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
DANGER

ELECTRIC FENCE
Consider

- Observed Behavior
- Observer’s Interpretation
- Feedback
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

- Observed Behavior
- Observer’s Interpretation
- Feedback
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
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
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

<table>
<thead>
<tr>
<th>Reaction</th>
<th>Response</th>
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<tbody>
<tr>
<td>Flooding</td>
<td>Stop/Limit amount of feedback&lt;br&gt;Set up another time – with preparation&lt;br&gt;Reaction prevents actual intake of information</td>
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<tr>
<td>Defensive</td>
<td>Triage&lt;br&gt;Focus on impact or impression vs. intention&lt;br&gt;Very concrete, behavioral descriptions&lt;br&gt;Reaction ≠ actual intake of information&lt;br&gt;Monitor and follow-up</td>
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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...