The Art of Constructive Feedback

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Supporter
• Supported by the Pharmacy Technician Certification Board.

Disclosures
• Seena L. Haines and Jenny A. Van Amburgh: “declare(s) no conflicts of interest, real or apparent, and no financial interests in any company, product, or service mentioned in this program, including grants, employment, gifts, stock holdings, and honoraria.”

Target Audience: Pharmacists
• ACPE#: 0202-0000-16-055-L04-P
• Activity Type: Application-based

Learning Objectives
• Define types of tools to assess learners.
• Describe effective techniques for evaluating learners.
• List barriers and benefits to providing constructive feedback at various points throughout the evaluation period.
• Discuss skills that reduce one’s own resistance to feedback.
• Deliver nonjudgmental feedback in role-play scenarios.
• Describe characteristics of constructive feedback and how to deliver it effectively.
Who Are Your Learners

Ponder for a Moment…
• Do you believe your learners 'different' today?
• What’s the first word that comes to mind when you hear…
  - ‘Millenials’?
  - “Gen Zs”
• What are the challenges of clinical teaching today that didn’t exist 5-10 years ago?

Generation Y vs. Z

<table>
<thead>
<tr>
<th>Generation Y</th>
<th>Generation Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alias: Millennials or Digitalis</td>
<td>Alias: Hackers or Homelander</td>
</tr>
<tr>
<td>Grow up in a time of expansion</td>
<td>Grow up in a time of recession</td>
</tr>
<tr>
<td>Norm for teen connection: texting</td>
<td>Norm for teen connection: social media</td>
</tr>
<tr>
<td>First tech gadget: iPod</td>
<td>First tech gadget: iPhone</td>
</tr>
<tr>
<td>Naive and nurtured</td>
<td>Savvy and cynical</td>
</tr>
<tr>
<td>Facebook/Instagram</td>
<td>Snapchat/Whisper</td>
</tr>
<tr>
<td>Goal with social media: garner shares</td>
<td>Goal with social media: disappear</td>
</tr>
<tr>
<td>Music: Lady Gaga / Bruno Mars</td>
<td>Music: Taylor Swift / Lorde</td>
</tr>
<tr>
<td>Style: Nantiosistic, I am awesome</td>
<td>Style: Gritty, I will survive</td>
</tr>
<tr>
<td>Perspective: Optimism</td>
<td>Perspective: Pragmatism</td>
</tr>
<tr>
<td>Shaping events: Fall of Iron Curtain; Columbine; Dot.com era; iPod</td>
<td>Shaping events: 9/11; terrorist attacks; economic recession; iPhone</td>
</tr>
</tbody>
</table>

What Does All This Mean?
• We may….
  ✓ Have to approach our non-negotiable(s) as developmental (develop a culture of learner responsibility)
  ✓ Have to model problem solving / critical thinking skills vs. instant answers
  ✓ Have to provide more structure (frequent feedback / encouragement)
  ✓ Have to value collaboration
• Avoid labeling…refocus our role as an educator and make it a win-win situation

Learning Readiness & Inventories

Facilitating Experiential Learning

http://www.businessballs.com/experiential_learning.htm
Educational Theories

Value-Driven Content

- The learner's self-concept
  Adults have self-responsibility and have the capacity to make decisions for themselves
- The role of learner's experience
  Adults have a range of life experiences
- Readiness to learn
  Resulting from realization of the need to learn
- Orientation to learning
  Adults are motivated (usually intrinsically motivated) to learn because they are able to realize the worth / value

Key Reading

- Reflection in action (at the time the event is happening)
- Reflection on action (after the event)

Key Reading

- Developing the reflective practitioner: what, so what, now what
  Beth Martin, MPH, BSPharm, BScACP,*, Shelli Hohl, PhD, RPh†, Rhonda ‘Women, MPH, PharmD, BCACP‡,
  Eleanor M. Vogt, MPH, RPh,*
  *University of Cincinnati College of Pharmacy, Cincinnati, OH
  †Review of John Hopkins University School of Pharmacy, Baltimore, MD
  ‡University of Florida College of Pharmacy, Gainesville, FL

Mechanisms to Assist in Learning Experiences

Putting it All Together

- Experiential Learning Cycles
  Act
  Concrete Experience
  Reflect
  Reflective Observation
  Conceptualize
  Abstract Conceptualization
  Apply
  Active Experimentation
  Understanding
  Understand
  Approach New Experiences
  Act
  Reflective Observation
  Reflective Observation
  Abstract Conceptualization
  Reflect
  Reflective Observation
  Apply
  Active Experimentation
  Understanding
  Understand
  Approach New Experiences

- Conceptualize
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Preceptor Models: Framework & Mnemonics

Learning New Skills & Techniques

Conscious Competence
- Student knows what they have done well
- Needs to focus on performance
- Caution for “faint praising”

Conscious Incompetence
- Helping students learn and do what they cannot
- Recognizes the need to acquire it
- Move out of transit box

Unconscious Incompetence
- What the student did not yet know what they could not do
- Out of danger box and into transit box

Unconscious Competent
- Things they are good at but not realize
- Typically low confidence and self esteem
- OR can perform a task with conscious thought

5th stage can be reflective competence

Feedback Defined
- Information provided by an agent (teacher, peer, parent, self, experience) regarding one’s performance or understanding
- A consequence of performance
- Can be accepted, modified, or rejected

Evaluative (value judgment) OR Descriptive (what learner said, did and guide to improve)

Benefits and Challenges to Providing Effective Feedback

Benefits
- Congruence with learning objectives / activities and outcomes
- Strengthens communication between preceptor and learner
- No surprise with summative assessments
- Modeling of reflective practices and self-assessment

Challenges
- Lack of clear objectives & expectations
- Teaching pitched at the wrong level
- Focus on recall of facts rather than problem solving
- Lack of active participation by learners
- Inadequate direct observation of learners and feedback
- Insufficient time for reflection and discussion

Seven Principles of Good Feedback Practices

- Goal-referenced
- Tangible and Transparent
- Actionable
- User friendly
- Timely
- Ongoing
- Consistent

Adapted from: Race P. Using Feedback to help students learn. The Higher Education Academy.
Feedback Central Themes

- Must answer 3 major questions asked by the instructor and/or learner

1. Where am I going (what are the goals)?
2. How am I going (progress towards goal)?
3. Where to next (activities to make better progress)?

Feedback Levels: Success Criteria

Level of Task Performance

Level of Process Understanding

Regulatory or Metacognitive Process Level

Self or Personal Level

Feedback Models

Feedback Language

- Use 'I' messages...instead of "You didn't follow the protocol?"

  "I'm wondering why you didn't follow the protocol?"

- Use descriptive language...instead of "You had great rapport with your patient."

  "I saw you call the patient by name, and look directly at them as you spoke."

- Avoid interpretation...instead of "You didn't check for understanding."

  "When you were explaining the medication, I noticed the patient's body language seemed they were confused."

- Collaborate on an action plan...instead of "I want you to read up on the protocol."

  "What actions will help you remember the protocol?"

Effective Feedback Attributes

Directly related to specific learning goals (LE)

- Be descriptive not judgmental
- Focus on task not the person
- Action plan to improve performance

Preceptor Development – Self Reflection

Pre-Rotation Feedback Checklist

**Assess, Identify, and Analyze**
- Identify specific medication issues from previous day.
- Identify medication issues.
- Identify patient-specific drug-related concerns.
- Identify medication interactions.
- Identify med conditions.
- Identify med interactions.
- Identify meds.

**Weekly feedback session with Likert Scale (1-4)**

<table>
<thead>
<tr>
<th>(1 – Strongly Disagree</th>
<th>2 – Disagree</th>
<th>3 – Agree</th>
<th>4 – Strongly Agree</th>
</tr>
</thead>
</table>

**Follow-through, Communication, Documentation**
- Communicate progress with appropriate pharmacists.
- Communicate patient progress with appropriate pharmacists.
- Communicate patient progress with appropriate pharmacists.
- Communicate patient progress with appropriate pharmacists.

**Weekly feedback session with Likert Scale (1-4)**

<table>
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Difficult Learning Situations

**Primary Prevention**
- STOP before it occurs
- Set clear expectations
- Determine learner goals
- Reassess at midpoint

**Secondary Prevention**
- DETECT looks for cues
- Don’t wait / TRIAGE
- Initiate SOAP early
- Give specific feedback and monitor

**Tertiary Prevention**
- MANAGE effectively / seek help
- IMPROVE

When to involve to SOP??

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Learner Differential Diagnosis

<table>
<thead>
<tr>
<th>Trainee in Crisis</th>
<th>Troublesome Learner</th>
<th>Difficulty Trainee</th>
<th>Disruptive Trainee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substance Abuse</td>
<td>Cognitive Base</td>
<td>Clinical Skills</td>
<td>Communication</td>
</tr>
<tr>
<td>Illness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resilience</td>
<td>Anxiety, Depression</td>
<td>Anger, Fear</td>
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</tbody>
</table>

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SOAPing A Challenging Learning Situation

**Subjective**
What do others say or think? What is the “chief complaint”? Reflective activities and gathering information

**Objective**
Specific behaviors preceptor witnessed

**Assessment**
Cognitive, affective, valuative, environmental, medical

**Plan**
Considerations; do I need to gather more data? Do you need to intervene or get help? (RPD and Coordinator)

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Interventional Approach

<table>
<thead>
<tr>
<th>Oz Character</th>
<th>Nature of Resident/Student Deficiency</th>
<th>Corrective Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scarecrow</td>
<td>Competence</td>
<td>Instruct &amp; Direct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Build in structure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Train and Guide</td>
</tr>
<tr>
<td>Tinman</td>
<td>Commitment</td>
<td>Motivate &amp; Inspire</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain rationale</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Emphasize importance</td>
</tr>
<tr>
<td>Cowardly Lion</td>
<td>Confidence</td>
<td>Encourage &amp; Facilitate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Praise effort</td>
</tr>
<tr>
<td>Dorothy</td>
<td>No Deficiency</td>
<td>Empower</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clarify expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure resources</td>
</tr>
</tbody>
</table>

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Addressing Student PERFORMANCE

<table>
<thead>
<tr>
<th>PERF Level</th>
<th>First Step</th>
<th>Second Step</th>
<th>Third Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception</td>
<td>Student’s Perception</td>
<td>YOUR perception</td>
<td>Reach mutual understanding</td>
</tr>
<tr>
<td>Expectation</td>
<td>Your expectations</td>
<td>Student’s understanding of Your expectations</td>
<td>Mutual understanding of expectations</td>
</tr>
<tr>
<td>Resolution</td>
<td>Gaps between performance perceptions and expectations</td>
<td>Identify root cause &amp; corrective measures (Oz protocol)</td>
<td>Explain action plan and document Student teach-back method</td>
</tr>
<tr>
<td>Follow-Up</td>
<td>Specific criteria for success</td>
<td>Time-frame to assess criteria</td>
<td>Assess criteria and discuss results</td>
</tr>
</tbody>
</table>

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GRADE Strategy

Get Ready | Review Expectations | Assess | Discuss Assessment | End with Grade | Grade

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Feedback Models

- Situation
- Task
- Action
- Result

Feedback Mnemonics

- W3 Model
- ARCH
- IMPROVE
- BOOST
- EEC

Remember…Effective Feedback Involves

- Ends with an action plan
- Occurs in appropriate location
- Refers to specific, observed behaviors
- Limited in amount
- Self-assessment

Positive and constructive

Bottom Line

- Identify ways to engage with your learners (learn about your self and them)
- Implement learning inventories / tools that best suite your experiential practice
- Explore different feedback processes – one size may not fit all
- Model reflective learning as part of your feedback strategies