Elevating Student and Resident Feedback to the Next Level

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Disclosures

• Benjamin King
  – I have nothing to disclose concerning possible financial or personal relationships with commercial entities that may have a direct or indirect interest in the subject matter of this presentation

• Cindy Brucato
  – I have nothing to disclose concerning possible financial or personal relationships with commercial entities that may have a direct or indirect interest in the subject matter of this presentation
Learning Objectives

Pharmacist Learning Objectives
• Discuss the importance of effective feedback
• Discuss appropriate preparation for feedback sessions
• Develop self-assessment skills for learners
• List and describe key components to effectively provide constructive feedback

Technician Learning Objective
• None available for this presentation
Barriers to Effective Feedback

- “I don’t have the time for this.”
- “This is too awkward and uncomfortable.”
- “It is obvious what they need to do.”
- “They already know how they are doing.”
- “I don’t know how they would respond to feedback.”
- “This has never happened before.”
Defining Feedback & the Importance of Feedback
What is *not* Feedback?

- **Encouragement** – “Try harder next time”. Used when uncomfortable discussing poor performance

- **Constructive Criticism** – Describes negative behaviors or actions of another and the effects. Grounded in empathy, but can emphasize the negative and create communication barriers

- **Self-reflection** – Important, but needs to be combined with feedback to help identify the important areas
What is Feedback?

- The exchange of information between a preceptor or provider and a student or receiver that describes the student’s performance in a given activity
- Information about how successfully something has been or is being done
- Objective and formative in nature
## Feedback vs. Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Feedback</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basis</strong></td>
<td>Observation (assessment)</td>
<td>Observation (assessment)</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Objective</td>
<td>Objective</td>
</tr>
<tr>
<td><strong>Timing</strong></td>
<td>Immediate, timely</td>
<td>Scheduled</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>Informal</td>
<td>Formal</td>
</tr>
<tr>
<td><strong>Scope</strong></td>
<td>Specific actions</td>
<td>Global Performance</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Improvement</td>
<td>“Grading” and improvement</td>
</tr>
</tbody>
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## Types of Feedback

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Constructive</th>
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<tbody>
<tr>
<td>• Pairing a desired behavior with positive reinforcement and feedback</td>
<td>• Negative reinforcement that obtains less predictable results</td>
<td>• Balance containing desired behavior AND areas for improvement</td>
</tr>
<tr>
<td>• Motivates individuals for additional achievement</td>
<td>• May stop behavior, but:</td>
<td>• Helps individuals understand learning needs</td>
</tr>
<tr>
<td></td>
<td>– Student can perform better OR</td>
<td>• Most difficult, but most desired</td>
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<td></td>
<td>– Stop trying because of feeling punished</td>
<td></td>
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</tbody>
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Colbert J. UC San Diego Skaggs School of Pharmacy and Pharmaceutical Sciences.
Why is Effective Feedback Important?

• Cornerstone of effective clinical teaching
• Encourages self-assessment and learning
• Poor quality or absence of feedback can lead to:
  – Interpretation as an approval of performance
  – Deterioration of the relationship
  – Anxiety, resent or humiliation
  – Good performance not being reinforced
  – Sense of unimportance

Goals of Feedback

• Improve future performance
• Reinforce positive actions
• Provide reassurance about competency
• Guide future learning
• Identify and correct areas of improvement
• Promote self reflection
Preparation and Components of Feedback
Elements of Effective Feedback

- Inform learner of expectations
- Provide in a timely manner
- Select an appropriate environment
- Be learner specific
- Focused
- Efficient
Elements of Effective Feedback

• Be conversational
  – Be aware of nonverbal communication
• Relate back to specific goal of the learning experience
• Base on observed behaviors
  – Focus on behaviors that can be changed
  – Observe activity more than once prior to providing feedback if possible
• Foster independence
Feedback Techniques
Feedback Sandwich

- Reinforcing Statement
- Corrective Statement
- Reinforcing Statement

Pendleton Model

- **Step 1**: Learner states what was good about his or her performance
- **Step 2**: Teacher states areas of agreement and elaborates on good performance
- **Step 3**: Learner states what was poor or could have been improved
- **Step 4**: Teacher states what he or she thinks could have been improved

Reflective Feedback Conversation

- Teacher asks learner to share any concerns about their recent performance
- Learner describes concerns and what they would have liked to do better
- Teacher provides views on the performance and offers support
- Teacher asks learner to reflect on what might improve the situation
- Learner describes possible avenues for improvement and future goals
- Teacher elaborates and corrects response, and checks understanding
Why is Self-Assessment Important

- Prepares learners for independent practice
- Promotes continual self-learning
- Develops professional curiosity
Fostering Self-Assessment

- Reflective questioning
- Learning portfolios
- Reflective narratives
- Daily learning logs
  - Record concepts or facts they learned and applied in practice each day
- Case summaries
Creating an Environment

• Establish openness
• Provide rewards
• Allow for silence
• Set expectations
• Remove fear
Scenario
Feedback Example

• A patient has received a new prescription for liraglutide for their type 2 diabetes mellitus. The patient has never used liraglutide before, and would like counseling on how to use it and what to watch out for.

• You decide to send your resident to counsel the patient on their new liraglutide prescription and go with them so that you can oversee the interaction.
“Hi Dwayne ‘The Rock’ Johnson, I see that you have a new prescription for liraglutide. This is a synthetic glucagon-like peptide receptor agonist that acts as an incretin mimetic and decreases blood glucose through enhancement of glucose-dependent insulin secretion, and slowing of gastric emptying. Some possible adverse reactions include nausea, palpitations, and hypoglycemia. Make sure to administer this subcutaneously while titrating weekly as directed. Hope you have a good day!”
Feedback Example cont.

No Feedback

Ineffective Feedback/Criticism

The Sandwich Method

Pendleton Model

Reflective Feedback Conversation
Pearls

- Effective feedback should be
  - Frequent
  - Timely
  - Focused
  - Constructive
  - Learner specific
  - Conversational
  - Fostering self-assessment
References

- Gigante J, Dell M, Sharkey A. Getting beyond “good job”: How to give effective feedback. Pediatrics. 2011 Feb; 127(2):205-7
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