

Give Effective Feedback To Learners in Difficulty

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Slide / Content Credit: Jesse Markman MD, MBA

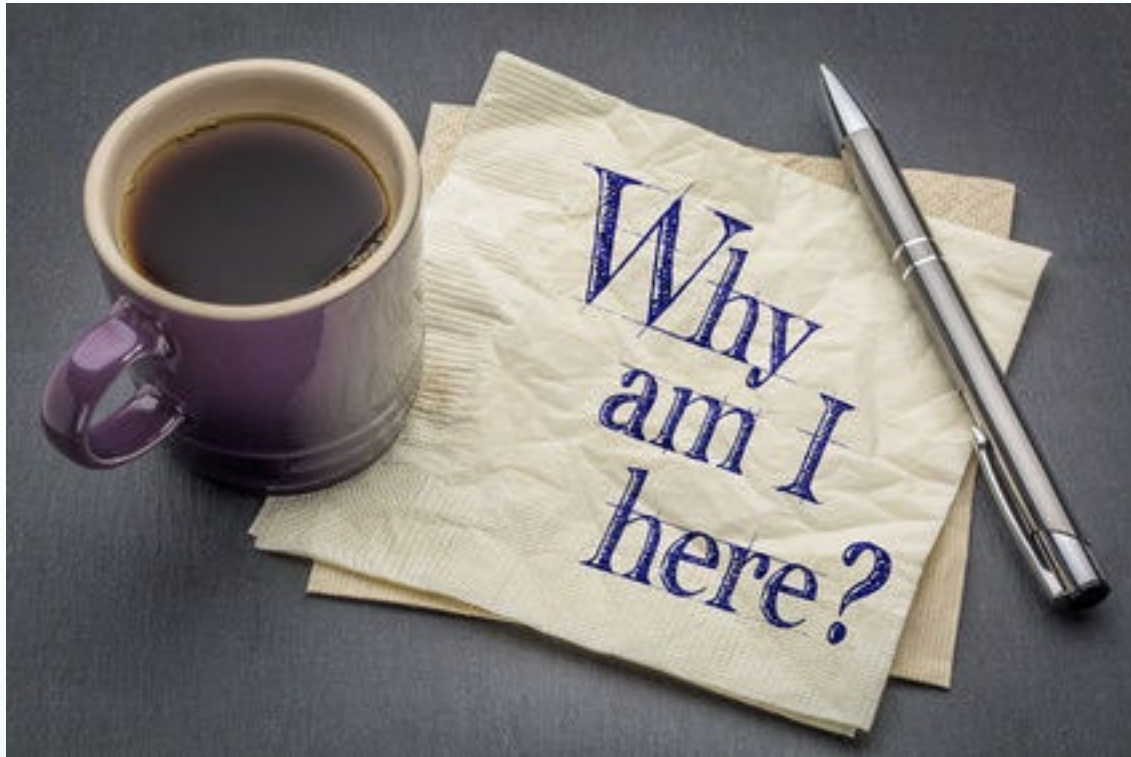


UWSOM WWAMI
Stern Program

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Objectives: At the end of this talk the participant will be able to...

1. Identify common challenges that hinder effective feedback.
2. Define “*Learner in Difficulty.*” Determine if the learner exhibits problematic behavior.
3. Diagnose the learner’s deficit domain: Knowledge, Skills, or Attitudes.
4. Jointly formulate individualized intervention with the learner and appropriate follow-up.



Outline of session

HOUR 1

- Review of teaching & feedback frameworks
- What about barriers?
- Break out 1: Work on case prompt.
- Report out.
- Break

HOUR 2

- Feedback vs. Remediation
- Identify when there is a problem
- When to call in the Calvary
- Breakout 2: Mine your group / Individual cases
- Report out & Wrap up.

Your Challenging Feedback Stories



Good?

Bad?

Ugly?

A quick review: How To Teach

Key Steps to Teaching Effectively



Begin with a Growth Mindset

- Invite learner self assessment
 - “What are you working on?”
- Outline the relationship
 - “I’m here to observe...”
 - “You can expect me to give feedback ...context x,y,z”
- Information sharing

Create An Enabling Environment

Students Will Learn And Function Best When...

- Students have compelling direction
 - Outline roles & responsibilities
 - Goals are clearly stated & context specific
 - SET EXPECTATIONS
- Students have an enabling structure
 - Trust, Autonomy, Ownership – Active agents!
- Students have a supportive context
- Students have expert coaching

Use a Framework – “**Ask-Tell-Ask**”

- “**Ask**” – for self assessment
 - Ask the learner what went well, what can be improved
- “**Tell**” – give your assessment
 - Describe what you noticed. Be specific.
 - Balance reinforcing positives & constructive
 - Outline things to be improved
- “**Ask**” – invite the learner to comment & make a plan
 - Did the learner hear you? How will they apply it?



Image credit: Homolka, NYTimes

Supplemental Assessment

- Sometimes the issue is actually more about our own interaction or experience of the learner than the student
 - “it’s not you it’s me... no really...”
- Part of the assessment also needs to consider yourself with the learner
 - How is this making **you** feel?
 - What is bothering **you** about this?
 - What do **you** want or need?

Supplemental Assessment

- Sometimes learners are irritating or annoying
 - What is annoying you?
 - What is annoying about the thing that is annoying you?
 - Is this objectively irritating?
- It is entirely appropriate to conclude that the learner needs to annoy you less to be successful, but you want to be clear that this is part of the equation

What about roadblocks?
What barriers to feedback have
you encountered?



Barriers to Feedback

- Lack of knowledge on what to give feedback about*
- Lack of training about how to give feedback*
- Worry feedback will be misinterpreted
- Concern learner will reject the feedback
- Worry about the impact on your relationship with the learner
- Lack of time

Worry the learner will misinterpret the feedback

- If you have set the stage using techniques reviewed the chance of misinterpretation is much less
- Direct feedback that is constructive is difficult BUT ESSENTIAL.
- We do not live in Lake Wobegon. The West Coast nice doesn't serve learners well.

Medical Student Mistreatment Study

- Completed qualitative analysis of a series of focus groups investigating “public humiliation” from the AAMC Graduation Questionnaire
- Participants defined “public humiliation” as negatively, purposefully induced embarrassment
 - One of the most significant risk factors for this perception is the perceived, negative intent of the teacher
 - Conversely, one of the most protective thing you can do with feedback is to ensure the learner understands your purpose and intent with the feedback

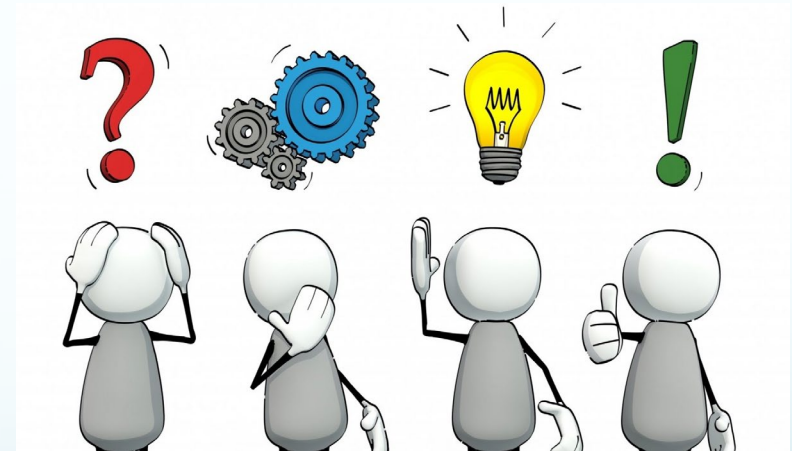
Concern the learner will reject the feedback

- Feedback rejection is a thing that happens
- Where is the resistance coming from?
 - Learner can't see the relevance of the feedback or how it relates to their experience
 - Teacher gives feedback in an incomplete or damaging way
 - Learner externalizes as a defense. "It's everyone else's fault"
 - Feedback gets too close to the learner's self-objects



What if the learner rejects the feedback?

- If at first you don't succeed...
- Consider how important the feedback is to situation:
 - Is this an ongoing problem?
 - How will it impact the learner and/or others?
 - Is this something that can be corrected later?
- Is the inability to accept feedback now the issue for feedback?
 - How big of a problem is that?
- Consider when to refer up



Change your mindset about feedback

- Should take less than 5 minutes!!
- Short feedback snippets along the way have more value!
- It is not helpful to hose them down at the end!



Change your mindset about feedback



- Schedule it.
- Appropriate setting
- Label it.... “I’m giving you feedback.”
- Pick one thing
- Specific & timely
- Respond & Follow-up
- Reciprocate

Small Group Breakout 1

- Work through Case 1 at your table 15-20 minutes.
 - Obstinate Owen
- Report out
 - What might be going on? With the Student? Teacher?
 - Any supplemental information needed?
 - Speculate: Why didn't feedback land?
 - How would you proceed?



Break



Learners in Difficulty

What is the difference between Feedback
& Remediation?

When the going gets rough





"It's not that you're under-performing so much as you're over-failing."

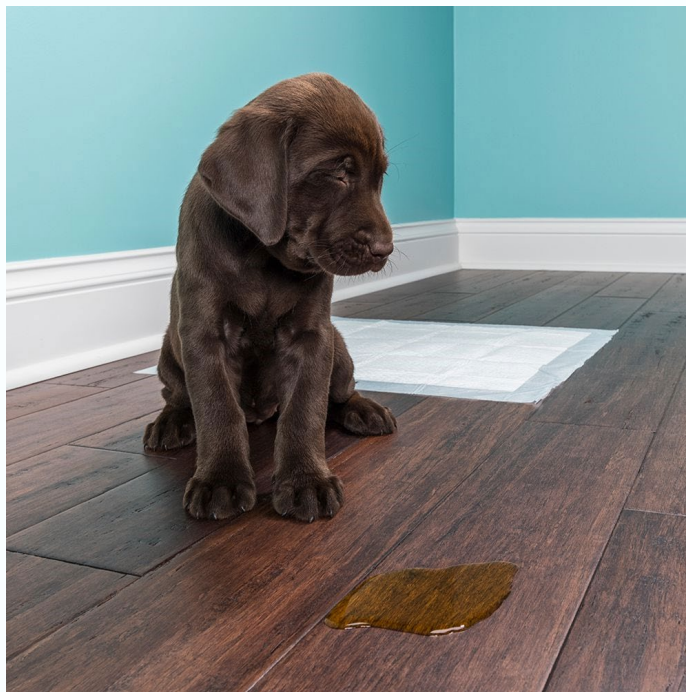
You have given feedback and...

There is no change in behaviors/attitudes

- 1) Did you actually deliver the feedback or did you soft pedal so it wasn't delivered?
- 2) Discuss with learner their understanding of the feedback
- 3) Problem solve around how to apply the feedback

If still no change it may be time for remediation

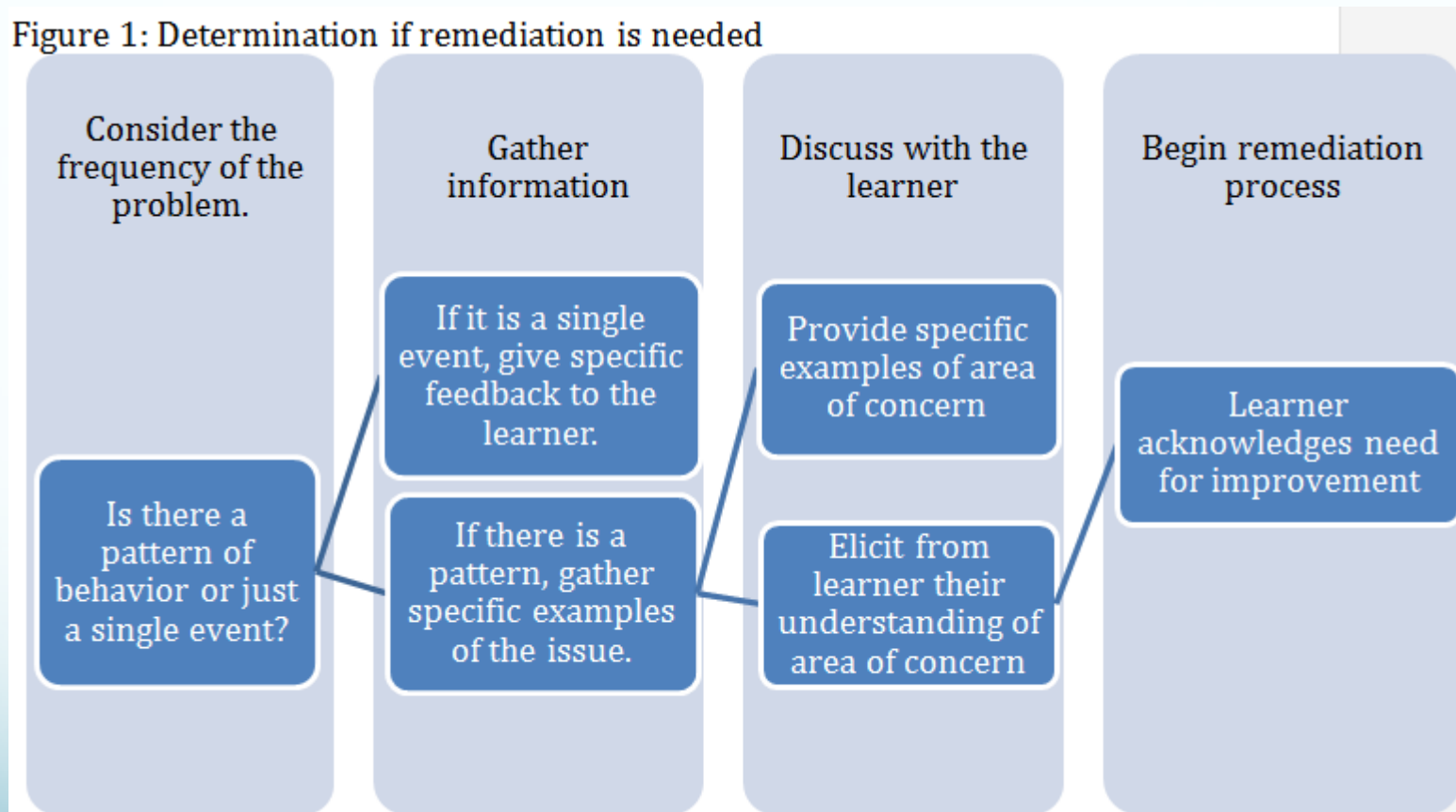




What about problems?

Step 1: Determine if there is a problem

Figure 1: Determination if remediation is needed



Yes Houston, There is a
problem: Now what?



Step 2: Identify deficit domain

Knowledge

Skills

Attitude

Knowledge

- If a learner doesn't know what is going on or what he or she should be doing, it's hard to get it right
- You may find yourself surprised that a learner is unaware, but this may be reality
- If these deficits are present, it may indicate a need to :
 - Assess your own orientation and what is being retained
 - Set more specific expectations and assess for understanding expectations

Skills

- If a learner doesn't know how to do what he or she should be doing, it's hard to get it right
- Learner skill sets vary considerably
 - Rotations vary
 - The level of exposure at different sites varies
 - Learners vary in their ability to acquire new skills
- The presence of skill in one area does not necessarily translate to another area/skill/situation

Stages In Acquiring Skills



Learner

- Do you remember what it was like to be a medical student... or resident?
 - Where are they coming from?



Attitude

- The learner knows what to do and how to do it, but chooses not to
- Most difficult area for most people to address
- Assessment starts with understanding where your learner is coming from

Step 3: When do you call in the cavalry?



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*Who is
the
calvary???*

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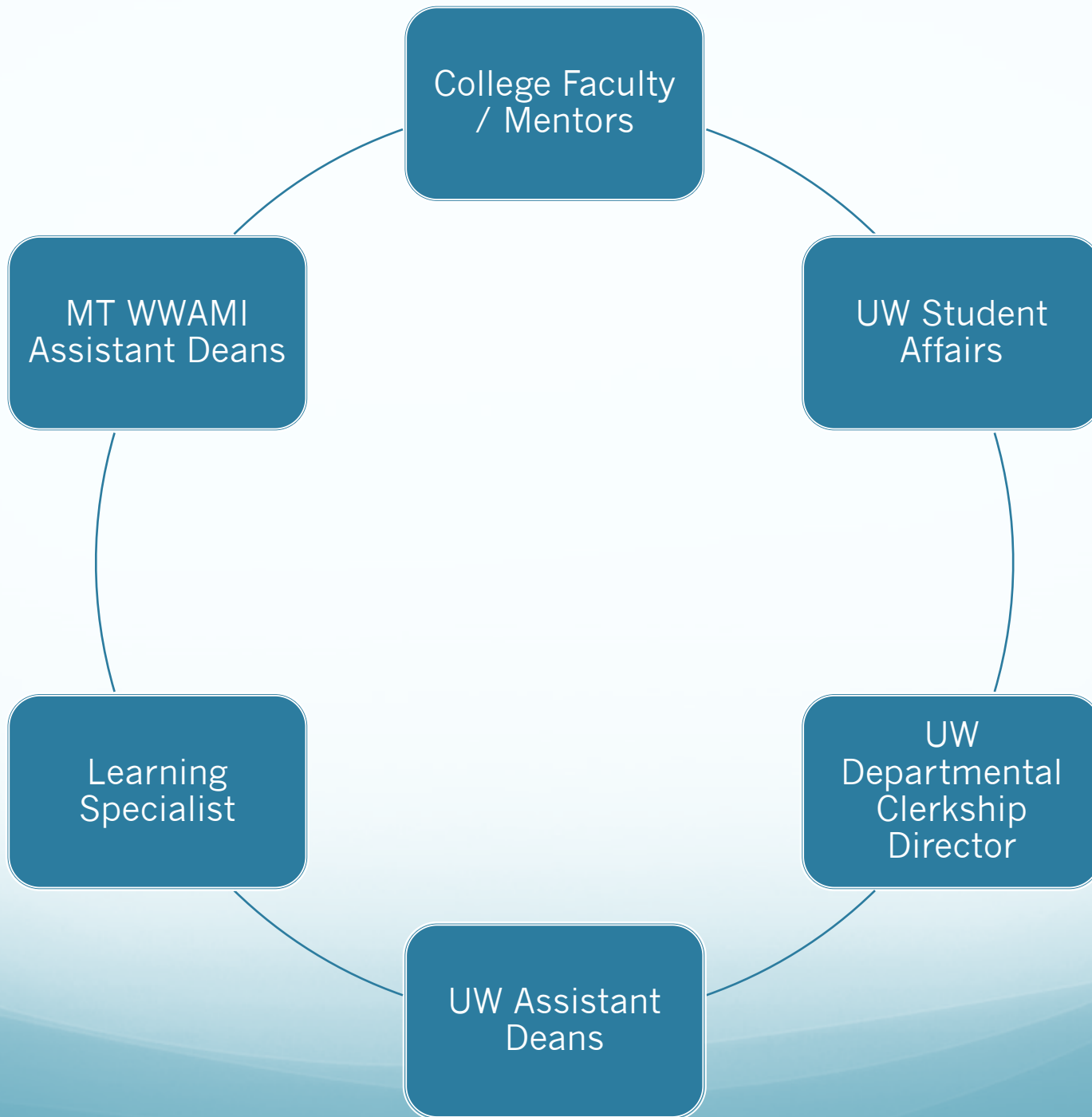
Gerald Tolbert, M.D.

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Support/Foundations Dean for
Seattle

Montana Learning Specialist



Katie Daughenbaugh



Step 4: Make a Plan with the Student & your Team

- Dependent on deficit
- Created collaboratively with learner and supervisor
- Delineation of clear expectations- what needs to change and how will it be assessed/measured?
- Create timeline



Small Group Break Out 2: Mining your group

- Select a case that is vexing you or vexed you in the past
- Did feedback land?
- Is there a problem? What domain? Knowledge, Skills, or Attitude?
- Who might be able to support you?
- You may need to make an educated guess for some of the information if it is a situation that is evolving



Post activity discussion

In historic cases

- What made feedback difficult?
- How & when did you determine there was a problem?
- Any sticking points?
- Any patterns?
- Did you reach out for help?



Wrapping up

- Giving feedback to students in difficulty is most successful when developed in a structured way through a collaborative partnership
- Being familiar with the key steps of teaching can help with identifying if there is a problem and what it might be
- Don't wait too long or the window of opportunity closes

