

SP Feedback Workshop

STEPS

AGENDA

- ▶ Introduction
- ▶ Didactic
- ▶ Examples
- ▶ Discussion
- ▶ Practice
- ▶ Evaluation



The Basics of Feedback

▶ What is Feedback?

- ▶ Fundamental and interactive aspect of teaching and learning
- ▶ Provides learners with an awareness of their performance, an understanding of how they affected SPS emotional experience
- ▶ Makes an impact in education by presenting deeper insight into learners' actions/behaviors

- ▶ A teaching tip for feedback

What are characteristics of good feedback?



- ▶ Clear, unbiased comment of observations
- ▶ Commend and reinforce verbal and nonverbal skills
- ▶ Identifies behavior that needs developed
- ▶ **Constructive**

- ▶ **SP Example:**
 - ▶ I appreciated how you responded to me with a smile and a caring nature.

What are the benefits of constructive feedback?

- ▶ Personal and professional growth
- ▶ Enhances interpersonal skills
- ▶ Strengthens clinical practice through improvement of verbal and nonverbal skills
- ▶ Promotes student confidence and increases motivation

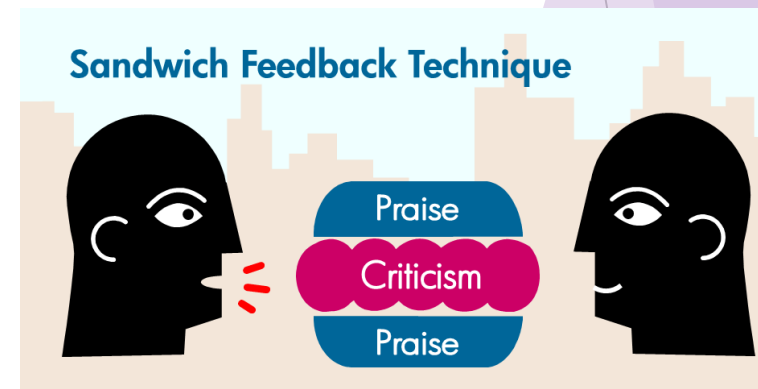


How can you provide constructive feedback?

- ▶ Be descriptive! Refer to specific behaviors and actions, not clinical content
- ▶ Avoid judgment
- ▶ Explain how you felt by accepting responsibility of your response to students' behaviors/ actions
 - ▶ Use "I" when giving feedback
- ▶ SP Example:
 - ▶ When you greeted me and shook my hand, I felt comfortable in your care.
 - ▶ I felt like my accomplishment of quitting smoking was diminished when you didn't acknowledge it.

Tips for delivering effective and quality CONSTRUCTIVE feedback:

- ▶ Come out of SP role and introduce yourself.
- ▶ Focus on 1-3 behaviors/actions to discuss during feedback
 - ▶ SP Example: Fidget, click pen, eye contact, etc.
- ▶ Be aware of your tone and body language- do not be judgmental
- ▶ Minimalize negative feedback with a smile
- ▶ Begin by asking student to self-assess: how he/she thinks the encounter went
- ▶ Use the SANDWHICH method
 - ▶ Begin and end your feedback with a positive statement
 - ▶ Provide description of current behaviors that you want to reinforce
 - ▶ Identify specific situation where behaviors have occurred
 - ▶ Describe impacts and consequences of the current behavior
 - ▶ Identify alternative behaviors and actions that can be taken
- ▶ Encourage continued effort



▶ Sandwich technique

AVOID POOR FEEDBACK!

- ▶ DON'T be too vague or general in your statements
- ▶ DON'T judge - “bad” “right” “wrong”
- ▶ DON'T criticize

- ▶ SP Example: You made me feel uncomfortable
- ▶ SP Example: You did not treat me with respect
- ▶ SP Example: I did not like when you told me I should quit smokingshould be: When you told me I should quit smoking, I felt...

What are key discussion topics for feedback?

► Verbal and Nonverbal cues

Greeting/ Introduction	Attitude (warm/ caring or cold/unwelcoming)
Eye Contact	Professional handshake
Personalized encounter, using names	Interest in SP situation
Tone of the student	Pace of the student
Use of open-ended questions	Appropriate facial expressions
Respectful	Empathy
Acknowledgement (smile/ head nod)	Provided summary of encounter

▶ Positive Feedback Example in Medical Education

When delivering feedback use the DESC technique!

► Communication tool

D- Describe the behavior (w/o judgmental language)

E- Express your feelings (use “I”, explain your emotion)

S- Suggest/ Specify the desired change in behavior (suggest what you would prefer “What I would like you to have done is..”)

C- Communicate consequences (Check that students understand and commit to improved actions/ behavior in future).

Align your feedback with the DESC technique!

- ▶ **D**- When you....
- ▶ **E**- I felt, perceived, noticed, was, experienced....because....
- ▶ **S**- I'd prefer/ want/ need you to....
- ▶ **C**- So that

SP Example: **When you** moved my gown to examine my heart, **I felt** uncomfortable. **I would have** preferred if you asked me if that was okay **so that** I would have felt more relaxed.

SP Example: **When you** immediately began the encounter by asking questions after you introduced yourself, **I perceived** that you were only interested in me as a patient and did not want to take the time to talk with me as a person. **I need you to** come into the room, shake my hand, and establish rapport **so that** I am in a more relaxed environment.

Restructure this feedback:



Learn
Practice
Improve

- ▶ You made me feel like only a patient and not a person.
- ▶ When you repeatedly asked me question after questions without trying to connect with me as a person, I experienced an unpleasant feeling that I was only a clinical project. I would prefer you to take the time during your interview to talk and connect with me. This way I would know that you care about who I am and what I am saying.



- ▶ I didn't like the way you looked at your notes more than you looked at me.
- ▶ During the interview, you looked at your notes a large majority of the time. I felt that you were nervous and could not relax. I want you to make eye contact with me and know that it is still okay to look at your notes so that it is a more comfortable environment for us both.



- ▶ You were late.
- ▶ When you came to the encounter late, I was frustrated. I need you to be attentive to your timeliness during encounters so that everyone's time is respected.



- ▶ You did a good job.
- ▶ When you acknowledged that I quit smoking, I felt recognized and that you respected my accomplishment. This is a reassuring feeling as a patient.

SUGGESTION on feelings:

Reassured	Understood
Encouraged	Cared for
Guided	Comfortable
Appreciative	Calm
Good	Please
Listened to	Used
Angry	Provoked
Let down	Embarrassed
Overwhelmed	Pressured
Dehumanized	Judged
Annoyed	Unsure



