



Feedback

Coaching Group

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Plan

- The challenge of feedback
- Untangled feedback
- Cases

Discussion

- What do people mean when they ask for feedback?
- What makes giving feedback difficult?
- What makes it easier?

Feedback

Should be

- Well-timed
- Expected
- Focused on common goals
- Specific
- Limited to remediable action/behavior

Adapted from Ende, *JAMA*, 1983



Feedback

- Keep doing
- Stop doing
- Do differently

Sandwich Feedback

Reinforce

Correct

Reinforce



Ask

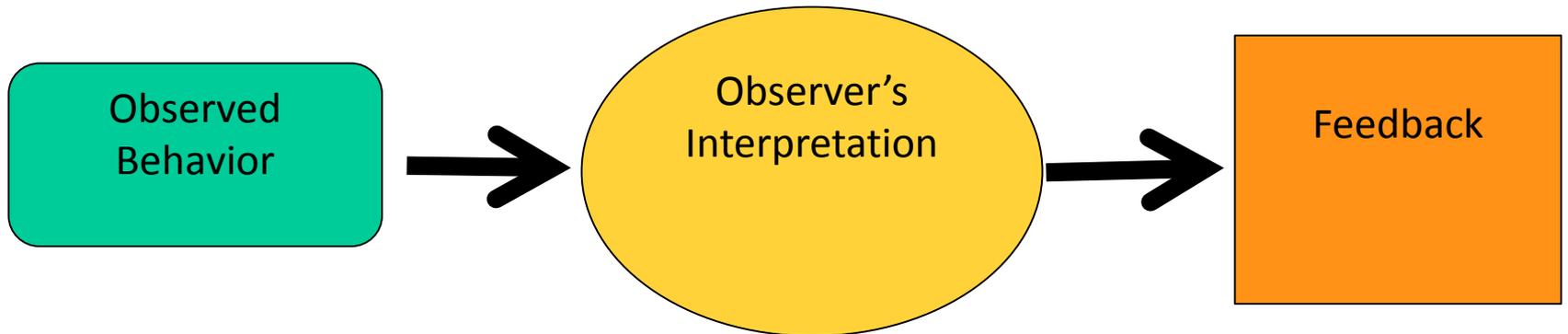
Tell

Ask

Johnstone & Musick, 2008
Gifford - Coaching the Elite Learner



Consider





Interpretations

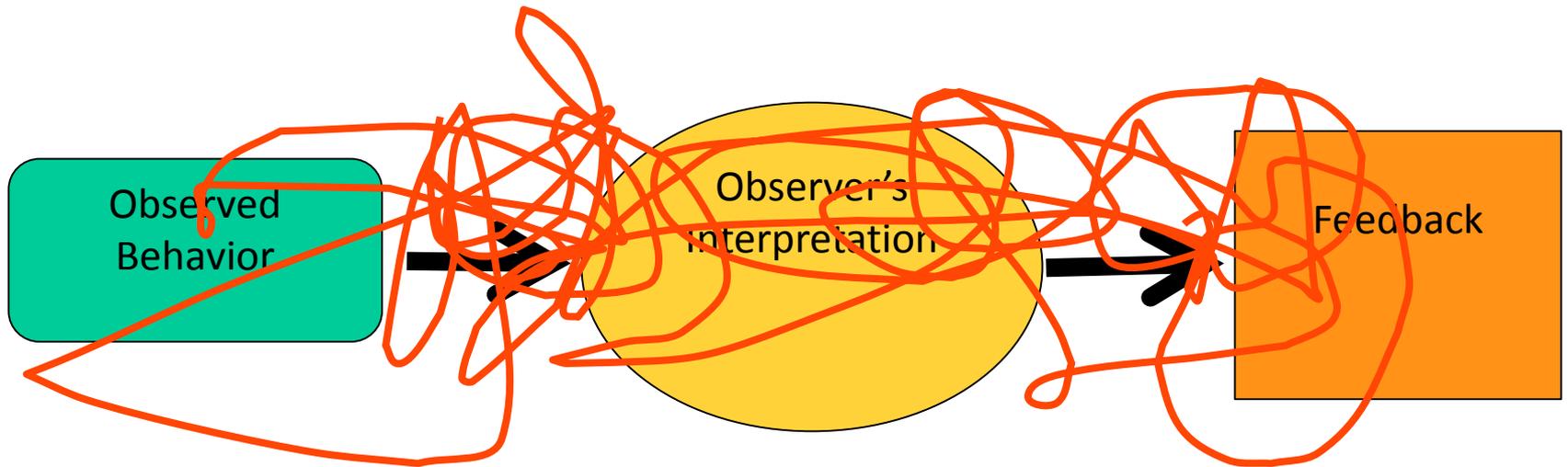
“I barely know what’s going on in my own head, and I have special access to that.”

Charles Dwyer, PhD

Influencing People Skills Lab

LPCH, July 2009

Tangle





How do I give feedback to someone who:

- Has senioritis
- Can't see the big picture
- Is afraid of examining children
- Is arrogant and confrontational on rounds



Untangling Feedback

- Assume good intentions
- Describe behavior
- Explain the impact of behavior
- Take responsibility for your impressions & interpretations
- Ask. Don't guess at intentions or internal states
- Acknowledge gaps between intentions, internal states and outward impressions

Assume Good Intentions

- Until proven otherwise
- If others are not meeting expectations, assume that something is getting in the way.

Describe behavior

- You included a one-liner at the beginning of your presentation today.
- You used the terms *malignancy* and *organism* in your explanation to the family.
- You left before everyone else was finished today.

Explain the impact

- Hearing that one-liner was really helpful in framing the presentation and making it easy to follow.
- The family kind of panicked.
- The team could have used your help.



Take responsibility for impressions

- I noticed
- I appreciated
- I am concerned
- I didn't see
- I felt



Take responsibility for impressions

- My impression is that you really have a good sense of the patient's key issues.
- My sense is that you weren't noticing their reactions.
- My immediate impression was that you aren't paying attention to what the team needs.



Intention vs. impression

- That might just be my impression...
 - Was the one liner helpful for you?
 - How did the presentation feel to you? What was your sense of dad's reaction?
 - Was there a reason you needed to leave?
- Give credit for good intentions



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Extra challenges

Second hand feedback

- Avoid if possible
- Coach the first-hand observer to give direct feedback
- If necessary:
 - Have you been getting feedback from the team about....?
 - I'm hearing that they have concerns



Feedback after a delay

- Based on our work together today, do you have any suggestions for what I can do better?
- Since it's Friday, I wonder if you can give me any feedback. Maybe just one thing I'm doing well and one thing I could improve on.
- Since we have a little time right now, do you have any feedback on my presentation from this morning?

Feedback after a delay

- Avoid the surprise – plan for feedback
- Find a point for focus
 - What are you working on?
- Record observations in real time
 - End of day evaluation form
 - Verbatim recording



How do I deal with

- Defensiveness
- Professionalism issues
- Lack of insight
- Poor clinical reasoning

Managing reactions

Reaction	Response
Flooding	Stop/Limit amount of feedback Set up another time – with preparation Reaction prevents actual intake of information
Defensive	Triage Focus on impact or impression vs. intention Very concrete, behavioral descriptions Reaction ≠ actual intake of information Monitor and follow-up



How to resist feedback

- Explain
- Defend
- Rationalize
- Deny
- Ignore
- Patronize
- Discredit
- Crumble
- Attack



Tips (for receiving feedback)

- Listen without interrupting
- Acknowledge, consider
- Restate, summarize
- Ask clarifying questions
- Write it down
- Do not explain, deny, defend...



Professionalism

- Create a problem list
- Determine level of insight, readiness for change
- Articulate the desired outcome
- Choose an intervention
- Monitor, document, re-assess



Clinical Reasoning...