- ❑ Easier to offer positive encouragement instead of constructive feedback
- ❑ Perceived lack of time

# Feedback Example

Set the Stage    Timing Feedback    **Deliver Feedback**    Make a Plan



1. Goals and expectations set?
2. Timing appropriate?
3. Content of feedback effective?

◀ || ▶ ►





# Effective Feedback is NOT

- ❑ One-sided
- ❑ Evaluative (Judgmental)
  - “This student has an excellent fund of knowledge compared with the average student”
- ❑ Compliment/reinforcement
  - “Good job!”, “Nice work.” is supportive but does nothing to improve the learner’s skills

# Three Types of Feedback

## □ Brief Feedback

- Occurs daily
- Related to an observed action or behavior
  - “Let me show you a better way to exam the child’s throat”

## □ Formal feedback

- Occurs at the end of a presentation/patient encounter

## □ Major feedback

- Occurs during scheduled sessions at strategic points and allows learner to improve before the end of the rotation

# Preceptors Provide Feedback on Actions/Behaviors

- ❑ History taking skills
- ❑ Physical examination skills
- ❑ Clinical reasoning skills
- ❑ Oral presentation skills
- ❑ Written notes
- ❑ Organizational skills
- ❑ Communication skills
- ❑ Professionalism

# Guidelines for Effective Feedback

- ❑ Outline the expectation for the learner at orientation/first day of service
  
- ❑ Prepare the learner to receive feedback
  - Actually say the word “Feedback”
  - Make Feedback private
  - Make Feedback timely
  - Whenever possible, provide Feedback based on first hand observation

# Guidelines for Effective Feedback


- ❑ Ask the learner for self-assessment
  - Make feedback interactive
  - Provides insight to what they do and do not perceive as their strengths & weakness
  
- ❑ Tell the learner how you think they are doing
  - Base feedback on data-specific actions & changeable behaviors
  - Provide concrete, real examples
  - May be corrective, confirmatory, or positive

# Guidelines for Effective Feedback

- ❑ Agree on a plan for improvement
  - Allow learner to react to feedback
  - Develop an action plan with learner
    - Elicit suggestions from learner
    - Suggest specific ways to improve performance
  - Outline consequences
  
- ❑ This is the Ask-Tell-Ask Method

# Feedback Example

Set the Stage    Timing Feedback    **Deliver Feedback**    Make a Plan



1. Goals and expectations set?
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⏮ ⏪ ⏩ ⏭



# Role Play

- ❑ Break off into groups of 3 with each person taking turns to be the learner, attending/preceptor, and observer utilizing the sample feedback cases
- ❑ After each role play, the attending will critique him/herself, then the learner, then the observer
- ❑ 15 minutes:
  - 2 minutes to review roles and connect with each other
  - 4 minutes for each scenario (including debrief)
  - 1 minute to reconnect to large group



# Large Group Debrief

- ❑ What challenges did you face as the feedback provider?
- ❑ When you were receiving feedback, what felt the most comfortable?
- ❑ What did you observe in the feedback giver that you would like to try yourself in the future?

guy &  
rodd



Search ID: gra070213

FOR SIX HOURS STRAIGHT, BRAD HAD  
BEEN STRUGGLING TO COME UP WITH A  
NEW VISUAL CLICHÉ FOR WRITER'S BLOCK.

# Evaluation

- ❑ Defined as process of judging or calculating the quality, importance, amount, or value of something

# What Are The Goals of Narrative Comments?

- ❑ “Cite specific examples of behavior and performance”\*
- ❑ “Describe students’ performance according to uniform criteria”\*
- ❑ “Dependable, trustworthy, and have sources of evidence that support their validity”\*
- ❑ “Based on as many direct clinical observations of the student as feasible”\*



\* Rodriguez RG and Hemmer PA. (2015). Descriptive evaluations and clinical performance evaluations in the workplace. In LN Pangaro & WC McGaghie (Eds.), *Handbook on medical student evaluation and assessment: Alliance for Clinical Education* (pp. 77-96). Gegensatz Press.

# What Does The Literature Say About Narrative Comments?

- ❑ Narrative comments do not necessarily correlate with traditional grading measures (test scores, grades)<sup>1</sup>
- ❑ Faculty narrative comments place a value on characteristics beyond medical knowledge and clinical problem solving<sup>1</sup>
- ❑ Narrative comments are reliable in discriminating between learners<sup>2</sup>

1. Hoffman K, Hosokawa M, Donaldson J. "What criteria do faculty use when rating students as potential house officers?" Medical Teacher. 2009 (31): e412-e417.

2. Ginsburg S, van der Vleuten CPM, Eva KW. "The Hidden Value of Narrative Comments for Assessment: A Quantitative Reliability Analysis of Qualitative Data." Academic Medicine. 2017 (92)11: 1617-1621.

# What Does The Literature Say About Narrative Comments?

- ❑ Using an agreed upon framework can improve descriptions of learners and usefulness <sup>1</sup>
- ❑ Clinical faculty agree on ranking of standardized narratives <sup>2</sup>
- ❑ Overall quality of comments more dependent upon the evaluator than the framework used <sup>3</sup>

<sup>1</sup> Dewitt D, et al. Pilot study of a 'RIME'- based tool for giving feedback in a multispecialty longitudinal clerkship. Medical Education. 2008 (42) 12: 1205-1209.

<sup>2</sup> Regeher, G, et al. "Using "Standardized Narratives" to Explore New Ways to Represent Faculty Opinions of Resident Performance. Graduate Medical Education. 2012; 87 (4): 1-9.

<sup>3</sup> Pelgrim EA, et al. Quality of written narrative feedback and reflection in a modified mini-clinical evaluation exercise: an observational study. BMC Medical Education. 2012, 12: 97 (1-6).

# PRIME Framework

## **P**rofessionalism

- Punctuality, timeliness, availability
- Response to feedback
- Respect for staff, peers, patients and families

## **R**eporter (What)

- Gathering facts from history, PE, labs, radiographs

## **I**nterpreter (Why)

- Clinical reasoning skills

## **M**anager (How)

- Developing a plan

## **E**ducator

- Of families, peers, colleagues, team

# Narrative Comments Include Descriptors on:

- ❑ Medical knowledge
  - ❑ Skills
  - ❑ Attitudes
- 
- ❑ More powerful when elaborate on specific encounter, performance, or behavior
  - ❑ Okay to let the learners know how to improve



# Let's Write Some Comments!

## Based on Observed Student Encounters



# Observed Student Encounters

## ❑ Assume:

- The student has done an adequate physical exam
- The student was instructed to share their thoughts with the patient

## ❑ Take a 3-5 minutes minutes to revise those comments into something you are happy putting on an evaluation

# Narrative Evaluation Comments

Ms. Sharma's history and physical examination skills quickly improved during the rotation, and she was functioning at the level of an interpreter. Her compassionate and empathetic nature allowed her to have a good bedside manner.

# Are Your Comments Affected by Implicit Bias?

- ❑ Implicit biases operate at a level below conscious awareness
- ❑ NOT accessible through introspection
- ❑ Favorable OR unfavorable
- ❑ PERVASIVE

# Axelson 2010

657 students at University of Iowa (2003-2007)

“Adjective checklists” completed by ~35 evaluators per student



**Enthusiastic  
Compassionate  
Sensitive**



**Quick Learner**

# Ross 2017

MSPE letters for 6000 applicants to Yale residency programs (2014-2015)



**“Compassion”**  
*Caring*  
*Compassionate*  
*Empathetic*

**Women > Men**

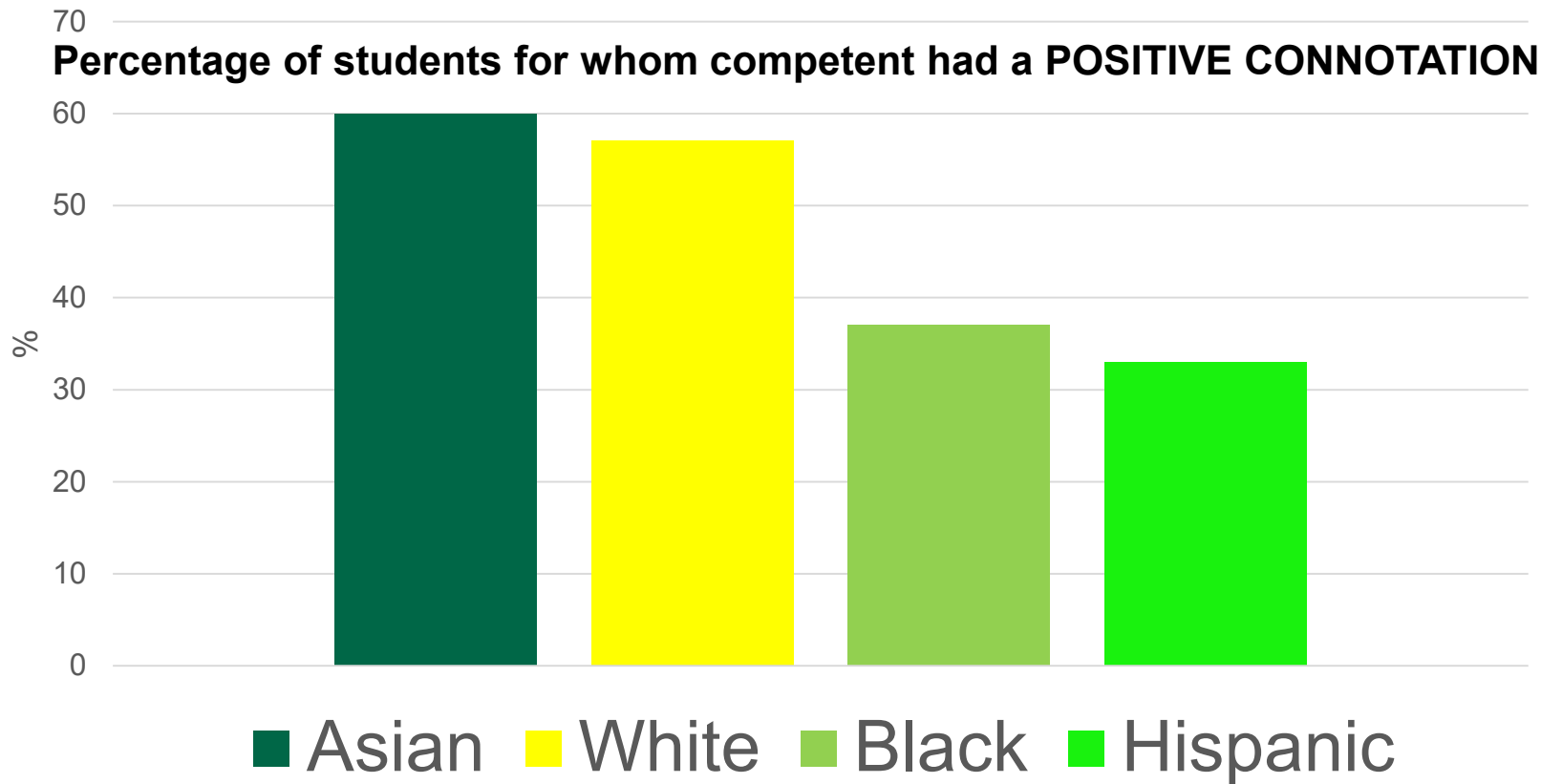
**“Standout Traits”**  
*Best*  
*Exceptional*  
*Outstanding*

**White > Non-White**  
(even after controlling for step 1 scores)

**“Competent”**

**Black >>  
Non-Black**

# Different Connotations of “Competent”



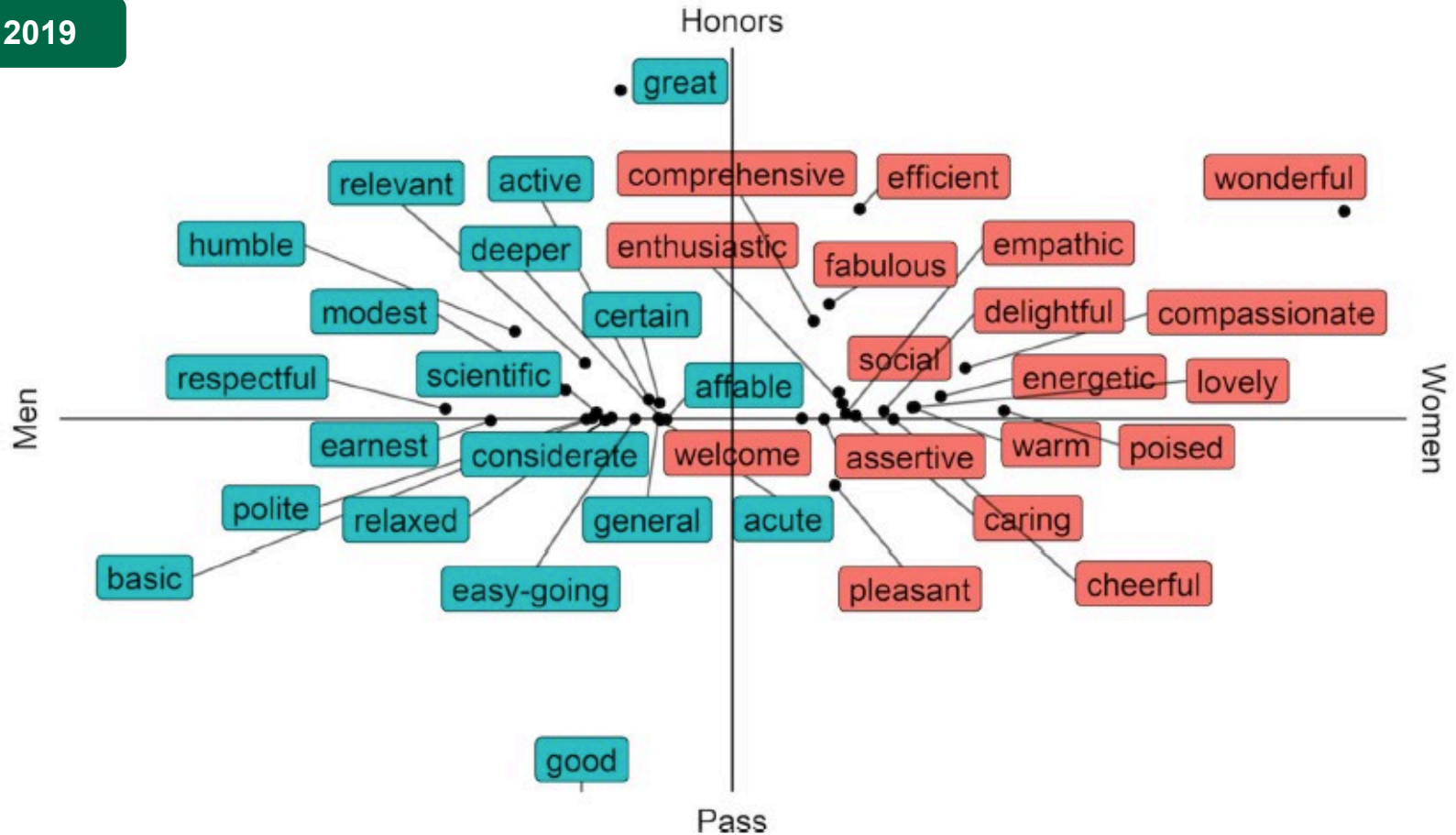
# Rojek 2019

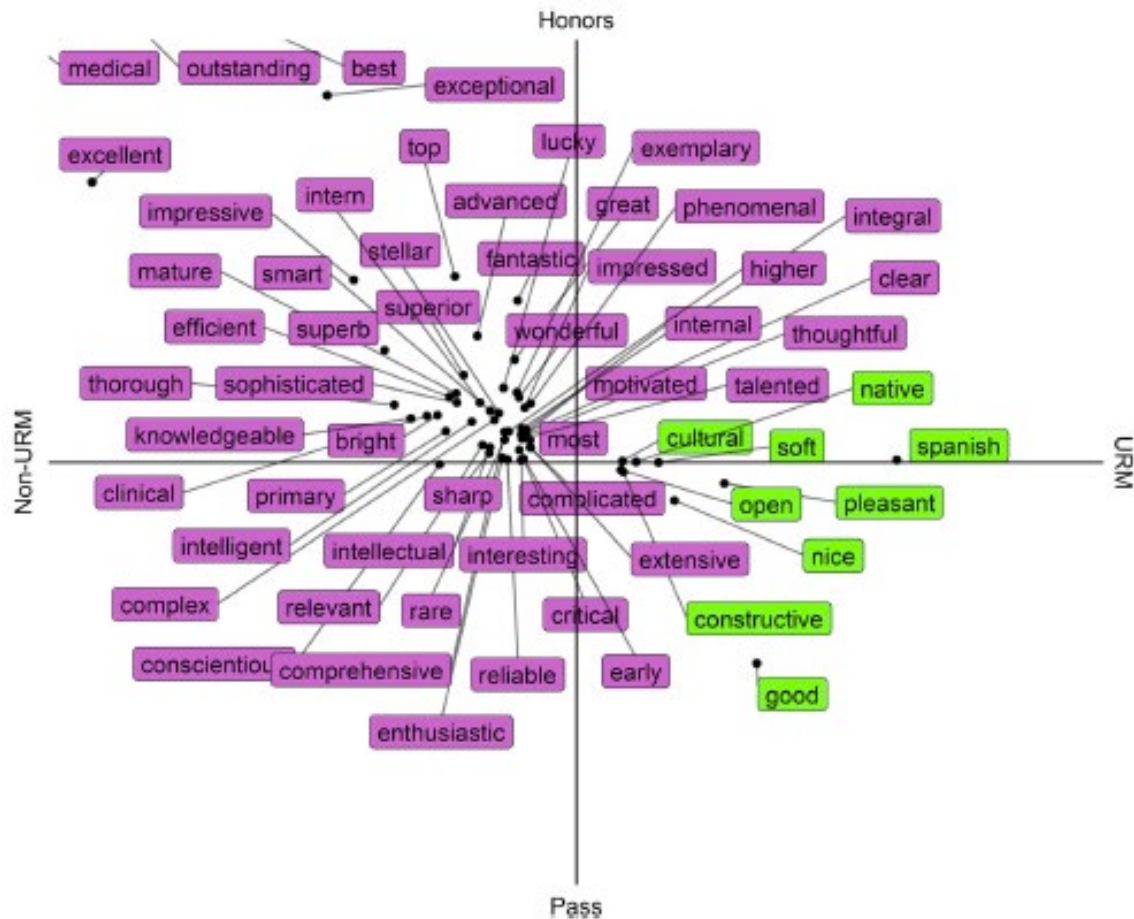
~88,000 core clerkship narratives @ Brown + UCSF (2006-2015)



Competency-Related Descriptors	Personal Attributes
ADVANCED	ENTHUSIASTIC
COMPREHENSIVE	MATURE
IMPRESSIVE	INTELLIGENT
EFFICIENT	HUMBLE







# “An example is worth a thousand adjectives”

Try to describe the student's  
**DIRECTLY OBSERVED WORK and BEHAVIORS**  
related to clerkship competencies  
(vs. assumed personal characteristics)

*Victoria was enthusiastic  
and proactive*

*Victoria arrived early every  
morning and pre-rounded on all  
of the nursery babies before sign-  
out, including calculating their  
bilirubin risk levels*

# Re-Write Your Comments

## Using Narrative Comments Checklist

- ❑ Base comments on direct observations
- ❑ Describe specific behaviors
- ❑ Anchor your comments in a scheme
- ❑ Use competency-related descriptors, rather than personal attributes
  - ❑ Be particularly thoughtful when using the following categories of adjectives to describe students:
    - Caring, compassionate, enthusiastic, empathetic and sensitive are more frequent descriptions of women vs. men
    - Quick learner and “Standout trait” words such as best, exceptional, or stellar are more frequent descriptions of white vs. URM
    - “Bare minimum” words like competent, adequate, satisfactory used more for URM
  - ❑ Give specific examples to describe the adjective used

# Original Narrative

## Evaluation Comments

Ms. Sharma's history and physical examination skills quickly improved during the rotation, and she was functioning at the level of an interpreter. Her compassionate and empathetic nature allowed her to have a good bedside manner.

# Revised Narrative Evaluation Comments

Ms. Sharma responded to feedback well. Her histories and physicals quickly became organized and complete with all the pertinent positive and negatives, and she was able to synthesize the information and determine the most likely diagnosis, functioning at the level of an interpreter. She displayed a terrific bedside manner. Her compassion and empathy were evident as she would sit at the level of the patient, make good eye contact, match the tone of the patient, and make reassuring comments.

	<b>Feedback (Formative)</b>	<b>Evaluation (Summative)</b>
<b>Purpose</b>	<b>Improvement</b>	<b>Judgment</b>
<b>Timing</b>	<b>Throughout</b>	<b>End</b>
<b>Evaluator</b>	<b>Preceptor &amp; Learner</b>	<b>Preceptor</b>
<b>Standards</b>	<b>Incremental steps</b>	<b>End goal</b>
<b>Uses</b>	<b>Give feedback, identify strengths &amp; weaknesses, develop a plan</b>	<b>Grades</b>  <b>Judge competence</b>

# Your Role

## Feedback & Evaluation

### □ Feedback

- Given throughout
- Be sure to give formal mid-rotation feedback for your residents and students

### □ Evaluation

- Please be timely (within 1-2 week of completion of rotation/clerkship)



A photograph of the Marshall University campus. In the foreground, a large bronze statue of a running bull is positioned in a shallow pool of water. In the background, a modern building with a curved facade and large glass windows is visible. The building has "MARSHALL UNIVERSITY" inscribed on its upper part. The scene is set against a clear blue sky with some greenery and palm trees on the left.

QUESTIONS?