

# Feedback

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# Feedback

- **Everyone needs feedback to improve**
  - We can all point to critiques that made us acknowledge a weakness
  - Some feedback made us better
- **There is an art to giving feedback**
  - Seldom discussed

# What Does Bad Feedback Look Like?



# You Are Expert in Thoughtless Feedback

“Needs to read  
more”

“A pleasure to  
have on  
service”

Training feedback form Your Name Here

Training Title \_\_\_\_\_

Please rate your level of agreement with each of the following statements. 5 is the highest level of agreement.

Course	5	4	3	2	1
Did the course content meet your expectations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How did you experience the speed or rate at which the training was presented?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can you practically apply the course material to your daily work situations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How will the course affect your ability to perform your job from now on?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How would you rate the focus and structure of the course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Process of Training</b>					
Training received was adequate for my position?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional methods used during mentoring were effective?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided training materials were clearly and accurately written?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received a enough resources/materials?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring was provided in a timely manner?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Structure of Training</b>					
The usefulness of the information received in training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The structure of the training (sequence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The pace of the training (session/s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The convenience of the training schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The usefulness of the training materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was the training appropriate for your level of experience?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>About Trainer/Mentor</b>					
How knowledgeable was the facilitator on the subject matter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did the facilitator explain the concepts clearly and in an understandable way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How did the facilitator handle questions that were asked?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How would you rate their facilitation skills overall?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Food and Dining</b>					
The food and dining staff was courteous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The food quality was good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seating service was timely and efficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seating service delivered the correct food order.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Overall</b>					
How do you rate the training overall?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

“Needs to read more”

**The only thing  
worse than bad  
feedback is  
no feedback**

# Good Feedback

- **The most important aspect of feedback is to put some thought into it**
- **Actionable**
- **Relevant**
- **Personal**

# Actionable

- Behavior based
  - Not personality based
- Direct observation



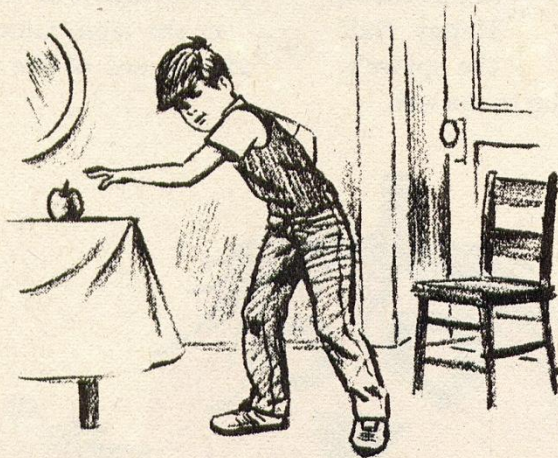
# Goofus and Gallant



Goofus bosses his friends.



Gallant asks, "What do you want to do next?"



Goofus takes the last apple.



Gallant shares his orange.



# Goofus and Gallant

- **Goofus:** “You’re lazy.”
- **Student:** (exits to Deans office, sobbing)
  
- **Gallant:** “Its important to be on time for rounds. They start at 6:30.”
- **Student:** “Okay, buddy.”

# Goofus and Gallant

- **Goofus:** “You’re totally disorganized”
- **Intern:** (Exits to chairs office, angry)
  
- **Gallant:** “You didn’t follow the standard SOAP format. Try it again tomorrow using what we use.”
- **Intern:** “You got it, chum.”

# Make it Relevant

- **Specialty/Rotation specific**
  - This task
  - This rotation
- **No carryovers from previous experience**
  - Well, she did terribly with me at the VA

# Goofus and Gallant

- **Goofus:** “You don’t know anything”
- **Intern:** Egad!
  
- **Gallant:** “This is the ID rotation, and you don’t know the difference between amoxicillin and azithromycin.”
- **Intern:** “I hear ya, chief.”

# Make it Personal

- **What is unique to that individual's performance?**
- **Common themes may apply, but make it as specific as possible**

# Goofus and Gallant

- Student: “How am I doing?”
- Goofus: “Keep doing what you’re doing.”
  
- Student: “How am I doing?”
- Gallant: “You really get to know your patients, but when you present you look at the floor, and we have to strain to hear you. I also like the way you ask questions at the end of rounds.”



# Feedback Sandwich



- **Critical feedback is most effective when sandwiched between two positive comments**
- **This arrangement makes the listener less defensive and shows you appreciate some effort**

# Positive Feedback

- Always provide positive feedback
- “You did a good job with...”
- Can be hidden or difficult to recognize, but there’s always something
  - Form or style
  - Substance
  - Approach

# Negative Feedback

- Important to correct mistakes
- “Next time try...”
- “Don’t forget to include the stuff that will kill you first...”
- Gentle correction is better than explosion (just like laxatives)

# Logistics

# Keep it Short

- **Smaller points are more easily digested**
- **Focus on the main points**
  - Requires you to prioritize

# Location

**Praise publicly,  
Criticize privately**



# Timing

- **Make the time**
- **There is a balance**
  - **Sooner is better**
  - **Immediate is not possible or desirable**
  - **Very negative comments should wait for a private conversation**

# Frequency

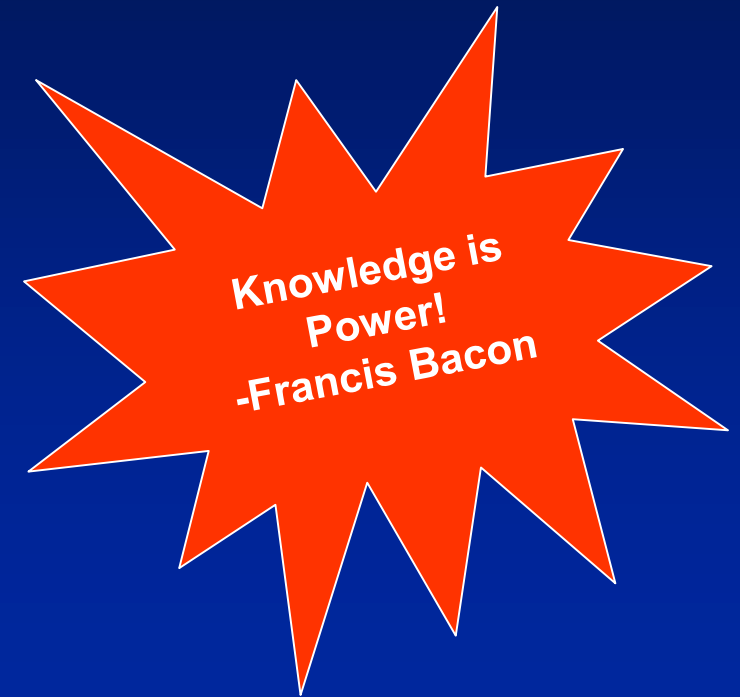
- **At least twice per rotation**
- **The hardest time is the first time**
  - **It gets easier with each session**

# Know Your Audience

- Age matters
- The younger the recipient, the more potent feedback can be
- A PGY-3 can take a hit that may devastate a MS-3

# Involving Others

- **It is okay to ask others their opinions**
  - Is it just me?
- **Consider the effects**
  - Co-residents will talk
  - Confidentiality is important
    - Can ruin relationships
    - Can have career implications



# Be Prepared to Discuss

- **Make time for a conversation**
  - This is not Twitter
- **Be receptive to the learner's point of view**

# **Recidivism... Revisiting... Repeat Offenders**

- **Special case**
- **Repeat feedback session build on prior ones**
- **Involve program leadership**



# Feedback Reminders

- Express clearly and concisely
- Behavior-related
- Use the feedback sandwich
  
- Listen to the response

# Summary

- **Make the time to give feedback**
- **Use a feedback sandwich**
- **Keep it actionable, relevant, & personal**
- **Keep it short**
- **When appropriate, keep it private**
- **Be prepared for a conversation**

**So...**

**Any  
Feedback ?**