

You observe one of your interns go in to interview and examine a patient. The patient complains of symptoms of heroin withdrawal. The intern seems to ignore the patient's concerns, and using lots of medical jargon, tells the patient that she will die unless she "kicks the habit" . ALL parties are extremely frustrated after a few minutes – yourself included.

You follow him out of the room and:

- a) Smack him on the head- that should knock some sense into him
- b) Tell him that he should rethink his career decision, as he clearly lacks people skills
- c) Shrug and ignore the episode-he is really bright and technically excellent
- d) Choose the appropriate time and offer some thoughtful and well directed feedback

Effective Feedback

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Feedback

The process by which the teacher provides learners with information about their performance

Feedback

The process by which the teacher provides learners with information about their performance *for the purpose of improving their performance*

Feedback

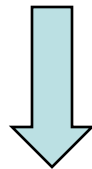
KNOWLEDGE

SKILLS

ATTITUDES

Feedback

Reinforce good behavior
Correct mistakes



Improved performance



"Keep up the good work, whatever it is, whoever you are."

8 Steps to More Effective Feedback:

1) Specific

8 Steps to More Effective Feedback:

1) Specific

2) Frequent

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1) Specific

2) Frequent

3) Timely

8 Steps to More Effective Feedback:

- 1) Specific
- 2) Frequent
- 3) Timely
- 4) Include learner self-assessment**

Fostering self-assessment:

“Do YOU feel that YOU are able to identify alcohol withdrawal symptoms in a hospitalized patient?”

“Are YOU comfortable with YOUR skill at eliciting a substance use history?”

8 Steps to More Effective Feedback:

5) Focus on observed
behaviors not the person

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6) Focus on what is changeable

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- 5) Focus on observed behaviors not the person
- 6) Focus on what is **changeable**
- 7) **Motivate** behavior change

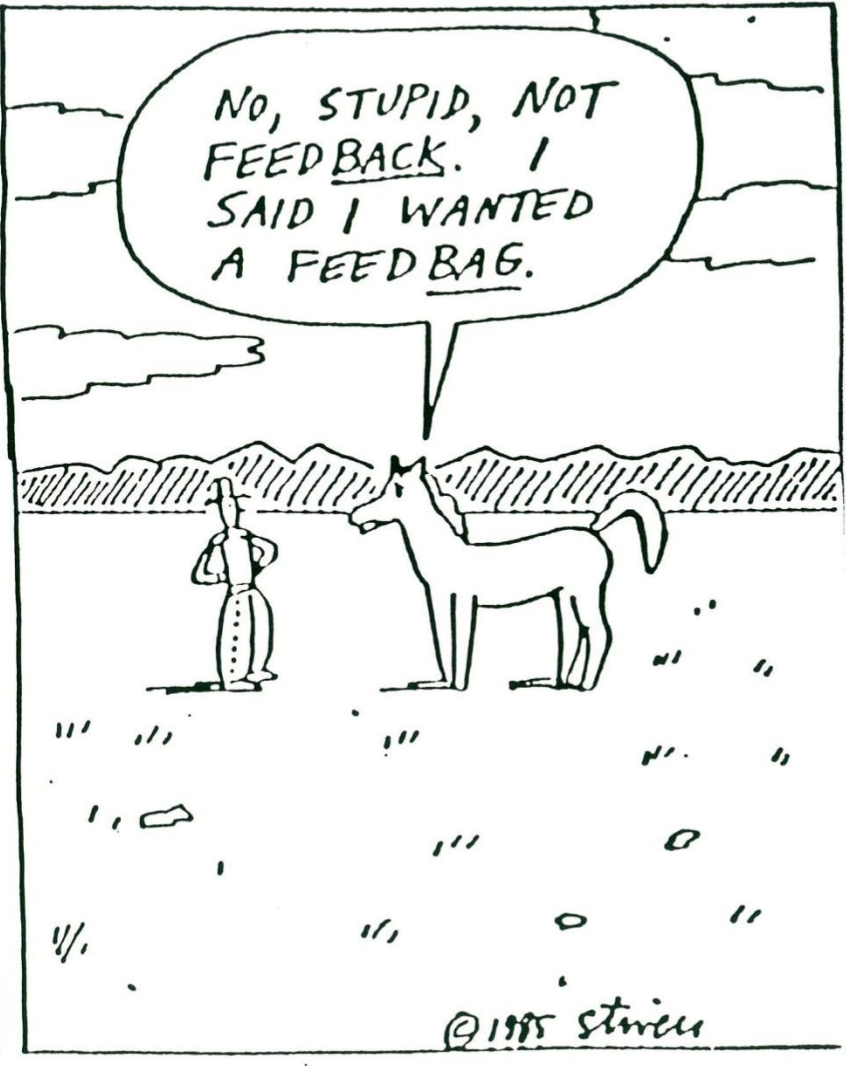
8 Steps to More Effective Feedback:

- 5) Focused on observed behaviors not the person
- 6) Focused on what is **changeable**
- 7) **Motivates** behavior change
- 8) **Offers concrete suggestions for improvement**

WELL, YOU'VE BEEN A
PRETTY GOOD HOSS, I GUESS.
HARDWORKIN'. NOT THE
FASTEST CRITTER I EVER
COME ACROST, BUT...



NO, STUPID, NOT
FEEDBACK. I
SAID I WANTED
A FEEDBAG.



©1985 Struww

Feedback

“The Delivery”

- Choose the time and location
- Decide how much to “dole out”
- Acknowledge the learner’s situation
- Give the learner the opportunity be involved in creating plans for improvement

Feedback

“Feedback sandwich”

Feedback

“Feedback on a cracker”

Feedback

“Catch them doing something
right”