

## The Art of Giving Feedback: How to Give Feedback that Improves Performance

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## Disclosures

- There are no relevant financial interests to disclose for myself or my spouse/partner from within the last 12 months.



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## Objectives

- Explain the importance of feedback.
- Recall tools to improve feedback.
- Recognize examples of effective and ineffective feedback.



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## Let's start with an example

- You are the preceptor for your PGY1 resident's internal medicine rotation. Overall, the resident on service is doing well with clinical knowledge. However, the resident has joined rounds late a few days and has been unprepared for topic discussions.



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## What is feedback?

- Information about a person's performance of a task which is used as a basis for improvement
- It has been described as the cornerstone of effective clinical teaching
- Overall goal is improvement

Hesleth EA, Laird JM. Med Teach. 2002.

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## Why is it important?

- Mistakes go uncorrected
  - Close the gap between actual and desired performance
- Good performance is not reinforced
- Focus of this presentation is on trainees, it is important to remember that the principles we will discuss apply in any feedback situation

Cantillon P. BMJ. 2008.

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## Crucial Component of Training Programs

- Accreditation Council for Pharmacy Education (ACPE)
  - Requires a quality-assurance process for all pharmacy practice experiences
    - Process to ensure interrater reliability when performance is assessed
  - In addition, it is a required component of ACPE presentations
- American Society of Health System Pharmacists (ASHP)
  - Standards for both PGY1 and PGY2 residency programs that require feedback for both residents and preceptors

<https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>  
<https://www.ashp.org/Professional-Development/Residency-Information/Residency-Program-Resources/Residency-Accreditation/Accreditation-Standards-for-PGY1-Pharmacy-Residencies>  
<https://www.ashp.org/Professional-Development/Residency-Information/Residency-Program-Resources/Residency-Accreditation/Accreditation-Standards-for-PGY2-Pharmacy-Residencies>

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## Types of Feedback

- Verbal
- Formative
- Informal
- Written
- Summative
- Formal

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## Feedback vs Evaluation

### Formative (Feedback)

- Ongoing
- Verbal or written
- Formal or informal
- Reflective of specific task/performance

### Summative (Evaluation)

- End of learning experience (scheduled)
- Written
- Formal
- Reflective of skill development over entire learning experience

Ende J. JAMA. 1983

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## Back to our example

- You are the preceptor for your PGY1 resident's internal medicine rotation. Overall, the resident on service is doing well with clinical knowledge. However, the resident has joined rounds late a few days and has been unprepared for topic discussions.
- *Does this resident need feedback?*

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## Steps for Success

## What is necessary for success?

- First and most important step is to set expectations
  - What are the goals to be accomplished?
    - Rotation description
- Encourage trainees to ask for feedback
- Call it out
- Practice

Cantillon P. BMJ. 2008.

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## Characteristics of Effective Feedback

- Based on observable behavior
  - Specific
  - First-hand
  - Objective
  - Based on facts
- Understood
  - Seek agreement
  - Verbalize understanding
- Actionable
  - Identify steps and plan for feedback to be used
  - Make sure you follow up to assess your plan
- Timely
- High quality
  - As descriptive as possible
  - Qualitative
- Face-to-face
- Ongoing
- Balanced

Cantillon P. BMJ. 2008.

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## Tips for Effective Feedback

- Be vulnerable
  - Give a personal example
- Lead with intent
  - Work to identify an issue
- Have a conversation
- Check your language
  - You vs I
- Ask what you can do to help
- Accept feedback

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## What are barriers to effective feedback?

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## Feedback Barriers

- What prevents you from doing effective feedback?
  - Time
  - Dislike confrontation
  - Unsure of how to provide it
  - All of the above

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## Barrier: Delivering Constructive Feedback

- Feedback must be delivered in such a way that the learner can take steps and improve
- Limit to one or two issues at a time
- Concerns of:
  - Repercussions after giving negative feedback
  - Trainee becoming less engaged
- However, if no feedback is given, trainees assume they are doing well

Grover B. AJHP. 2014.

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## Barrier: Generational Gaps

- Each generation brings its own perspectives, beliefs, values, and expectations
- Electronic vs face-to-face
- Can they accept constructive criticism
- Personal connection

Grover B. AJHP. 2014.

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## Generational Differences

- Baby Boomers (1946-64)
  - Get it done; value face-time
  - Highlight team goals, accomplishments, celebrations
  - Need time to prepare for change
- Gen Xers (1965-1980)
  - High value on reliability
  - Get straight to the point, avoid “fluff”
  - Check in regularly, but not frequently

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## Generational Differences

- Millennials (1981-1996)
  - How does the work benefit them
  - Be positive
    - 3:1 (positive:negative)
  - Avoid hierarchy
  - Give credit for ideas
- Gen Z (1997 - ?)
  - Want to work for success
    - Future focused
  - Tech savvy
  - Communicate with images

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## Barrier: Resistance to Feedback

- Is the learner disengaged when feedback is provided?
- Does the learner not incorporate suggestions into practice?
- Try an alternative strategy the next time

Grover B. AJHP. 2014.

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## Barrier: Emotional Reactions

- Acknowledge the reaction & allow the learner the opportunity to regain composure
- Is the reaction appropriate given the feedback?
  - Allow learner the opportunity to voice concerns

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## Types of Feedback

## Self-Assessment

- Pendleton’s Rules or ARCH feedback by Baker
- Self-assessment by the learner
- Reinforce correct thinking and actions
- Correct errors
- Help the learner develop an improvement plan

Pendleton D. Oxford University Press. 1984.  
<https://cme.dmu.edu/sites/default/files/Guide%20to%20Faculty%20for%20Giving%20Feedback%20to%20Students%20Following%20First%20Semester%20FOSCE%20Using%20ARCH.pdf>

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## Feedback Sandwich

- **Method**
  - Positive statement
  - Discuss issues for improvement
  - Positive Statement
- **Pros and Cons**
  - Mixed message
  - May be helpful for new preceptors to utilize this strategy

Dohrenwend A. Fam Pract Manag. 2002.

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## Ask-Tell-Ask

- **ASK** trainee for their assessment or current understanding of the issue
- **TELL** the trainee specific positive/constructive feedback regarding the issue
- **ASK** the trainee if they understand the feedback and how to utilize it

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## Start, Stop, Continue

- May be goal oriented
- **START** actions/activities/attitudes to achieve goal
- **STOP** actions/activities/attitudes that are getting in the way of goal achievement
- **CONTINUE** actions/activities/attitudes that are contributing to goal achievement

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## How to document feedback

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## How do I document feedback?

- **Schools**
  - Most universities utilize an online platform for evaluation
  - Encourage a mid-point, even if not required
- **Residency programs**
  - Utilize the standards
    - Regular, on-going feedback
      - Frequency may vary based on progress and/or time of year
      - Quarterly development plans
  - Utilize PharmAcademic to document feedback as needed

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## How do I document feedback?

- **Work**
  - Utilize the system required by the business
  - Create a folder for employees
    - Add notes, examples to utilize during feedback or when completing a formal evaluation

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## Let's look at some examples

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## Feedback Examples

- Great job!
- He wrote 10 TPNs.
- I loved my rotation!
- He is a good preceptor!

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## Feedback Examples

- Great job!
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## Example of Feedback

- “You’re disorganized and it’s affecting your ability to work effectively with the team. What are you going to do to get organized?”
- *Effective or ineffective?*

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## What should you say?

- “I’ve noticed that time management has been an issue during this rotation. How are you managing your workload? Is there anything I can do to help?”

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## Example of Feedback

- “You were late submitting your slides to me for review. What are you going to do to not miss a deadline again?”
- *Effective or ineffective?*

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## What should you say?

- “I want to talk to you about your last presentation. I know you worked hard to make your deadline but hit some roadblocks. What do we need to do in the future to be more proactive? How can I make it easier for you to address these kinds of things?”

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## Let's wrap up

- You are the preceptor for your PGY1 resident's internal medicine rotation. Overall, the resident on service is doing well with clinical knowledge. However, the resident has joined rounds late a few days and has been unprepared for topic discussions.
- *How would you give feedback to this resident?*

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## Conclusion

- Feedback is a crucial part of training
- Set expectations
- Often difficult to deliver effective feedback
- Practice can allow educators a chance to improve skills and confidence

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## Assessment Question #1

Why is feedback important to give to learner?

- Feedback is important only if it is given when a mistake occurs.
- There is no benefit to feedback, and it is only done as a requirement of standards.
- Feedback is important to improve personal and professional growth.

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## Assessment Question #2

What are 3 criteria for successful feedback?

- Only at the end of a rotation, face-to-face, vague
- Given on an ongoing basis, in person, specific
- Based on something you heard from someone else, timely, specific

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## Assessment Question #3

You have a student on rotation with you and after modeling how to counsel patients on medications during discharge medication reconciliation, you allow the student to counsel a patient. Immediately after the student counsels the patient on their medications, you sit down with the student, ask what they think they did well and what could be improved. You then explain how you agree and/or disagree with the self-assessment. You then give specific tips on how to further improve their performance. This is an example of effective feedback:

- True
- False

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## Any Feedback?

“We all need people who will give us feedback. That’s how we improve.” – Bill Gates

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