

Feedback

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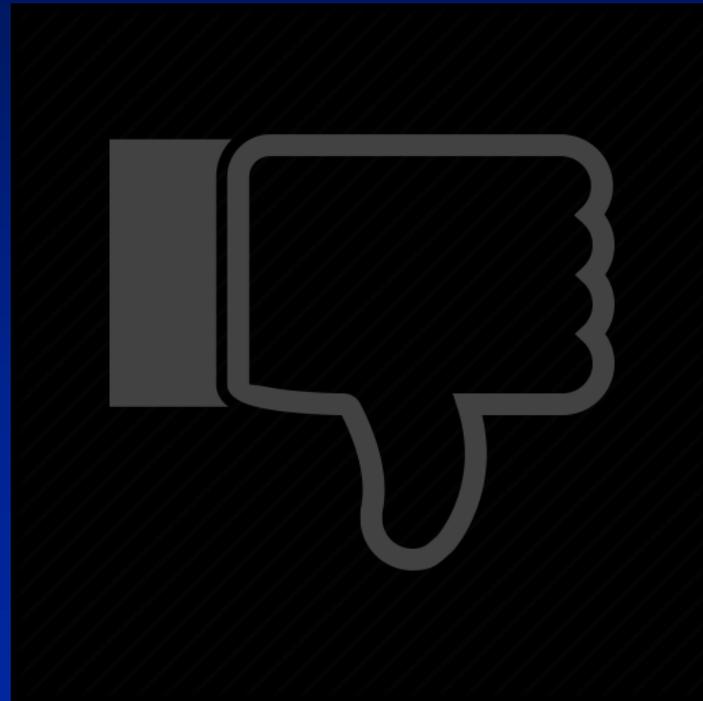
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Feedback

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

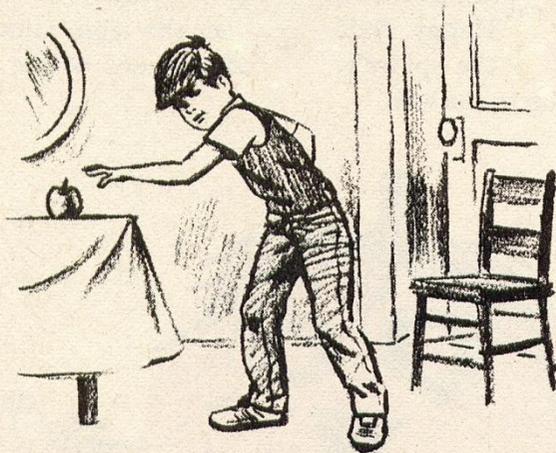
Goofus and Gallant



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... Revisicism... 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 ?**