Delivery of Balanced and Effective Feedback to your Student

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Why the emphasis on feedback?

Feedback: helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc.

Purpose:
1. Define Forms of feedback
2. Define Types of feedback
3. Provide instruction for giving feedback
4. Provide feedback examples or reference

Traits of Effective CI

• Recker-Hughes et al. stated “Effective CIs must develop rapport with the student and possess strong communication and interpersonal skills. They must be able to engage in shared dialogue, ask questions to assess understanding, and engage in meaningful feedback sessions to promote learning.”

Desired Outcomes

• Altered or reinforced behavior
• Emphasized areas of importance
• Improved skills
• Increased frequency and depth of self-reflection
• Improved clinical reasoning
• Improved critical thinking skills

Forms of Feedback

• Written or Verbal
• Casual or Structured
• Constructive or Critical
• Positive or Negative

5 Types according to Carl Rodgers

1. Evaluative
2. Interpretive
3. Supportive
4. Probing
5. Understanding
**Evaluative Feedback**

- A judgment about the person’s worth or goodness
  - Personal evaluation judges the entire person
    - She is a nasty person
    - He is very conservative
  - Behavior evaluation judges the actions of that person
    - The student’s lack of use of a gait belt during all activities showed decreased safety awareness

**Interpretive**

- Seeking understanding of what the student said or did
- Repeating back to the person with your interpretation of meaning
  - So, you feel the cause of the pain in the patient’s knee is related to weakness in the gluteus medius?

**Supportive**

- Statements that affirm the other person’s action or statement
  - Yes! That patient demonstrates the signs of supraspinatus tendinitis.

**Probing**

- Feedback to requests further information to bring more detail
  - What are the possible differential diagnoses?
  - What are the affected muscles?
- VERY VALUABLE with teaching students critical thinking and clinical reasoning

**Understanding**

- Requesting information to understand not just what was said, but also the intent of the speaker
- Also very valuable
  - So, you are saying that you think that the knee pain is really coming from the back? Why do you think that?

**Student Scenarios**

Outpatient setting:

A student on his 1st 6 week clinical experience struggles to communicate with patients, forgetting to ask pain levels before and during treatment, not requesting patient feedback during treatment, and generally acts very shy during all patient interaction.
Student Scenarios

Acute care setting
A student on her 2nd long term final clinical experience is very shy and blushes easily. You know she prefers feedback in private. She is in a room and about to work with a patient who is post-surgery that she saw yesterday, before checking the chart &/or staff for any medical updates.

Student Scenarios

Rehab setting: You have a student on her final clinical rotation prior to graduation. She is in the traumatic brain injury unit, and appears overwhelmed. She repeatedly forgets to use a gait belt when working with transfers and gait with patients. When you question her, she repeatedly states that “this was not covered in class.”

Delivering Effective Feedback

- Ask questions
- Be informative - clearly state what is to be conveyed
- Balance positive and negative comments
- Provide specific feedback with concrete examples
- Regular and timely feedback is the most useful
- Clearly define the criteria
Avoid Feedback that is:

• Judgmental, attacking or negative
• Vague or global
• Public
• Judged by one incident (unless critical) rather than all actions
• Without specific suggestions for improvement
• Avoiding to not hurt feelings

Before Feedback Delivery

• Reflect on your desired goals for the student and patient outcome
• Think from the student's perspective
• Ask the student for her thoughts

CPI Review

Student needs to slow down and process further to come to a better clinical reasoning. He has made great gains in this area since his mid-term demonstrating improvement towards his interventions provided. He has met the necessary requirements to be entry level at this time.

VS:
Early on had a back pain pt with whom we needed to be cautious. He needed us to be sure and recheck pain if frequently to let that be the guide but now realizes that this is important. Has had to learn how to work w/more complex pts to try and get them doing as much as possible or at least something (ie offer partial tx like at least exs in bed or just getting up to the chair) instead of refusing which a lot of really sick pts try to do. Has learned to gauge a pt during eval to see if PT needs to keep the pt on caseload or if they can be d/c and to cover all his bases if he plans on d/c after eval. He definitely uses input from multiple sources (chart, my, RN, OT, family etc). Modifies tx as needed for fatigue, SOB etc. Still needs a little guidance for ambiguous situations but is working on figuring things out for himself. Has discussed various AD choices and why one may be better than others for certain pts. Has done a pretty good job of seeing the big picture and keeping d/c plan in mind w/tx decisions and goals.

CPI Review

Performs all procedural interventions appropriately. Some guidance with complex patients.

VS:
Student requires min A with simple dx. and mod A with complex dx. She has required max A on 3 occasions for pt. safety. (i.e. posterior thrust with pt. in light gait and moving away from pt. due to possible contact/anxiety of child hitting therapist- pt. ambulating and fell forward onto floor without injury or therapist nearby- history taking during evaluation with multiple siblings in room, unable to report what was being said by caregiver secondary to noise, safety risk as report of seizures and other impairments were not identified). Student is becoming more creative in developing interventions that are fun and facilitate increased interaction with each child. She has been given one piece of equipment weekly and asked to identify 10-20 gross motor activities to complete with the object (i.e. pool noodle-aquatics, ball, jump rope)

CPI Review

How to make the following better:

“Student continues to present with good communication skills with coworkers and clients. She shown excellent communication skills from the beginning of this affiliation. She shows a level of maturity that is consistent with entry level performance.”

“Student did an amazing job of being able to perform examination on all diagnosis. She is able to diagnose complex patient problems and efficiently be able to move through the examination in a correct and timely manner. I am fully confident in all of her abilities.”

CPI Review

• Examples:
  Student is independent with collecting needed therapy items before treatment efficiently. He follows standard facility safety precaution, demonstrates safe transfers, follows client specific safety instructions, special procedures and follows precautions per client plan of care. Michael needs less than 25% supervision with complex clients and is independent with less complex clients. Michael consistently observes and reports changes in client mood as well as any significant physiological signs of change including blood pressure, heart rate, oxygen saturation, mood, change in function and lethargy with less than 25% supervision. Good transfer technique observed. He is managing 80% of full caseload at this time.
Steps for Delivering Feedback

1. Ask permission to give feedback
2. State objectively what was observed
3. Explain student’s action impact
4. Ask for student’s response
5. Suggest specific changes

Be timely, direct, objective, and constructive

Ways to Structure Feedback

• Weekly written forms
• Periodic scheduled verbal checks
• Request feedback from the student
• Allow the student to make a mistake/different approach than yours, then ask him to walk you through thought process

Formal Feedback

• Clearly define the purpose of the feedback (think CPI)
• Set the scene
• Encourage self-assessment
• Allow for an opportunity for the student to demonstrate changed performance

Student Scenarios, continued

Tales from the field?

And Finally…

• Buccieri et al.² stated that CIs who develop expert clinical teaching skills are also able to effectively use feedback from students, as well as co-workers, and are continuously seeking to improve clinical skills

References

References:

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