

# Providing Difficult Feedback: Where Do We Start?

Gan Han Nee  
Senior Consultant  
Accident and Emergency Medicine  
Changi General Hospital

# Objectives

1. Describe the barriers to giving effective feedback and how to overcome them
2. Describe the characteristics of effective feedback
3. Discuss principle of feedback models
4. Practice interactive feedback model

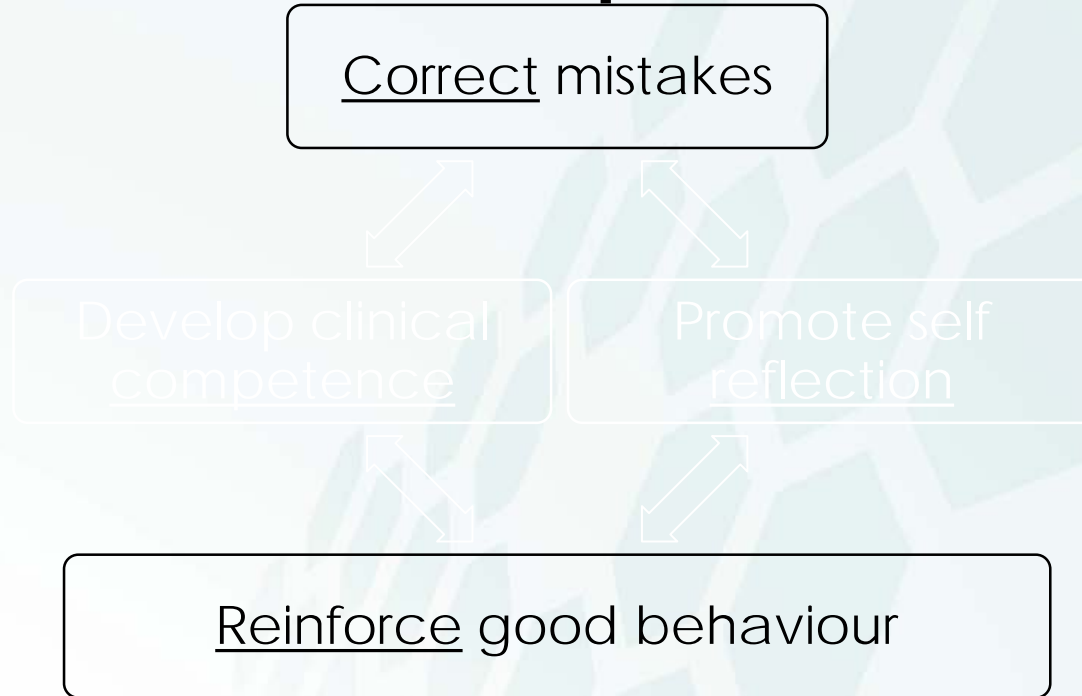
# What does feedback mean to you?



# Why is feedback important to you or your learners?



# Why is feedback important?



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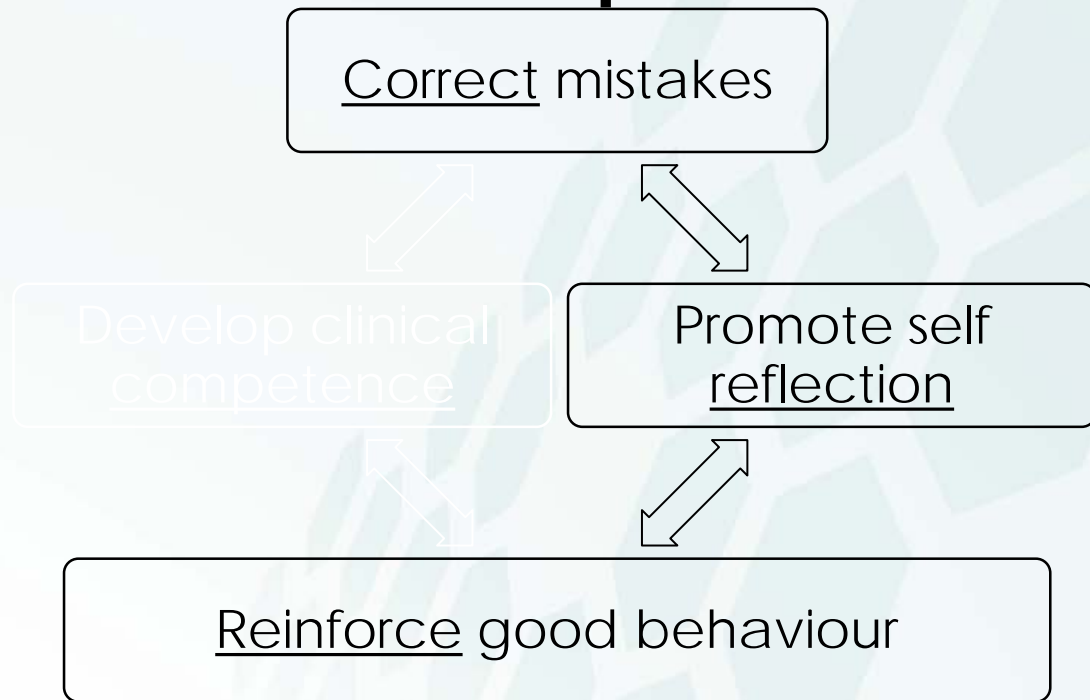
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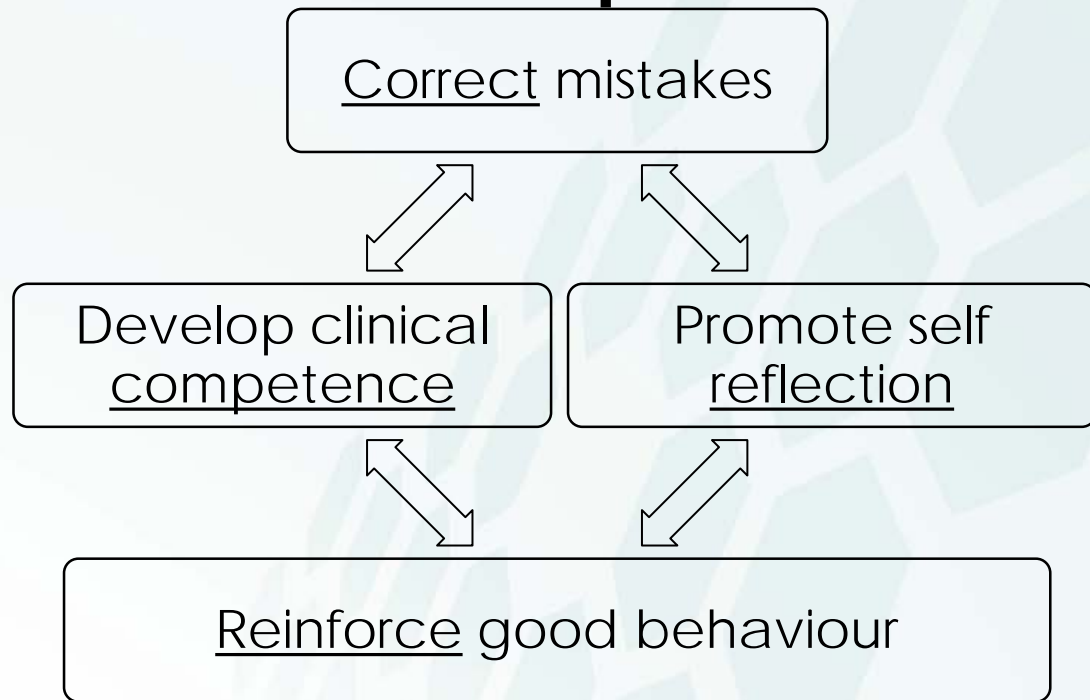
Ende, 1983



# Why is feedback important?



# Why is feedback important?



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Most people want feedback, but don't know how to ask for it, receive it, or give it themselves.

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# Barriers to effective feedback

- Pair share activity

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# Barriers to effective feedback

- Teacher factors
- Learner factors
- Feedback delivery process
- Feedback content
- Educational context

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Reddy et al, 2015





# Overcoming barriers

- Pair share activity

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# Let's Get Started!

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# Effective feedback

- Specific; first hand
- Well-timed and expected
- Frequent and bite sized
- Sequenced:  before 
- Interactive and collaborative
- Action plan

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Ende, 1983

# Effective feedback

- Specific; first hand
- Well-timed and expected
- *Frequent and bite sized*
- Sequenced:      before
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- Action plan

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# What to use?

- Who
- What
- How much time
- How comfortable you are



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# How?



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# How?



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# Diagnosing the problem

- Affective
- Cognitive
- Interpersonal
- Structural

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Lucase &  
Stallworth, 2003

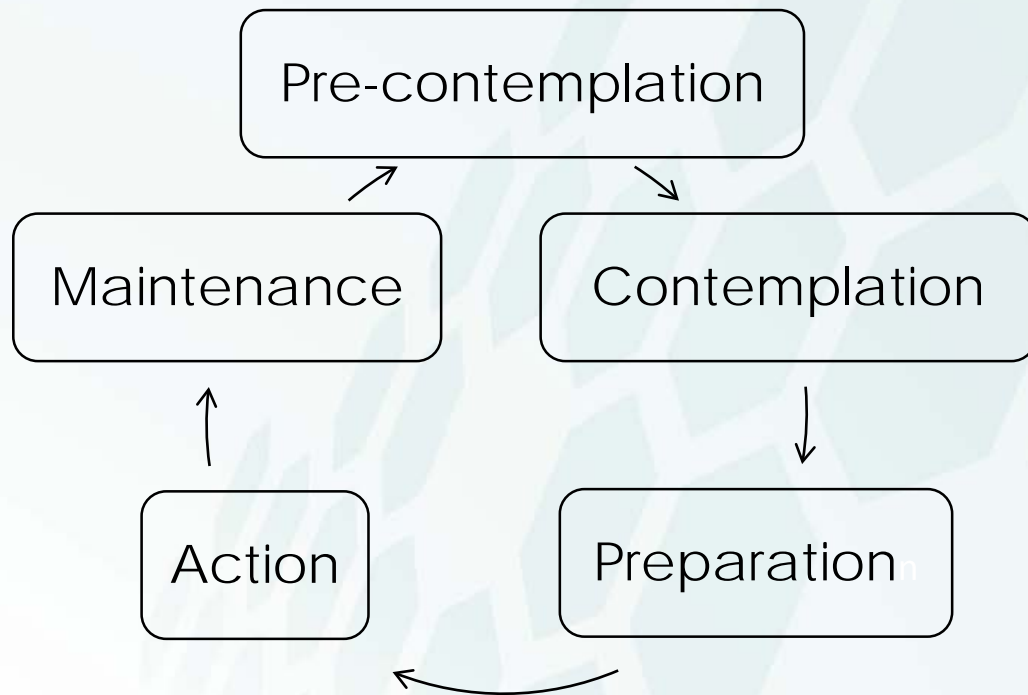
# Problem learner

**Table 1. Frequency of Problem Learners Clustered by Particular Behaviors and Difficulty in Management**

Difficulty	Frequent	Not Frequent
Difficult	Type I Bright with poor social skills (I) Shy, non-assertive (I)	Type III Cannot be trusted (I) Psychiatric problem (I) Substance abuse problem (I) Manipulative (I)
	Not difficult	Type II Poor integration of material (C) Overeager (I) Unable to focus on important issues (C,A) Disorganized (S) Disinterested (A) Poor fund of knowledge (C)
		Type IV Too casual or informal (I) Avoids work (A) Intellectually inferior (C,A,S) Avoids patient contact (A,I) Does not show up (A,I) Challenges everything (I) Awkward (I)

*Note:* Types from Hunt et al. I = interpersonal; C = cognitive; S = structural; A = affective.

# 5 stages of behaviour change



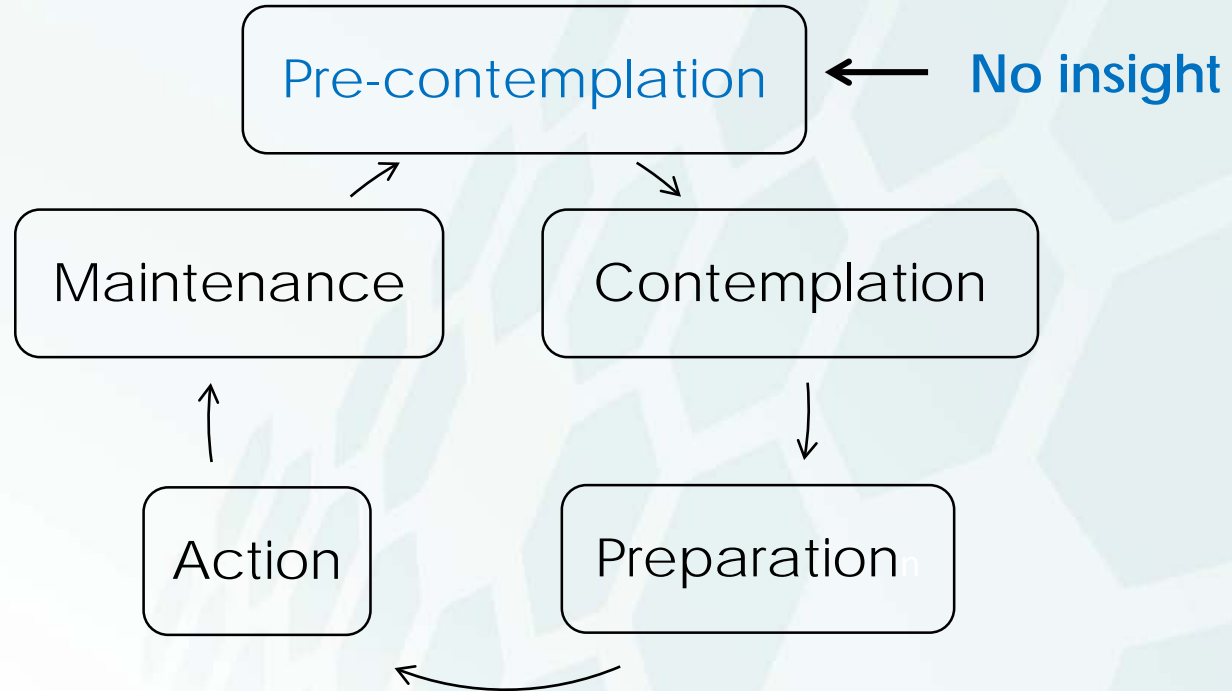
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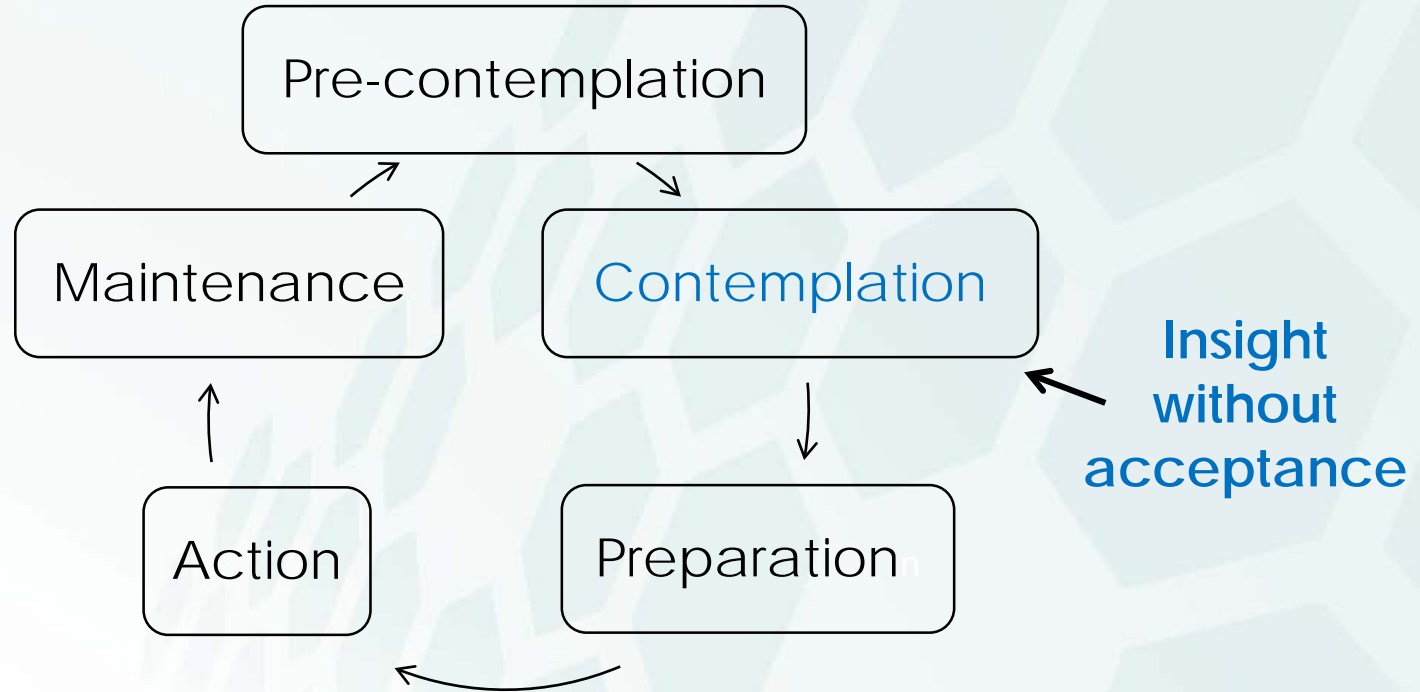
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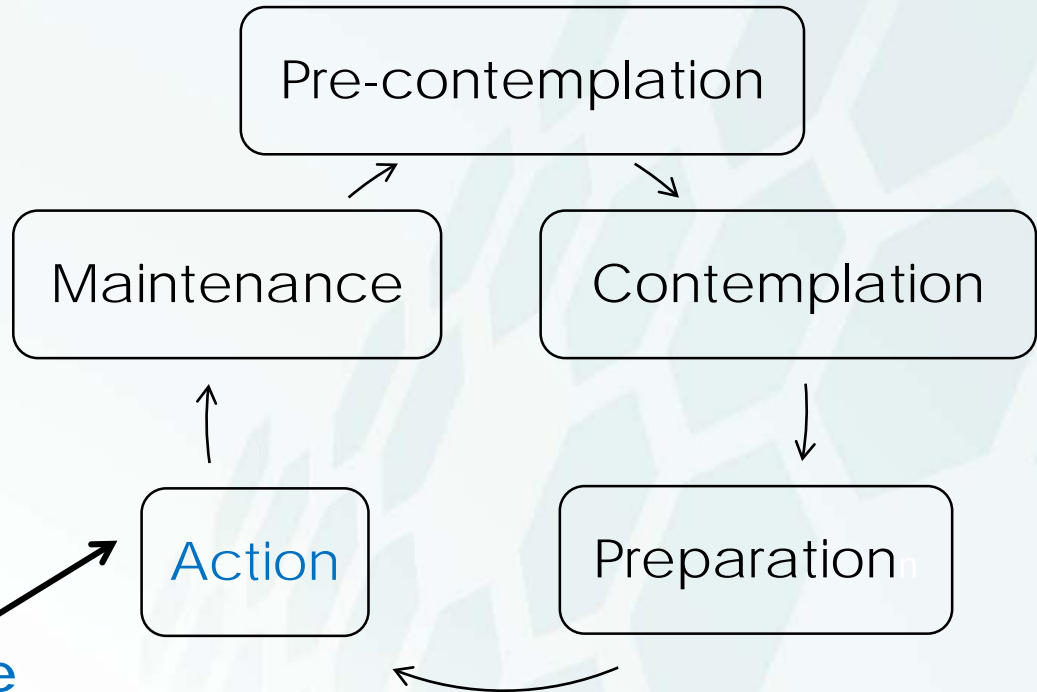
# Diagnose the stage



# Diagnose the stage



# Diagnose the stage



Insight with acceptance





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# Model: LOaD BeFORE a Plan

- Structured feedback incorporating the model of behaviour change and emotional/empathic aspects



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# Model: LOaD BeFORE a Plan

- Background work
  - Communicate goals, objectives and expectations from the start
  - Collate information

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# Model: LOaD BeFORE a Plan

- Label as Feedback
- Open ended question

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DeZee et al, 2010

# Model: LOaD BeFORE a Plan

- Diagnose the learner
  - No insight
  - Insight without acceptance
  - Insight with acceptance

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DeZee et al, 2010

# Model: LOaD BeFORE a Plan

Goals based on diagnosis of learner

- No insight: triangulate evidence of a problem
- Insight without acceptance: make a case for importance
- Insight with acceptance: facilitate the plan for improvement

# Model: LOaD BeFORE a Plan

- **B**e empathic
- **F**eedback
- **O**bservations supporting feedback
- **R**eaction of the learner to the feedback
- **E**valuate again for acceptance



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# Model: LOaD BeFORE a Plan

- Plan

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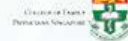




# Group activity 1

- Using the worksheet, write down your observations and comments

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# Group activity 2

- Practise using the scenarios provided

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## Group activity 3

- Solving real life problems

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# Summary

- Decide on a appropriate method
  - Type of learner
  - Directive vs facilitative
  - Comfort of the teacher
  - How much time for feedback?
- Modify method to your needs
  - For difficult learners, diagnose before agreeing on a shared plan



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