



Communicating Effectively with Students

Part 2 - Giving and Receiving Feedback

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CME Credit Opportunities

DO Physicians: The West Virginia School of Osteopathic Medicine is accredited by the American Osteopathic Association to sponsor continuing medical education for physicians. WVSOM designates this program for a maximum of .5 AOA Category 1-B credits and will report CME and specialty credits commensurate with the extent of the physician's participation in this activity pending approval from the AOA CCME.

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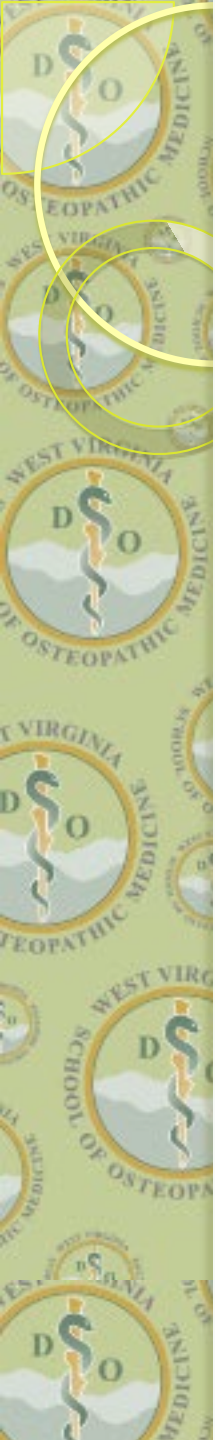
Please click on the survey link at the end of the presentation to receive .5 CME credit.

Objectives

- Identify different types of feedback.
- Evaluate your personal feedback style.
- Identify steps for giving feedback.

Communicating Effectively with Students

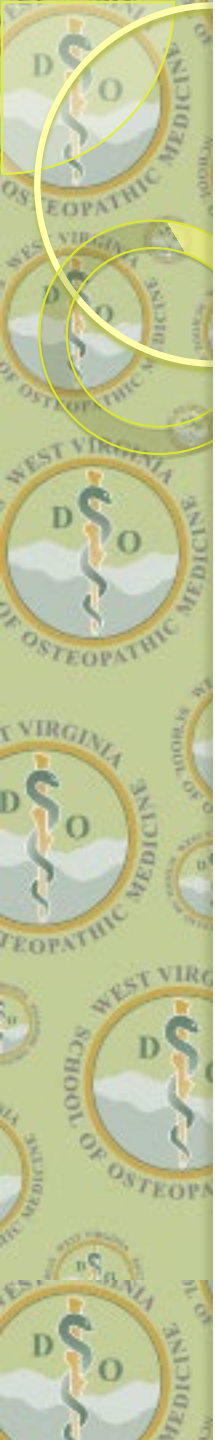
- What is the key to effective communication?
- What is the one action you can take to promote productive communication?



Listen

What is Feedback?

- Information given or received defining perceptions in terms of appearances, actions or dialogue
- Often seen as negative, but can be equally positive
- If the intent of the feedback is not positive, the outcome will not be positive
- Emotions, timing, location, body language, etc. are a part of feedback

- 
- Why is giving and/or receiving feedback so difficult?



Difficulty with feedback

- It is threatening to our self-image.
- Receivers often project negative feelings on the giver.
- We are often resistant to changing our behavior.
 - Change requires effort.
 - Change can be frightening.



Two types of feedback

- Redirection
 - Developing alternate strategies to unproductive behaviors
- Reinforcement
 - Encouraging productive behaviors and helping to further develop them

<https://webconceptsunlimited.com/Samples/GivingandReceivingFeedbackParticipantGuide.pdf>



Self-evaluation

Think about the following statements concerning receiving and giving feedback.

Do they (rarely, sometimes, often) represent your normal routine?

Write down your response (R, S or O) for each statement.

Receiving Feedback

- I truly listen to what feedback givers are saying.
- I keep feedback in perspective and don't overreact.
- I try to learn from all feedback, even if it is poorly given.
- I am willing to admit to and learn from questions about my performance or behavior at work.
- I attempt to turn every feedback session into a useful encounter.
- I accept redirection and reinforcement rather than denying them.

Receiving Feedback

- I accept responsibility for my role in achieving individual, team and organizational goals.
- I accept responsibility for searching for solutions to performance and behavioral problems that threaten goals.
- I accept responsibility for keeping my emotions in check during feedback sessions.
- I am committed to listening and learning in all feedback situations.
- <https://webconceptsunlimited.com/Samples/GivingandReceivingFeedbackParticipantGuide.pdf>



Self-evaluation

If you answered “often” to most of these questions, you are generally practicing good feedback skills.

If you answered “rarely” or “sometimes,” your skills may need further development.



Giving Feedback

- I pick an appropriate time and place to give feedback.
- I keep my emotions in check by remaining calm and keeping my voice even.
- I provide specific, detailed information about a person's behavior or performance - focusing on facts.
- I explain the impact the actions are having on the team or organization.
- I really listen to the response of those receiving feedback.



Giving Feedback

- I clarify my expectations if there is any confusion about the behavior in question.
- I remember to thank and encourage the receivers of my feedback.
- I try to understand the other person's point of view and communication style.
- I provide input as needed to assist with developing an action plan to move forward.
- I make sure my feedback has a positive intent.

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Self-evaluation

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Communicating Effectively with Students – Giving Feedback

[Giving Feedback in a Medical Setting](https://www.youtube.com/watch?v=tjILQfhNKFY&t=1s)

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Suggestions for improving feedback delivery

- Create a safe environment where the student feels respected.
- Discuss goals for the session.
- Ask the student for their own assessment of their performance.
- Be specific! Avoid general criticism or praise such as:
 - “Great job”
 - “You need to improve your bedside manner”
- Give examples of specific behaviors.



Suggestions for improving feedback delivery

- Focus on the behavior, not the person. A conflict in personality styles should not affect the feedback.
- Respond in a timely manner! Silence is often misinterpreted.
- Confirm the student understands and accepts the feedback.
- Discuss a plan of action.
- If patterns emerge, look at creating staff-development opportunities.

ARCH Model

- Allow/Ask for a self-assessment
- Reference what is being done well (attitudes, skills, knowledge)
- Confirm what needs correction or improvement
- Help the learner with an action plan for improvement and coach as needed

<https://www.stfm.org/publicationsresearch/publications/educationcolumns/2015/november/>

Resources

Baker, D. Turner, G, Bush, S. ARCH: A guidance model for providing effective feedback to learners. Society of Teachers of Family Medicine

<https://www.stfm.org/publicationsresearch/publications/educationcolumns/2015/november/>

BridgeSpan – Where Trust and Technology Connect: Giving and Receiving Feedback Participant Guide

<https://webconceptsunlimited.com/Samples/GivingandReceivingFeedbackParticipantGuide.pdf>

Carr, Linda. Feedback in Medical Education: Challenges in Giving and Receiving. Faculty Ed Solutions. 7/6/17

<https://facultyedsolutions.org/challenges-in-giving-and-receiving-feedback-in-medical-education/>

Ramani, S. & Krackov, S. (2012) Twelve tips for giving feedback effectively in the clinical environment. Medical Teacher 34: 787-791.

CME Credit

Please click on the link below to access the module survey in order to receive .5 CME credit.

https://www.surveymonkey.com/r/wvsom_givingreceivingfeedback