Sharks, Violins, and Climate Change: Making Feedback Effective

Robert Trowbridge, MD
Department of Medicine

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Objectives

- List what makes feedback (both given and received) effective

- Describe the role of the feedback receiver in improving performance

- List ways to set a climate that improves performance

What is the metric for effective feedback?
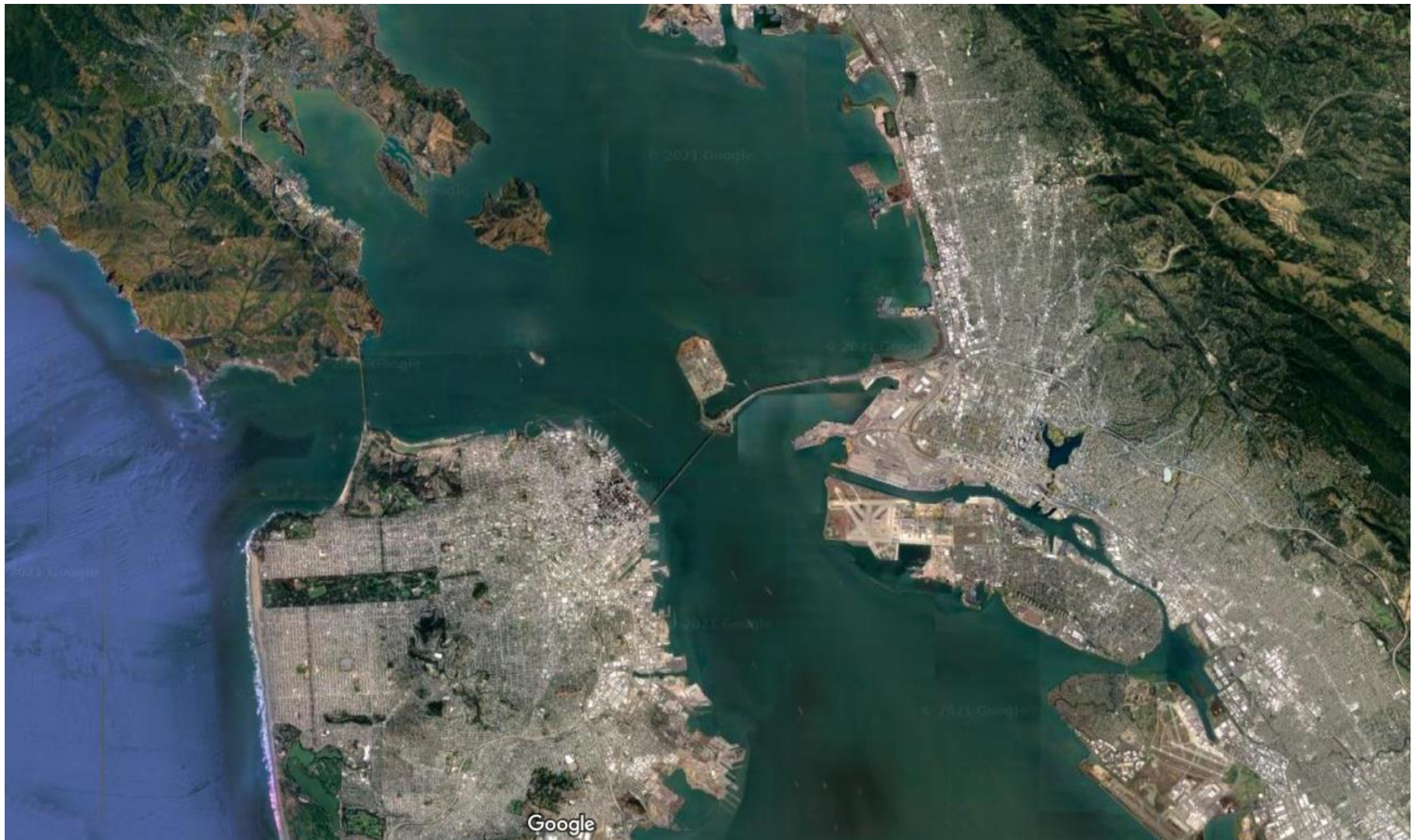
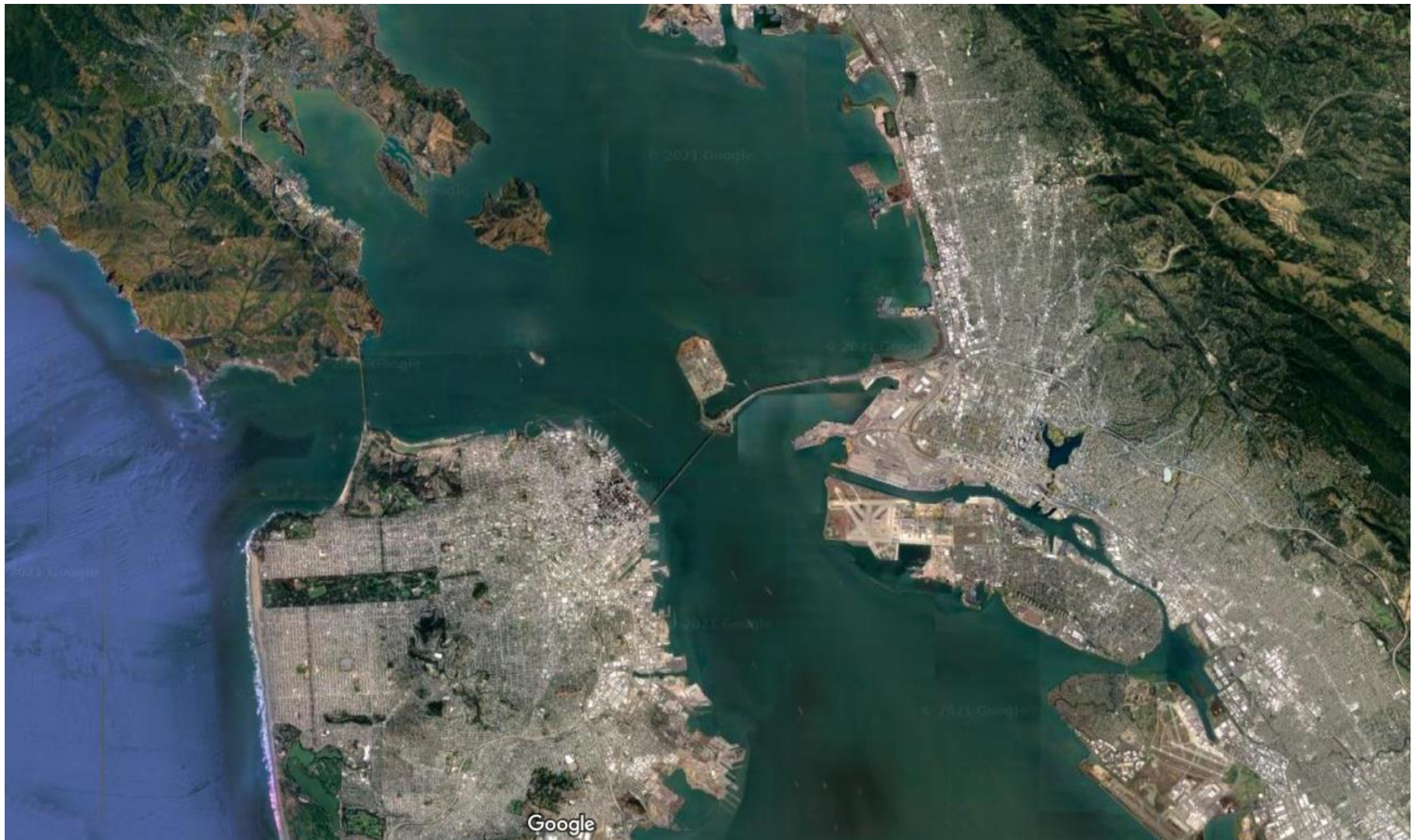# How do we improve our performance?

- Reflection
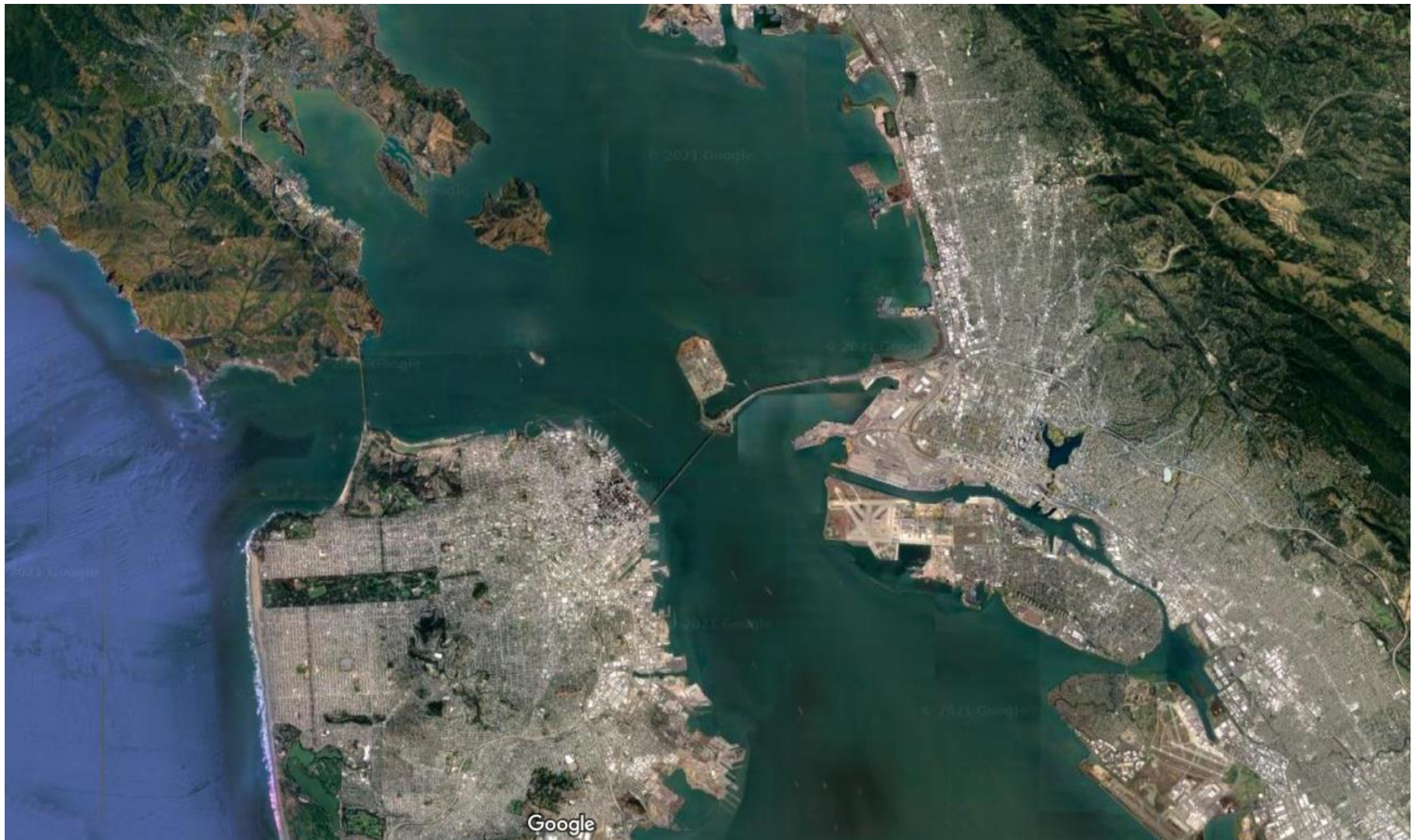- Feedback

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Traditional Approach

- Teach faculty the tenets of "effective" feedback

Traditional Approach

- Teach faculty the tenets of "effective" feedback
  - Important, but ignores the roles of
    - Learner
    - Goals
    - Context

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Broader Approach

- Teach faculty the tenets of effective feedback

- Learner role

- Incorporating goals

- Improving the climate

Think about a piece of feedback you received that was effective:
<u>What made it effective?</u>
Put it in the chat

Characteristics of Effective Feedback

- Specific
- Frequent
- Well-timed
- Sequenced
  – Positive/Negative
- Interactive and collaborative
  – Learner reaction
  – Action plan

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"Keep up the good work, whatever it is, whoever you are."

Characteristics of Effective Feedback

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Label feedback as feedback

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Broader Approach

- Teach faculty the tenets of effective feedback
- **Learner role**
- Incorporation of goals
- Improving the climate

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Learner Factors

- Fixed mindset vs. Growth mindset
- Affective state

Learner Mindset

- Fixed mindset
  - Performance based on a trait
    - Born with ability
    - Baked into self-concept
  - Document their talent
  - Goal is performance
    - Avoid challenges (to their abilities)

Learner Mindset

- Growth mindset
  - Performance based on a state
  - Abilities are developed
  - Belief in improvement
    - Thrive on challenge
  - Failure is springboard for growth
  - Goal is learning

"Students for whom performance is paramount want to look smart even if it means not learning a thing in the process. <u>For them, each task is a challenge to their self-image, and each setback becomes a personal threat</u>. So they pursue only activities at which they're sure to shine—and avoid the sorts of experiences necessary to grow and flourish in any endeavor. Students with learning goals, on the other hand, take necessary risks and don't worry about failure because each mistake becomes a chance to learn."

The Problem

- Medicine (and doctors) is performance-oriented

- Doctors are smart and talented

- We like to show how smart and talented we are

Mindset and Feedback

- Encourage a growth mindset

Mindset and Feedback

- Encourage a growth mindset
  - Disavow your trait
    - Show how hard it is (and how hard you worked)
    - Share/embrace your failures
  - Reward the process, not the outcome
    - Efforts and strategies
  - Avoid trait statements
  - Failing is learning
    - Focus on learning

Learner Mindset

- Fixed mindset vs. Growth mindset
- Affective state

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Broader Approach

- Teach faculty the tenets of effective feedback
- Learner role
- **Incorporating goals**
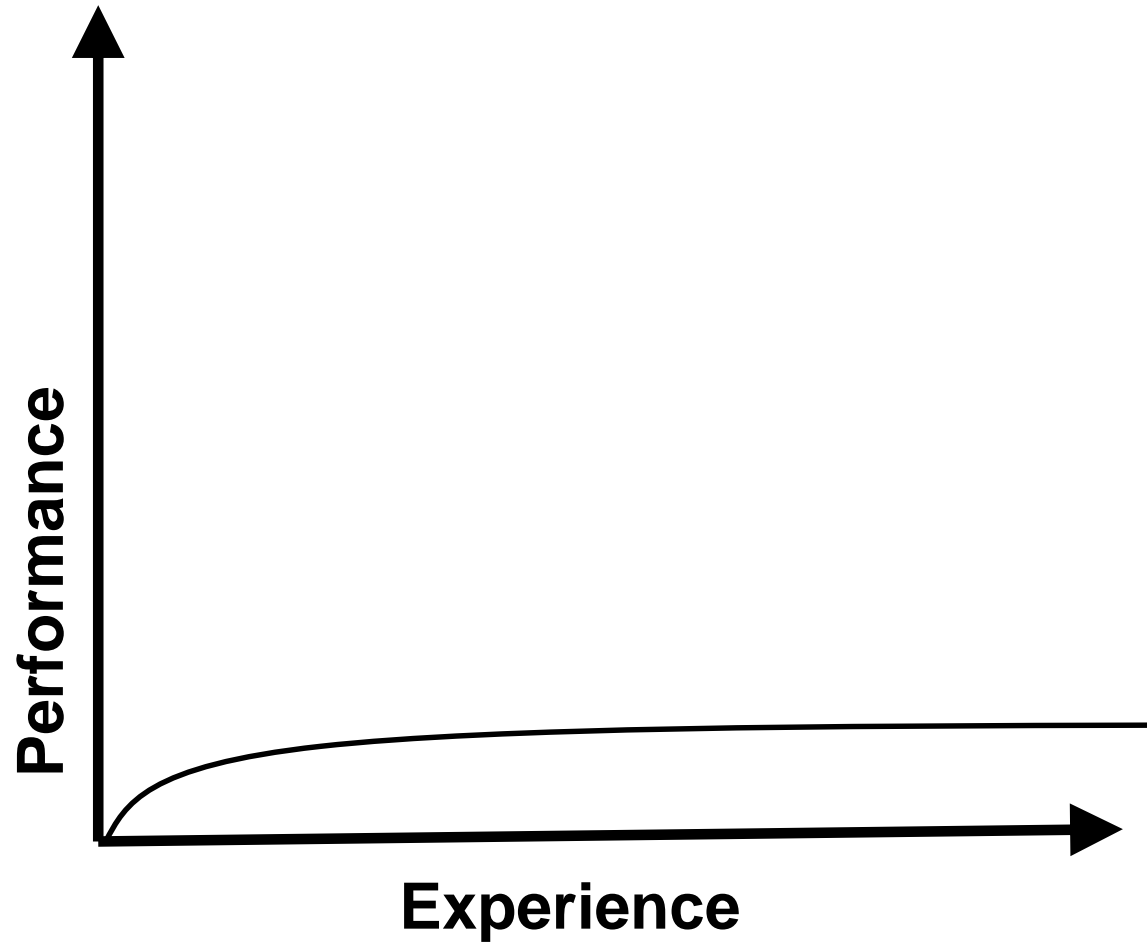- Improve the climate

Deliberate Practice

- Based on work of Anders Ericsson
- The basis for the 10,000 hour rule

Practice vs. Deliberate Practice

- Experienced non-expert
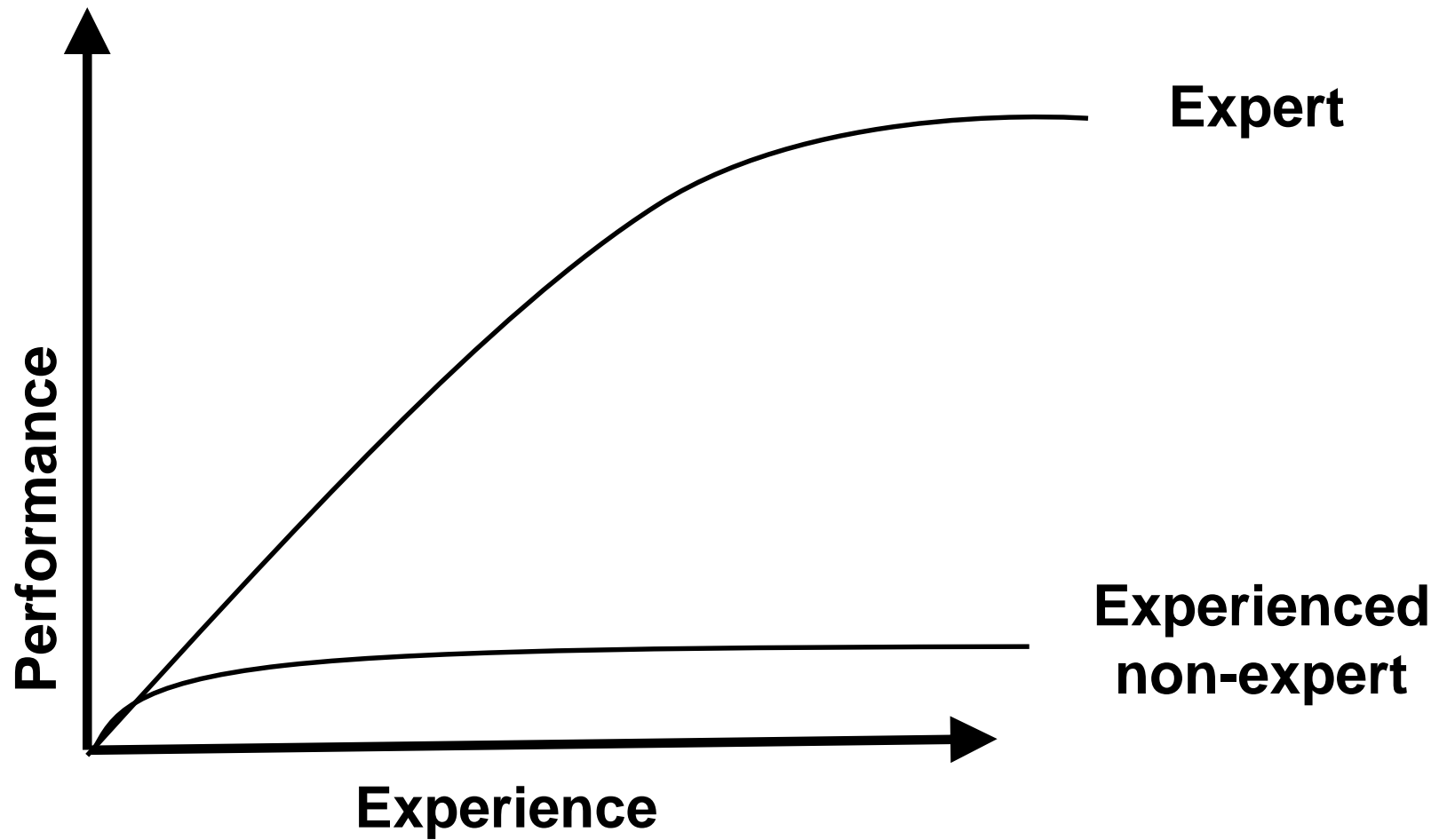 - Typing
  - Driving

Practice vs. Deliberate Practice

- Experienced non-expert
  - Typing
  - Driving
- "Avoid the arrested development associated with automaticity"
- <u>Practice makes permanent but deliberate practice makes perfect</u>

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Prerequisites and Principles

- Motivated learner
- Task with well-defined goal
  - Components of performance
- Opportunity for repetition and refinement
- Provision of feedback
 - Coached vs. self-reflection

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Prerequisites and Principles

- Motivated learner
- Task with well-defined goal
  - Components of performance
- Opportunity for repetition and refinement
- Provision of feedback
  - Coached vs. self-reflection
- Is difficult and uncomfortable
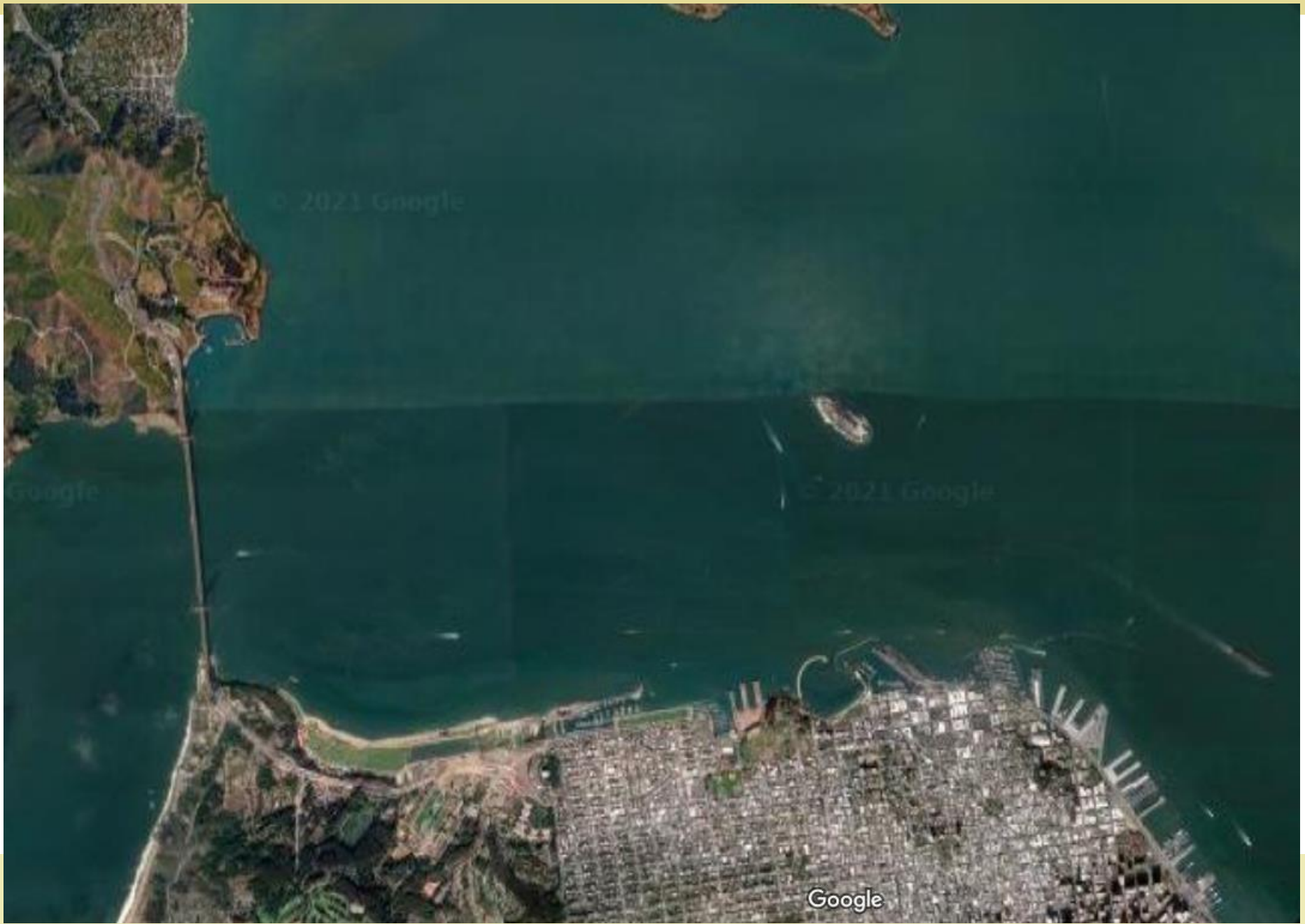
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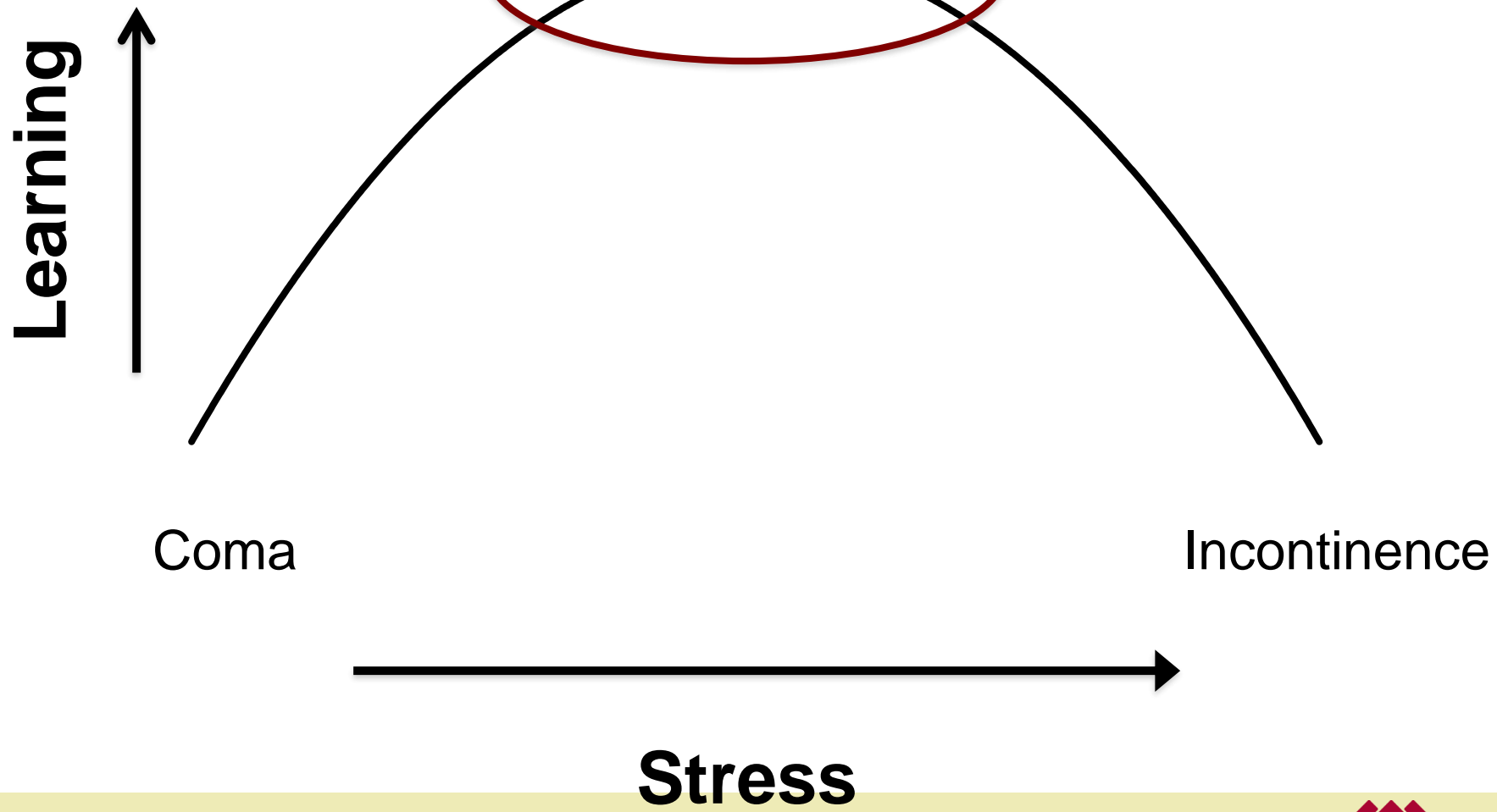
Task with well-defined goal

- Set and negotiate goals
  - Specific and explicit
- Use goals as basis for feedback

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Broader Approach

- Teach faculty the tenets of effective feedback
- Learner role
- Incorporating goals
- **Improve the climate**

Learning

Coma

Incontinence

Stress

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Working Memory

Working Memory

Working Memory

Learning Climate

- Consider your psychological size
- Know names and roles
- Acknowledge situations
- Admit your own struggles
- Admit your own mistakes

Broader Approach

- Know and use characteristics of effective feedback
- Consider the learner role
  - Encourage a growth mindset
  - Affective state
- Context of the feedback
  - Deliberate practice with focus on goals
- Improve the climate

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Feedback Microsystems

- All feedback is contextual

- Multiple microsystems
  - R2C2
  - Ask-Tell-Ask
  - PRIME+

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Microsystems

- R2C2
  - Rapport/Relationship→Reactions→Content→Coach
- Ask→Tell→Ask
- PRIME+
  - Professionalism→Reporter→Interpreter→Manager→Educator→Plus

Further Reading