Skip the Sandwich? Delivering Effective Feedback to the Imaging Student

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Objectives

- Describe general characteristics of effective feedback.
- Identify barriers to providing effective feedback.
- Evaluate existing effective feedback delivery models used in clinical education.
- Adapt existing feedback models for practical use in the clinical environment.
Effective Feedback is the Most Powerful Tool We Have

- Can accelerate learning
- Improved clinical performance
- Students want & value it!

(Westberg & Jason, 1993)
Feedback

An interactive process which aims to provide learners with insight into their own performance to promote positive and desirable development.

(Clynes & Raftery, 2008) (Archer, 2010)
Feedback is NOT

- Telling
- Praise
- Harsh
- Focused on intention
- Personal
- Correcting
- For poor performance only
- Destructive
- Problem Identification
- Fault-finding
<table>
<thead>
<tr>
<th></th>
<th>Feedback &amp; Formative</th>
<th>Evaluation &amp; Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timing</strong></td>
<td>Immediate or Soon</td>
<td>Scheduled at end of rotation</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>Informal</td>
<td>Formal (usually in writing)</td>
</tr>
<tr>
<td><strong>Basis</strong></td>
<td>Observation</td>
<td>Observation</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Objective</td>
<td>Objective</td>
</tr>
<tr>
<td><strong>Scope</strong></td>
<td>Specific Action</td>
<td>Overall Performance</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Improvement</td>
<td>Grade</td>
</tr>
</tbody>
</table>
Characteristics of Effective Feedback
Feedback According to Students

Stimulates Reflection

Constructive
Specific
Genuine

Positive

Consistent
Timely
Benefits of Effective Feedback

- Increased Confidence
- Increased Motivation
- Personal development
- Teamwork
- Competence
- Increased Self-esteem
- More learner-oriented
- Interpersonal relationships
- Patient care
- Increased Patient care
Barriers to Giving Effective Feedback
Conflicting Demands

- Patient Care
- Productivity
- Image Quality
- Team

RT Role

Imaging Department

Student Supervision
CI Role
6.3 Documents that all faculty and staff possess academic and professional qualifications appropriate for their assignments.

- Clinical Instructor(s):
  
  Is proficient in supervision, instruction, and evaluation.

  Documents two years clinical experience in the professional discipline, and

  Holds American Registry of Radiologic Technologists current registration in radiography or equivalent (i.e., unrestricted state license for the state in which the clinical setting is located).
Assumptions

The single biggest problem in feedback is the illusion that it has taken place.

George Bernard Shaw
Relationships
Anticipated Student Reaction

Thought you said you could handle constructive criticism...

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Is the Student Ready?

WAIT! I’M NOT READY!
What Effects Student Reactions to Feedback?

- Past Experiences
- Self-esteem
- Expectations
- Relationships at Site
- Respect
- Inconsistent Feedback
- Program Level
Consequences of Ineffective or No Feedback

- “No news is good news!”
- Good practice is not reinforced
- Poor performance is not corrected
- Path to improvement is not identified
Our Responsibility

- Protect professional standards
- Give them a chance to fix a problem that could lead to failures
- Role model the feedback process
How Do We Do It?

✓ Characteristics of feedback
✓ Critical elements
✓ Benefits
✓ Barriers
✓ Consequences
Feedback Models

- The Sandwich
- Pendelton Technique/Rules
- ARCH
- One Minute Preceptor
The Sandwich Technique

for giving negative feedback
Why The Sandwich?

Goals:
- Correct poor performance
- Protect self-esteem
- Increase receptivity to changing poor performance
Why The Sandwich?

• Personal preservation is at center

• “…rather endure a root canal than deliver negative performance feedback, where there are hard, cold truths…”

(Kjerulf, 2008)
Why Skip The Sandwich?

- One-way process
- Poor performance is diluted
- Sends a confused message
- Receivers begin to doubt honesty of positive remarks
Why Skip The Sandwich?

Fails the transparency test.
I like your hat.
Your face is ugly.
But your top is nice.
Pendleton’s Rules

• Builds on The Sandwich
• More two-way process
Pendleton’s Rules

Learner ready?

Learner States +

CI Elaborates +

CI States -

Learner States -

Action Plan
ARCH

- Builds on Pendleton
- 2 way process + critical element
ARCH

A – Allow/ask for self-assessment

R – Reinforce what is being done well

C – Confirm what needs Correction or improvement

H – Help learner with action plan and coach as needed
The One Minute Preceptor

1. Get a commitment
2. Probe for supporting evidence
3. Teach general rules
4. Tell your learner what he or she did right
5. Correct the learner’s mistakes

Irby, 1997 The One-Minute Preceptor: Microskills for Clinical Teaching
Get A Commitment
“What Do You Think?”

• Get him/her to commit to an answer
  – A hunch or a guess is still better for learning.
• Learner becomes more active in teaching encounter
• Allows you to assess how learner has processed information presented
Probe For Supporting Evidence
Why Do You Think That?

- Evaluate the learner’s knowledge & reasoning
- Ask probing questions
  - Broader / deeper than learner’s answer
Teach General Rules

• Take each encounter to a learning point
• Generalize from the exam at hand
• Point out how this exam is same or different from the general rules
Reinforce What Was Done Well

- Provide positive feedback
Correct Errors

- Provide constructive corrections and feedback
- Recommendations for improvement
Put the Tools To Work!
Practice!
Feedback

An interactive process which aims to provide learners with insight into their own performance to promote positive and desirable development.

(Clynnes & Raftery, 2008) (Archer, 2010)
Regardless of the Tool Be
Mindful of Language

<table>
<thead>
<tr>
<th>SAY This</th>
<th>NOT That</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I noticed…”</td>
<td>You</td>
</tr>
<tr>
<td>And or What if</td>
<td>But</td>
</tr>
<tr>
<td>Have you thought of?</td>
<td>Should</td>
</tr>
<tr>
<td>Specific</td>
<td>Always</td>
</tr>
<tr>
<td>Specific</td>
<td>Never</td>
</tr>
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</table>
Say This NOT That

- Avoid the “but”
  - Interpreted as “ignore what I’ve just said, because the important point is coming up”

- “You did well but you still have to improve on your technique factor selection.”
Say This NOT That

Let’s Practice:
– Your student did not give a patient a pillow when they placed them on the table for a KUB.

Poor vs. Good feedback – Try it!
Remember What Students Want

Stimulates Reflection
Positive

Constructive
Specific
Genuine

Consistent
Timely
Can You Make These Effective?

- You are doing well.
- You’re always forgetting to detent the bucky.
- You dealt with that combative patient well although you could have communicated with him more effectively.
- You’re making good progress with your learning objectives
- Maybe I’m expecting too much from you.
- Well that wasn’t too bad.
You’re Doing it Right When…

Unsuccessful attempts are handled in such a way that the student has confidence to try again!
What’s In It For US?

“Remember, feedback says as much about you as about the person to whom it is directed”

- Promotes personal and professional growth
- Enhanced communication & interpersonal skills
- Personal satisfaction
- Ability to manage roles and responsibilities
  - Remember conflicting roles/demands was listed as a barrier.
Final Thoughts

“Too often, they say, we forget the purpose of feedback — it’s not to make people feel better, it’s to help them do better.”

http://www.nytimes.com/2013/04/06/your-money/how-to-give-effective-feedback-both-positive-and-negative.html
Thank You!

Questions?

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