Overview of the session

- Introductions/Overview
- Interactive discussions: definitions, goals, brief literature review
- Large group didactic with 3 small group breakouts for skills application
- Final conclusion for feedback

Dashboard [http://tiny.ucsf.edu/FeedbackFundamentals](http://tiny.ucsf.edu/FeedbackFundamentals)

Today’s share document [https://tinyurl.com/UCSFfeedback523](https://tinyurl.com/UCSFfeedback523)

Suggestions for Engagement

**Relational**
- Speak for yourself
- Practice confidentiality
- Share kind, specific feedback

**Social Signaling**

Photos from Esme Shaller, PhD

Introductions

We will make time for more personal introductions when we go into smaller groups.

In the shared doc Slide #1 or #2, please put in what you’d like to get out of today’s session.

Now, please share on slide #3 or #4 the first word that comes to mind when you hear ‘feedback’?

[https://tinyurl.com/UCSFfeedback523](https://tinyurl.com/UCSFfeedback523)

Why Feedback?

"Without feedback, mistakes go uncorrected, good performance is not reinforced, and clinical competence is achieved incidentally or not at all."

Ende, *JAMA* 1983

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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)
- Hide non-video participant during some activities

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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

Feedback Steps

1. Set up
2. Gather Information / Observe
3. ARTful Feedback Conversations

Imagine a scenario

- Think about a learner
- Envision a scenario in which you would have a feedback conversation with that learner
- Write down answers to the following:
  - Setting, level of learner
  - What was the primary issue?
  - What did you observe the learner do or say?
  - What was the learner’s level of awareness?
  - What is the main key point(s) you want to share with the learner?

Set-Up Microskills

1. Introduce each other, establishing a personal connection (affirmation, icebreaker, etc)
2. Express importance of feedback in learner-teacher relationship and how feedback conversations will occur (frequency, one-way vs dialogic, etc)
3. Elicit and help specify the learner’s goals for performance
4. Name a specific time for feedback proximal to the event
   - (Tech: Stop video during demo; option to hide non-video participants)
   - During Demo: write down your observations of the microskills that the preceptor exhibited
Small Group Activity (15 min)

- Access [https://tinyurl.com/UCSFfeedback523](https://tinyurl.com/UCSFfeedback523) for instructions
- You will receive a 1 min (60 sec) notice before being brought back to main room; click help if needed during breakout

1. **Brief introductions**: Name, where you work, and your learners
2. One member volunteers their case and each member adopts a role as:
   - Faculty
   - Learner
   - Observer/Coach (turn off camera and use observation form on google slides)
3. Practice **Set up** (4 microskills) ONLY; may have time for 2 people to practice as faculty role

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Step 2: 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…”

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Feedback Steps

1. **Set up**
2. **Gather Information / Observe**
3. **ARTful Feedback Conversations**
   - Reinforcing
   - Modifying
   - Take Homes

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ARTful Skills

1. **Ask**
   - Self-assessment
   - Recall previously-stated goals from Set-Up
2. **Respond**
   - Depends on active listening
   - Using empathic words can be helpful
3. **Teach**
   - Your own assessment and thoughts
   - Behavioral and specific
   - Can illuminate blind spots

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ARTful Reinforcing Feedback

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

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Small Group Activity (10 min)

- You will receive a 1 min (60 sec) notice before being brought back to main room; click help if needed during breakout
1. One member volunteers their case and each member adopts a role as:
   - Faculty
   - Learner
   - Observer/Coach (turn off camera and use observation form)
2. Practice **ARTful Reinforcing feedback ONLY**

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Laponis, in Communication Rx, 2017
Stretch break (5 min)

ARTful Modifying Feedback
1. Ask: What do you think you’d like to do differently? (stop doing)
2. Respond
3. Teach (remain nonjudgmental)
   • Continue the ART cycle: ask for reactions to your feedback
   For challenging situations, try:
     • Asking about intention (open to differences and cultural sensitivity)
     • Responding with empathy or a summary
     • Teaching your perception of how intention and impact differ
   Demo

Small Group Activity (15 min)
• You will receive a 1 min (60 sec) warning before being brought back to main room; click help if needed during breakout
1. One member volunteers their case and each member adopts a role as:
   ‒ Faculty
   ‒ Learner
   ‒ Observer/Coach (turn off camera and use observation form)
2. Practice ARTful Modifying feedback ONLY

ARTful Take Homes for the Learner
• Ask learner: “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?

Recap: Feedback Steps
1. Set up
2. Gather Information / Observe
3. ARTful Feedback Conversations
   ✓ Reinforcing
   ✓ Modifying
   ✓ Take Homes

Final Thoughts About Feedback
"Courage is what it takes to stand up and speak
Courage is also what it takes to sit down and listen"
Evaluation and Action Plan

Link to workshop dashboard:
http://tiny.ucsf.edu/FeedbackFundamentals

1. You can copy the info from the Google Slide onto the "Skills Assessment Form" on the Dashboard to receive credit
2. Complete the Evaluation Form regarding today’s session (We love feedback! What should we keep-stop-start?)
3. Your own reflection: What is your take-away from today’s workshop?