SP FEEDBACK WORKSHOP

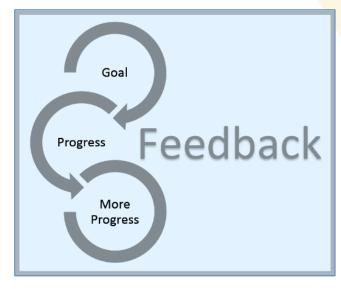
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AGENDA

- Introduction
- Didactic & Examples
- Practice & Discussion
- Evaluation





Feedback 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 SP's 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
- Constructive
- SP Example:
 - I appreciated how you responded to me with a smile and a caring nature.

Good feedback, but now let's build on it..



WHAT ARE THE BENEFITS OF CONSTRUCTIVE FEEDBACK?

- Encourages personal and professional growth
- Strengthens clinical practice through improvement of verbal and nonverbal skills
- Promotes student confidence and increases motivation
- Important Feedback = Hard to deliver but necessary for learning and growth!



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 felt" not "you made me feel"

• <u>SP Example</u>:

- I felt comfortable in your care when you greeted me and shook my hand.
- I felt like the accomplishment of no longer smoking was diminished when you didn't acknowledge it.



DELIVERING EFFECTIVELY FEEDBACK IN YOUR ROLE

- Come out of SP role and begin feedback immediately following encounter
 - Ask, tell, ask
- Look and talk to your student
 - Your students wants to know how he/she did
- Be aware of your tone and body language
 - Gentle delivery
 - Minimalize negative feedback with a smile/ pleasant tone
- Focus on 1-3 behaviors/actions
 - <u>SP Example</u>: *Fidget, click pen, eye contact, etc.*





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



DELIVERING EFFECTIVE FEEDBACK IN YOUR ROLE CONTINUED...

- Structure feedback as: ASK, TELL, ASK
 - Begin by asking student to self-assess
 - Give your feedback & encourage continued effort
 - Ask for questions
- Sandwich Technique
 - Wrap negative feedback with positives
 - Effective to reduce feedback discomfort and anxiety
- Know what case information you should or should not reveal
- Avoid discussing your performance as an SP
 - They do not need to know



Positive Feedback Example in Medical Education



HOW TO SAY WHAT YOU WANT TO SAY

- **DESC** technique!
 - Sharon & Gordon Bower
 - Asserting Yourself
 - Communication tool
 - Develop assertiveness & practice
 - Conflict resolution
 - Feedback
- **D**-<u>D</u>escribe the behavior
- **E**-<u>E</u>xpress your feelings (use "I")
- S-Suggest/Specify desired change in behavior ("What I would like you to have done is..")
- **C**-<u>C</u>ommunicate <u>c</u>onsequences (Commit to improved actions/ behavior in future)



ALIGN YOUR FEEDBACK WITH THE **DESC** TECHNIQUE!

Describe. When you....

Express. I felt, perceived, noticed, was, experienced....because....

Specify. I'd prefer/ want/ need you to....

Communicate. So that



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



EXAMPLES

<u>SP Example</u>: 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 comfortable.

SP Example: When you immediately began the encounter with 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.



AVOID POOR FEEDBACK!

- DON'T be too vague or general in your statements
- DON'T judge "bad" "right" "wrong"
- DON'T criticize
 - Students are here to learn.
- **Poor Example:** You made me feel uncomfortable.
- Poor Example: You did not treat me with respect.
- Poor Example: I did not like when you told me I should quit smoking.
- Constructive Feedback: When you told me I should quit smoking because it is a bad habit, I felt...(Apply DESC Technique)



RESTRUCTURE THIS FEEDBACK:

- You made me feel like only a patient and not a person.
- When you repeatedly asked me question after question 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.

Learn Practice Improve





- 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.





