

FEEDBACK: An Important Learning Tool

Jekyll Island
May 31, 2019

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Introduction

- Why?
- Types of feedback
- Expectations
- Skills for working with students
- Discussion

Why?

- To improve performance
- Standard 9.7
 - The medical school's curricular governance committee ensures that each medical student is assessed and provided with formal formative feedback early enough during each required course or clerkship to allow sufficient time for remediation. Formal feedback occurs at least at the midpoint of the course or clerkship. A course or clerkship less than four weeks in length provides alternate means by which a medical student can measure his or her progress in learning.

Expectations

- Share on Day 1
- Tell your expectations with the student
- Refer to the Clerkship objectives

Clerkship Site Orientation

Version 6.20.2018

Guidelines for Students Rotating at _____

PRACTICE INFORMATION

Location Address _____

Contact Information:

OFFICE MANAGER _____	PHYSICIAN _____
Phone _____	Phone _____
Email _____	Email _____

Office/Clinic/Duty Hours _____

First Day Location (if different) _____

Initial contact for first day _____

Professional Attire: Professional dress White Coat Scrubs Other _____

Parking _____

Locker Location _____

Food Storage _____

Work Area _____

EMR Access Yes No If yes, which system do you currently use? (CERNER, EPIC, or Other--Please specify below)

ID's Needed _____

At which hospital(s) and/or surgery center(s) will students be participating in patient care while on your service?

At which hospital(s) and/or surgery center(s) will students require credentials during this rotation?

Clerkship Site Expectations

The following information should be completed by the preceptor.

STUDENT ROLE

Process of seeing patients (shadow vs seeing patients first followed by preceptor):

How many patients? _____

Patients assigned by whom/how will students be notified?

How will student know patients are ready to be seen?

How long should student spend with each patient?

Supervisor (attending, fellow, resident) _____

How is information communicated to supervisor (how long for presentation?)

ADVICE FOR STUDENT ON SEEING PATIENTS

Example:

- Always look at the last note checking for items that need to be completed or followed.
- Introduce yourself as medical student _____ working with Dr. _____.
- Talk to the patient but spend no more time than _____ minutes before moving to the exam then coming to present to me.
- Write down any instructions to the patient; have me review before discussing or handing them to the patient.
- Avoid discussing the plan with the patient until we have gone over them together or discussed on rounds.
- Practice prioritizing problems during a visit:
 - Patient complaints
 - My agenda
 - Medication refill
 - Health maintenance

FEEDBACK (how often and in what setting?)

Example:

Keep a notebook where you can write down questions and we can discuss them at the end of the morning and end of the afternoon or at the end of rounds.

Make a list of personal goals for the rotation and plan to discuss them at the end of this orientation

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Types of Feedback

Formative

- Descriptive
- Specific to the incident to which it is referring
- Direct observation
- Nonjudgmental

Summative

- Based on overall behavior
- Done with intent to document achievement
- Assess competence
- Compare actual performance to standards

The **DARK** Side of Feedback

Picture removed due to copyright protection.

- Viewed negatively
- Humiliating
- Becomes personal
- “One-way” discussion

PRESENTATION



AUGUSTA UNIVERSITY

**MEDICAL
PARTNERSHIP**

UNIVERSITY OF GEORGIA

Presentations

- Data Collection
- Relevancy
- Organization

FEEDBACK

Reported Examples of **PRECEPTOR** Feedback

Good with
patients

Had a
good shift

Reliable
learner

Reported Examples of **STUDENT** Feedback

More specific mid rotation feedback would have been helpful.

I would have appreciated more specific/thorough feedback during the mid-module.

He gave me good, specific feedback.

Feedback

- Establish a respectful learning environment
- Communicate goals and objectives for feedback
- Base feedback on direct observation
- Begin session with learner's self-assessment
- Reinforce and correct observed behaviors
- Use specific, neutral language to focus on performance
- Confirm learner's understanding and facilitate acceptance
- Conclude with an action plan
- Reflect on your feedback skills

- **S** pecific
- **T** imely
- **O** bjective
- **P** lan-based



Feedback

- <https://www.youtube.com/watch?v=DbfISZjG9mU>

Delivering Constructive Feedback

Initial Statement	Core Element	Example
Your observation: <i>“When I observe...”</i>	Action the person has or has not taken	“When I observe argumentative or upset behavior between you and the pharmacology student Jason...”
Your reaction: <i>“I feel...”</i> Identified consequences: <i>“Because...”</i>	Identified feeling or reaction	“I feel concerned and somewhat alarmed...” ...because anger, upset, and serious disagreements between team members are destructive to team cooperation, harmony and unity.”
The conclusion: <i>“Can you see how...”</i>	Seek agreement from the medical student concerning outcomes or consequences of behavior	“Can you see how arguing, particularly at the nurse’s station where many people can observe, is harmful to team relationships and team goals?”
The tie down: <i>“What is your plan...”</i>	Identify how the medical student plans to prevent or avoid repetition of the behavior in the future	“What is your plan for how you will handle these situations in the future?”

Role Play

Professionalism

When there is a problem who do you call?

1. Clerkship Director/Site Clerkship Director
2. Student Affairs

Wrap-up

- Constructive feedback promotes growth
- Feedback is not “pimping”
- Feedback needs to reflect your experience with the medical student
- Q&A

Provided on the spot feedback for my presentations and notes

I really appreciated Dr. xxx's caring attitude and easygoing demeanor. This helped me feel very comfortable in asking questions and also made it easy to receive feedback from her.

She gave feedback whenever possible and went out of her way to help find interesting patients to work with.

He spends a lot of time giving good feedback on fundamentals like taking a thorough and complete history or documenting well.

I appreciated the efforts she made to walk me through her thought processes in assessing patients. She gave good feedback and worked with me to identify areas of improvement

He took the time to provide feedback consistently for improvement.