

Office of Educational & Faculty Development

Telling Inconvenient Truths:
Giving Difficult Feedback

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Learning Objectives

By the end of the session the participant will be able to

- Identify effective strategies to overcome barriers to giving difficult feedback
- Describe the 4 basic steps for delivering difficult feedback
- Describe how to manage reactions to difficult feedback

Feedback

- Critical to learning and improvement
- Improves clinical performance
- Decreases anxiety about performance
- Improves self-assessment
- Influenced by culture, values, expectations, personal history, relationships and power



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The Truth

- Most of the time things go fine
- Occasionally ...they don't
- An ounce of prevention...

What is Feedback

- Communication to another person which gives information about how he/she affects and is perceived by others.
- A way of helping another person consider changing his/her behaviour

Feedback

- What is the “goofiest” thing you ever heard or received as a part of receiving feedback?
 - Was it helpful?
 - What did you learn from it?
 - Did you change as a result?

Four Steps to Giving Difficult Feedback

1. Identify the performance issue.
2. Lay the groundwork for effective feedback.
3. Use a feedback framework.
4. Understand the individual's perspective and respond.

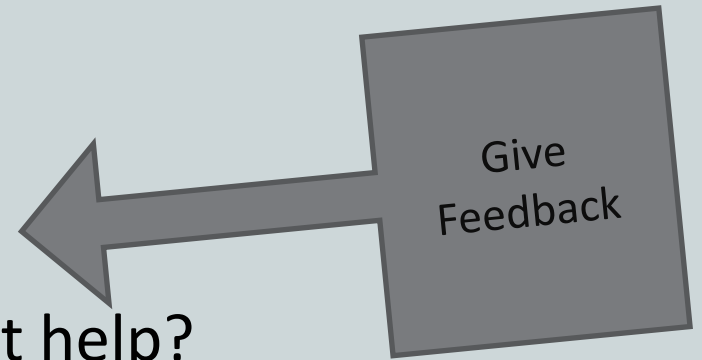
Telio, S., Ajjawi, R., & Regehr, G. (2015).

Identify the Performance Issue

- **What is really going on?**
 - SOAP framework
 - Tool for diagnosing clinician in difficulty

Identify the Performance Issue

- Subjective
What do you/others think and say?
- Objective
What are the specific behaviors that are observed?
- Assessment
Your Differential Diagnosis
- Plan
Gather more data? Solve? Get help?



Subjective

- Usually consists of labels.... 'lazy', 'slow', 'disinterested' , 'angry' etc.
- What do your colleagues think?....Office staff?
- Does the clinician see a problem?

Objective

- What **specific behaviors** indicate a potential problem?
 - ‘poor documentation of patient encounters’
 - ‘incomplete order sheets on hospital charts’
 - ‘missing information regarding physical exam’
 - ‘no follow up noted in chart’
- Be as **specific** and **detailed** as possible.

Assessment

- Differential Diagnosis
 - ? Cognitive ?
 - ? Affective ?
 - ? Valuative ?
 - ? Environmental ?
 - ? Medical ?

Plan

- Gather more data?
 - Observe and record
 - Discuss with individual
 - Contact College/Advisor, etc

Four Steps to Giving Difficult Feedback

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2. **Lay the groundwork for effective feedback.**
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Lay the Groundwork

- Build an environment of support and trust
- Plan ahead and negotiate
- Elicit self-assessment
- Choose appropriate time and place
- Focus on the positive, not just the negative
- Select specific changeable behaviours
- Include follow-up plans

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ARCH Framework for Feedback

A: Ask for self-assessment

R: Reinforce what was done well

C: Correct

H: Help the person with a plan for improvement

Bayer Model of Feedback

Continue...

Comment on aspects of performance that were effective. Be specific and describe impact. Highlight things you would like to see done in the future.

Start, or do more...

Identify behaviour the learner knows how to do and should do, or do more often.

Consider...

Highlight a point of growth for the learner, a “doable” challenge for future interactions.

Stop, or do less...

Point out actions that were not helpful, or could be harmful. Be specific and indicate potential impact.

PNP Sandwich

- Positive
- Negative
- Positive

Use with Care!!

R2C2



Offering Difficult Feedback

- Come right to the point
- Give feedback directly and compassionately
- Describe benefits of making change
- If the news is irreversible let the person know this

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Time for Practice

Activity

- **Consider this Chart Note:**
 - **S:** Foster Mother reports patient has sore ear and ++crying. Attended walk in clinic yesterday. Mother reports not filling Rx for patient for Dx Otitis Media by MD at walk in clinic yesterday.
 - **O:** Crying child: pulling on ear; painful red ear drum
 - **A:** 18 month old child with Otitis Media; mother non-compliant with Rx
 - **P:** Reinforced need to follow MDs order and be compliant with Rx. F/U in one week.
- **What *Questions* do you have about this visit?**
- **What feedback might you need to give?**
 - **How would you approach this?**

Video

Thinking about that Otitis Media Note:

- You ask Jorge to tell you the story of the encounter

In groups of three discuss:

- What do you think is the problem
- What is your next step

Demonstration of Feedback using Jorge

Reactions to feedback

- **Blaming** - "It's not my fault. What can you expect when the patient won't listen?"
- **Denial** - "I can't see any problem with that"
- **Rationalisation** - "I've had a particularly bad week" "Doesn't everyone do this?"
- **Anger** - "I've had enough of this"

What to do?

- **Name and explore the resistance** - "You seem bothered by this. Help me understand why"
- **Keep the focus positive** - "Let's recap your strengths and see if we can build on any of these to help address this problem"
- **Try to convince the person to own one part of the problem** - "So you would accept that on that occasion you did lose your temper"

What to do?

- **Negotiate** - "I can help you with this issue, but first I need you to commit to ..."
- **Allow time out** - "Do you need some time to think about this?"
- **Explore the resistance** to understand it - "Help me to understand more about why you feel so angry"
- **Keep the responsibility where it belongs** - "What will you do to address this?"

More Practice

- In groups of 2-3
 - One supervisor, one supervisee, one observer
 - Read role play instructions
 - Supervisor read chart note
 - Discuss with supervisee
 - Document assessment and feedback on form
 - Debrief (whole group debrief)
 - Switch

Debrief Role Play 2

- How did that go
 - What went well
 - What was difficult

Debrief Role Play 3

- How did that go
 - Did anything change from the second role play
 - Was it better
 - What would you change next time

Learning Objectives

- What are effective strategies to overcome barriers to giving difficult feedback?
- Describe the 4 basic steps for delivering difficult feedback
- Describe how to manage reactions to difficult feedback

Summary

- There are many reasons we may be reluctant to give difficult feedback
- Prior assessment using a SOAP model ensures that we can objectively and fairly diagnose learning difficulties and we feel more confident approaching the learner
- Giving feedback is a skill that needs practice!

References

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THANK YOU