

ATRIUM **Preceptors, assemble! It's time for feedback**

CARDIOLOGY
COLLABORATIVE

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Disclosure

- The presenters have no conflicts of interest to disclose

Objectives

- After participating in this continuing education program, the pharmacist will be able to:
 - describe effective strategies for providing feedback
 - identify an individual learner's preferred method for receiving feedback
 - provide specific and constructive feedback regardless of trainee's level of performance

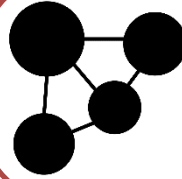


Preceptor
Roles and
Feedback

Four Preceptor Roles



Instructing



Modeling



Coaching



Facilitating

Am J Health Syst Pharm. 2012;69:1588-99;

Watson, K. blogs.pharmacy.umaryland.edu/atrium/2019/08/27/the-four-preceptor-roles-part-i Accessed April 22, 2021;

Watson, K blogs.pharmacy.umaryland.edu/atrium/2019/09/10/the-four-preceptor-roles-part-ii Accessed April 22, 2021.



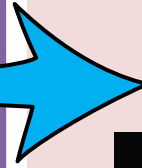
Feedback
Truths and
Myths

Is providing any type of
feedback better than
no feedback?

YES?



NO?





Tips for feedback success





Do people want
to receive
constructive
feedback?

YES

NO



Reasons feedback may not occur

- Time consuming
- Uncomfortable/stressful
- Insufficient training

Learners want to hear what you have to say

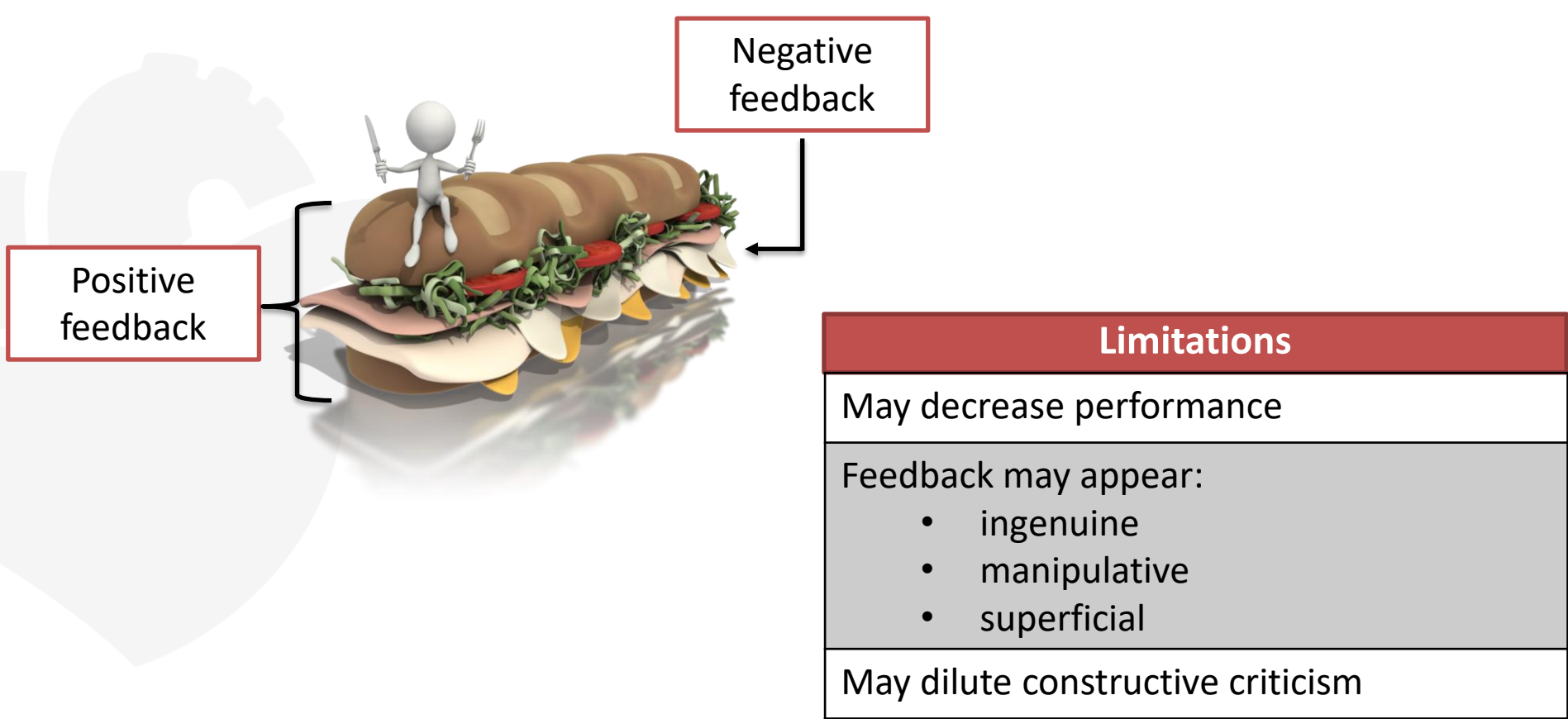
JAMA. 2009;302:1330-31; *Hosp Pharm*. 2014;49:521-29;
<https://www.forbes.com/sites/victorlipman/2016/08/08/65-of-employees-want-more-feedback-so-why-dont-they-get-it/#50ddbfd2914a>. Accessed April 22, 2021.



Is the “feedback sandwich”
the best approach to use
when providing constructive
feedback?



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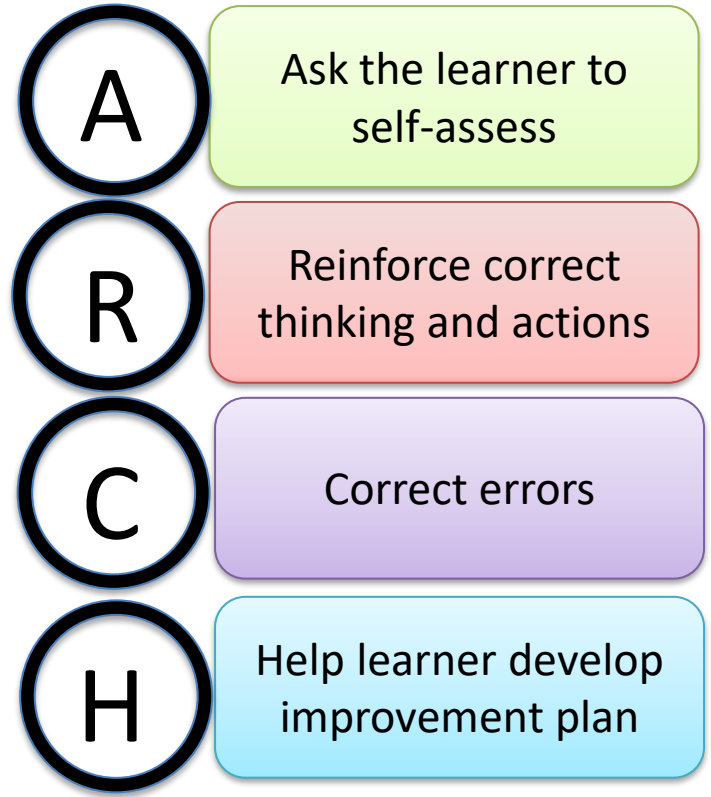


Acad Med. 2010; 85:1048-51; *Journal of Organizational Behavior Management.* 2015; 35:321–35; Forbes Media LLC. <https://www.forbes.com/sites/alisacohn/2017/06/20/please-stop-using-the-feedback-sandwich/#2111523a7945> Accessed April 22, 2021.

Constructive Feedback

Tips for success

- Do not make it personal
- Cite specific examples
- Focus on 1-2 areas per interaction
- Develop a script
- Create/use a relaxed environment

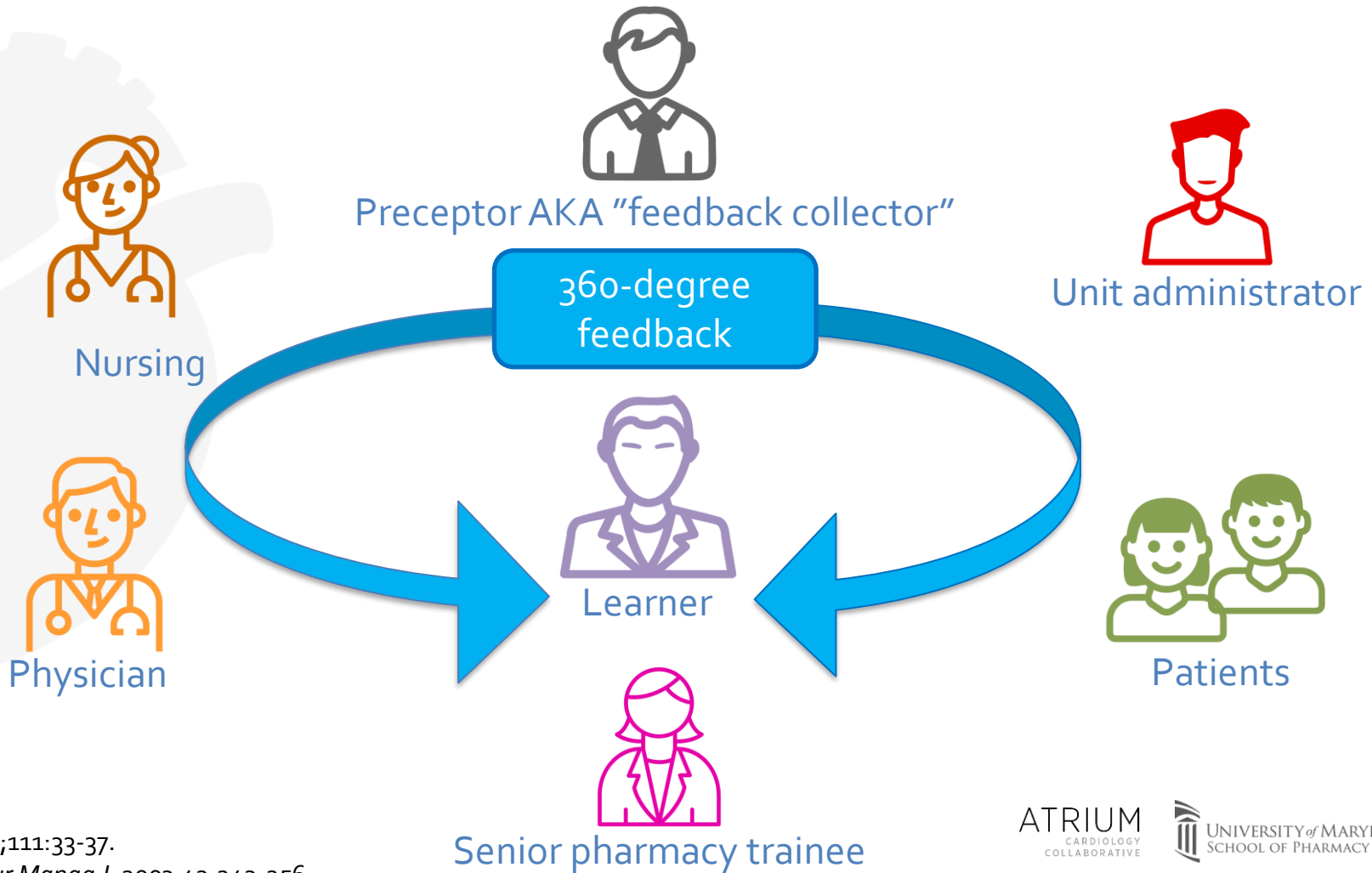


Inappropriate non-verbal communication 🙄

- Toni presents a patient to the physician in clinic. The physician explains a concept that will impact the treatment plan.
- Toni appears disinterested and annoyed by the physician's attempt to teach her.

Do you address Toni's non-verbal communication? If so, what approach do you take?





Preferred method differs between individuals

- Determine each person's preferred method for receiving feedback
- Do not make assumptions!



A cartoon illustration of Spider-Man in his red and blue suit, swinging through the air. He is holding a white rectangular sign with a black border. The sign contains the text "The Feedback Fallacy!". The background is a bright yellow starburst shape with orange and white rays radiating outwards. Spider-Man is positioned on the right side of the frame, looking towards the sign.

The
Feedback
Fallacy!

The Feedback Fallacy

“We humans do not do well when someone whose intentions are unclear tells us where we stand, how good we “really” are, and what we must do to fix ourselves. We excel *only* when people who know us and care about us tell us what they experience and what they feel, and in particular when they see something within us that really works.”

– Marcus Buckingham

Why aren't we good at feedback?

Theory of the source of truth

Theory of learning

Theory of excellence

Theory of the Source of Truth



Feedback as a Personal Reaction:

“Nice job on your patient presentation”



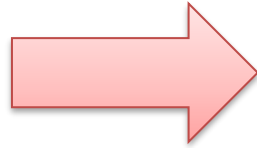
“Here are three things that were very clear to me.”

“You need to improve your patient communication skills”

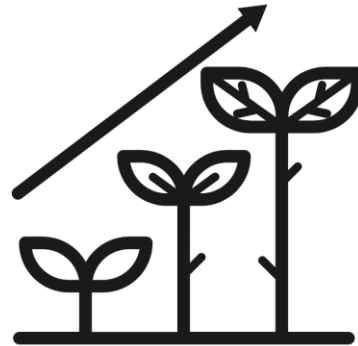
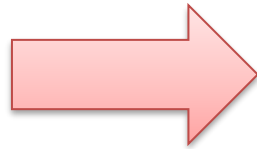
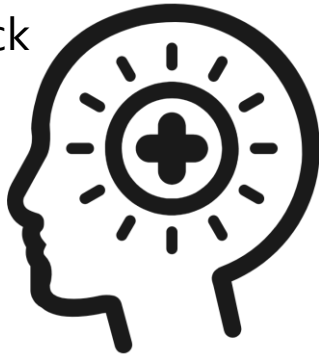


“Here’s where the patient seemed a little lost.”

Theory of Learning



Negative feedback
hinders learning

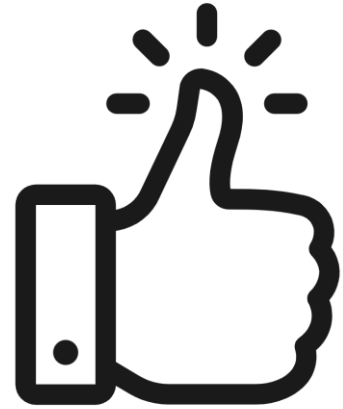


Positive feedback
enhances learning

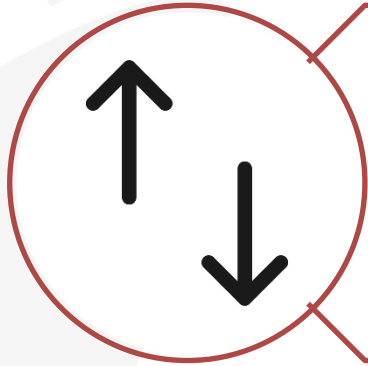
Neurological
responses differ after
positive versus
negative feedback

What can we do better?

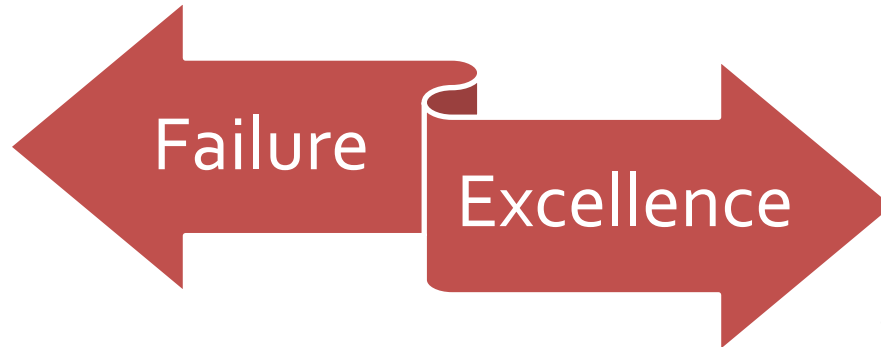
“Never lose sight of your highest-priority interrupt.”



Theory of Excellence



What is the
opposite of failure?



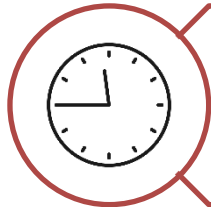
How can we do better?



Use outcomes



Use personal reactions



Present, past, and future

Which of the following statements is consistent with the Marcus Buckingham's theory of learning?

- a) Neurologic responses are the same after receiving positive or negative feedback
- b) Negative feedback enhances learning
- c) Bringing attention to strengths catalyzes learning
- d) Ratings often reflect the rater's characteristics more than the trainee

Providing Feedback to Exceptional Learners

https://www.clipartmax.com/download/m2i8K9K9K9b1i8b1_super-chibis-cute-captain-america-cartoon/



Which of the following statements best describes one strategy to provide feedback for the exceptional learner?

- a) The learner will know they are doing well
- b) No feedback is needed if the learner is performing well
- c) Future goals should be the focus
- d) Only highlight their remarkable attributes

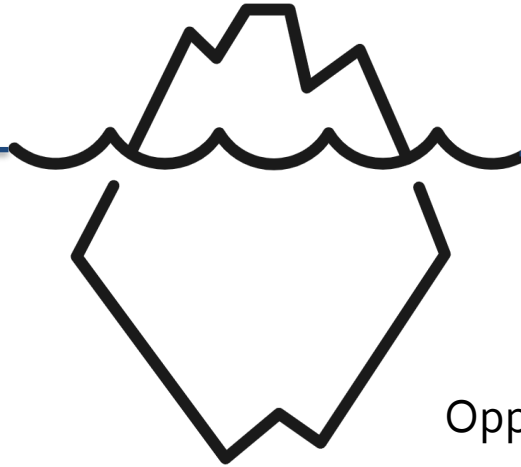
How this feedback differs

Preceptor may feel like they are being nitpicky

Learner may not be used to receiving criticism

Feedback for the Exceptional Learner

Performance



Opportunity costs (e.g., work/life balance)

Process

Feedback for the Exceptional Learner: 3 Tiers

Current Performance

Performance Frontier

Future Goals

Feedback for the Exceptional Learner



- Give both positive and constructive feedback
- Identify areas for development
- Focus on future/goals



- Assume they know where they stand
- Let them be
- Presume potential has peaked

Feedback for the High-Performer

Thor seems to be doing everything right (prepared for rounds and discussions, answers most questions without assistance, etc). The team seeks out his opinion.

You know that you should not tell Thor to “keep on doing what he is doing” during weekly feedback sessions.

What step(s) can be taken to ensure that Thor receives feedback that he deserves?



High-performing Asgardian



Not meeting Asgardian expectations

Thank you to Stormi Gale for her assistance in developing this presentation

KEY TAKEAWAYS

- There is no one size-fits-all feedback approach
- A lot of feedback is subjective, and we are not great at it
- Assess if there is a root cause when a behavior/action appears to be out of the norm
- Feedback should include specific recommendations for improvement
- Feedback should be:
 - timely
 - specific
 - free of judgement