



# Enhancing Learning through Effective Feedback



## **Reasons Why Feedback Is Avoided**

### **Few prior models of effective feedback to emulate**

- \*Think about previous influential mentors, preceptors, coaches, teachers who guided you in areas inside and outside of your medical profession

### **Prior hurtful experiences as learners and teachers regarding feedback**

- \*Learn effective feedback skills
- \*Strive to be better evaluators of learning than those who were not helpful to you

### **Attendings and learners fear that feedback might damage their relationship with each other**

- \*Patient care and improved performance are worth the risk of adversely impacting attending/ learner relationships

### **Attendings assume that learners know how they are performing**

- \*It is not sufficient to teach with a philosophy of - "No news is good news"
- \*There is no substitute for regular and ongoing feedback

For more discussion, see Providing Constructive Feedback by J. Westberg & H. Jason

## Conditions That Could Enhance Effective Feedback

- **Share/ discuss expectations**
  - \* Attending's expectations of the learner
  - \* Learner's expectation of the rotation
- **Develop a climate of trust**
  - \* Indicate what feedback is intended to achieve(e.g., help the learner to grow and develop)
- **Discuss when and how feedback will occur**
  - \* During rounds
  - \* In informal one on one discussions and or in a group session
  - \* In formal sessions(e.g., at the end of the first week, second week....)
  - \* Written or verbal format

(Note: Sensitive feedback should always be given in private)
- **Encourage the learner to engage in self-critique/self feedback**
  - \* "How do you think you did?" "What did you learn about this case?"
  - \* This should help learners to identify their own deficiencies and provide evidence where significant learning has taken place

## **Feedback Discussion Session**

### **1. Invite the learner to provide a self -critique**

### **2. Provide your own views and observations**

- \* Begin the discussion with positive observations  
(Note: vary this approach when feedback is given on daily or regular basis)
- \* Link feedback to expectations
- \* Link feedback to actual observations and observations of those who assisted in the learning process
- \* Be specific and present feedback that will be regarded as helpful
- \* Focus on the learners performance----not on how well you like or dislike the person

### **3. Allow the learner to express his/her feelings and reactions**

### **4. Generate a Development Plan (should be ongoing)**

\*\*\*\* Tip: Use feedback/evaluations as tools to stimulate growth and development

For more discussion, see [Providing Constructive Feedback](#) by J. Westberg & H. Jason

# Biases/Pitfalls

## **Halo Effect**

- The tendency to allow how one area/item of performance was rated to influence the rating of other areas/items of performance. \*Could result in positive or negative ratings throughout the evaluation. (Negative=Pitchfork Effect)

## **Curve of Normal Distribution**

- The tendency to predetermine that x number of students or evaluations must fall within certain boundaries of the curve of normal distribution. \*Would result in normal curve, but one that has been forced. Note: To avoid a forced distribution, conduct the evaluations, then plot the ratings.
- The tendency to rate everyone the same. \*Would result in unidentified areas where improvement is needed.

## **Most Recent Incident**

- The tendency to rate performance on the basis of the most recent-good or bad-incident. Note: To avoid this tendency, rate at a time when performance is not exceptionally good nor poor.

