UCSF Educational Skills Workshop
Fundamental Skills in the Art of Effective Feedback

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Please see http://tiny.ucsf.edu/FeedbackFundamentals for handouts, skills assessment link and workshops evaluation link
Today’s Google Slides link used in small groups:
You can use chat box for questions
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Goals and Objectives

- Identify (and practice) skills in relationship-building across hierarchies
- Develop language and improve process of hosting feedback conversations using the ARTful framework
- Recognize and overcome personal obstacles (including implicit bias) to hosting effective feedback conversations.
- Use newly-identified feedback skills in challenging real-life scenarios.
- Set personal goals for applying the skills learned in this workshop to one's own practice setting, and review a tool designed to assess performance of new teaching skills.
Overview of the session

▪ Introductions
▪ Interactive discussions: definitions, goals, brief literature review
▪ Triad breakouts for mini-group practice
▪ Final conclusions for feedback

http://tiny.ucsf.edu/FeedbackFundamentals
Suggestions for Engagement

Relational
- Speak for yourself
- Practice confidentiality
- Share kind, specific feedback
- Be mindful of airtime (step up, step back)
- Perfection

Technology
- “Rename” yourself per your preferences
- Use “Gallery View” to see entire group
- Mute unless speaking (or intending to speak)
- Stop video (if stepping away or moving about)
“Without feedback, mistakes go uncorrected, good performance is not reinforced, and clinical competence is achieved incidentally or not at all.”

Ende, JAMA 1983
Overview of the session

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Definition and Facts

- Feedback: specific, nonjudgmental information comparing a trainee’s performance with a standard, given with intent to improve performance

- Fact: Feedback is always being given, consciously or unconsciously, skillfully or carelessly

- Suggestion: Feedback is an expression of commitment to the relationship

Van de Ridder et al, Med Educ 2008
Brief Literature Review

- Feedback as part of an “educational alliance”
- Students like praise as an ‘ego boost’ but also want specific guidance when they make mistakes
- Tying feedback to learner’s goals*
- Understanding the learner’s position helps
- Calibrating the amount of feedback

Feedback Steps

- Set up
- Gather Information / Observe
- ARTful Feedback Conversations
Overview of the session

▪  Introductions
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Imagine a scenario

- Think about a learner
- Envision a scenario in which you would give feedback to that learner
- Type into chat:
  - Who the learner is, and the context of putative feedback
  - One-liner summary of the feedback situation
    - Ex: A student, first clinical rotation, presentations are unorganized and long
Set-up

- Creating a **permissive environment** for maximal learning
  - In context of learner-teacher relationship
  - In the spirit of **dialogue** rather than downloading

- Features:
  - Temporally close to observation(s)
  - In accordance with learner’s goals: *What are you working on? What do you aspire to accomplish?*
  - In accordance with learner’s readiness
Demonstration of Set-Up Microskills
(Write observations on assessment form)

▪ Introduce each other, establishing a personal connection (affirmation, icebreaker, etc)

▪ Express importance of feedback in learner-teacher relationship and how feedback conversations will occur (frequency, one-way vs dialogic, etc)

▪ Elicit and help specify the learner’s goals for performance

▪ Name a specific time for feedback proximal to the event

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Small Group

- Brief introductions: name, institution, learners you work with, where you live

- Assign each group member to a role:
  - ALAMEDA = Case presenter, who also portrays the learner
  - SAN MATEO = Faculty: runs the set-up conversation
  - MARIN (and other counties, if your group is larger) = Observer: follow the microskills, type specific words/phrases that the faculty uses effectively on the ppt document, and verbally share 1-2 observations

- Option to ask us for help if you get stuck ("Get Help" button at the bottom of your screen in breakout rooms)

Google Slides link
worksheet slides for small group – can be transferred to skills obs form
Gather information

• Transcribe what is happening
  • Verbal
  • Nonverbal

• Record words and/or behaviors to give feedback about
  • Avoid “You were…”
  • Practice “I saw…”; “I heard…”; “I noticed…”
Feedback Steps

- Set up
- Gather Information / Observe
- ARTful Feedback Conversations
  - Reinforcing
  - Modifying
- Take Homes

Bienstock et al, Am J Ob Gyn 2007
ARTful Skills

▪ Ask
  - Self-assessment
  - Recall previously-stated goals from Set-Up

▪ Respond
  - Depends on active listening
  - Using empathic words can be helpful

▪ Teach
  - Your own assessment and thoughts
  - Behavioral and specific
  - Can cultivate insight
ARTful Reinforcing Feedback

- **Ask:** What do you think you **did effectively**?
- **Respond:** gently redirect learner from self-criticism, and take the opportunity to agree or reflect the learner’s self-assessment
- **Teach:** your own assessment (if anything to add)
- **The ART cycle continues:** ask for reactions to your observations

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Small Group

- Keep county designations from before, and switch roles:
  - MARIN = Case presenter, who also portrays the learner
  - ALAMEDA = Faculty: runs the reinforcing feedback conversation
  - SAN MATEO and other counties = Observer: follow the microskills, type specific words/phrases that the faculty uses effectively on the ppt document, and verbally share 1-2 observations

- Please feel free to use the “Get Help” button at the bottom of your screen in breakout rooms

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ARTful Modifying Feedback

▪ Ask: What do you think you’d like to **do differently**?
▪ Respond, Teach (remain as nonjudgmental as you can!)
▪ Continue the ART cycle: ask for reactions to your observations

For challenging situations, try:
▪ Asking about **intention**
▪ Responding with empathy or a summary
▪ Teaching your perception of how intention and impact differ
ARTful Take Homes

▪ “What will you take home from our conversation?”

▪ Doing this teach-back allows you to
  • Assess impact
  • Measure outcomes
  • Ensure accountability

For learners in high-stakes situations:

▪ Agree on action plan and accountability
  • By when?
  • What would you expect to happen if you can’t / don’t meet our agreement?
Small Group

- Keep county designations from before, and switch roles:
  - SAN MATEO = Case presenter, who also portrays the learner
  - MARIN = Faculty: runs the modifying feedback conversation
  - ALAMEDA and other counties = Observer: follow the microskills, type specific words/phrases that the faculty uses effectively on the ppt document, and verbally share 1-2 observations

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Evaluation and Action Plan

Copy and paste your observations and learnings into the link to the workshop dashboard:

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