

Feedback II

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Outline

- Fostering Reflection and Providing Feedback
- Apply feedback strategies to scenarios
- Correcting mistakes and reinforcing correct procedures

What comes to mind when someone says to you,

“Give me some feedback”

or

“I’m going to give you some feedback?”

Fostering Reflection

A **metacognitive process** that occurs before, during and after situations with the purpose of developing **greater understanding** of both the self and the situation so that **future encounters** with the situation are informed from previous encounters.

Sitting in the front rows invites questions
from the teacher

Reflective Learning

Reflective Practice

Metacognitive Approach

Before

1. Have I done something like this before?
2. Think about existing strengths & weakness
3. Set Goals-What do I want to achieve?

During

1. Trial & Error
2. Reflection-Is the strategy working for me?
3. Can I change anything?
4. Am I meeting my goals?

After

1. What worked well?
2. Is there anything I can improve or alter
3. Embedded into workflow
4. Apply different Tasks

Three Stage Model



Deliberate Self Regulated actions

Reflection for Learning

- Experiential Learning
- Experience interpreted & integrated into Knowledge
- Kolb's experiential Learning

Develop a therapeutic relationship

- Good clinician requires knowledge & Skills
- Therapeutic relationship with Patients
- Understanding Patient needs
- Guided Reflection with mentors

Develop Professional practice

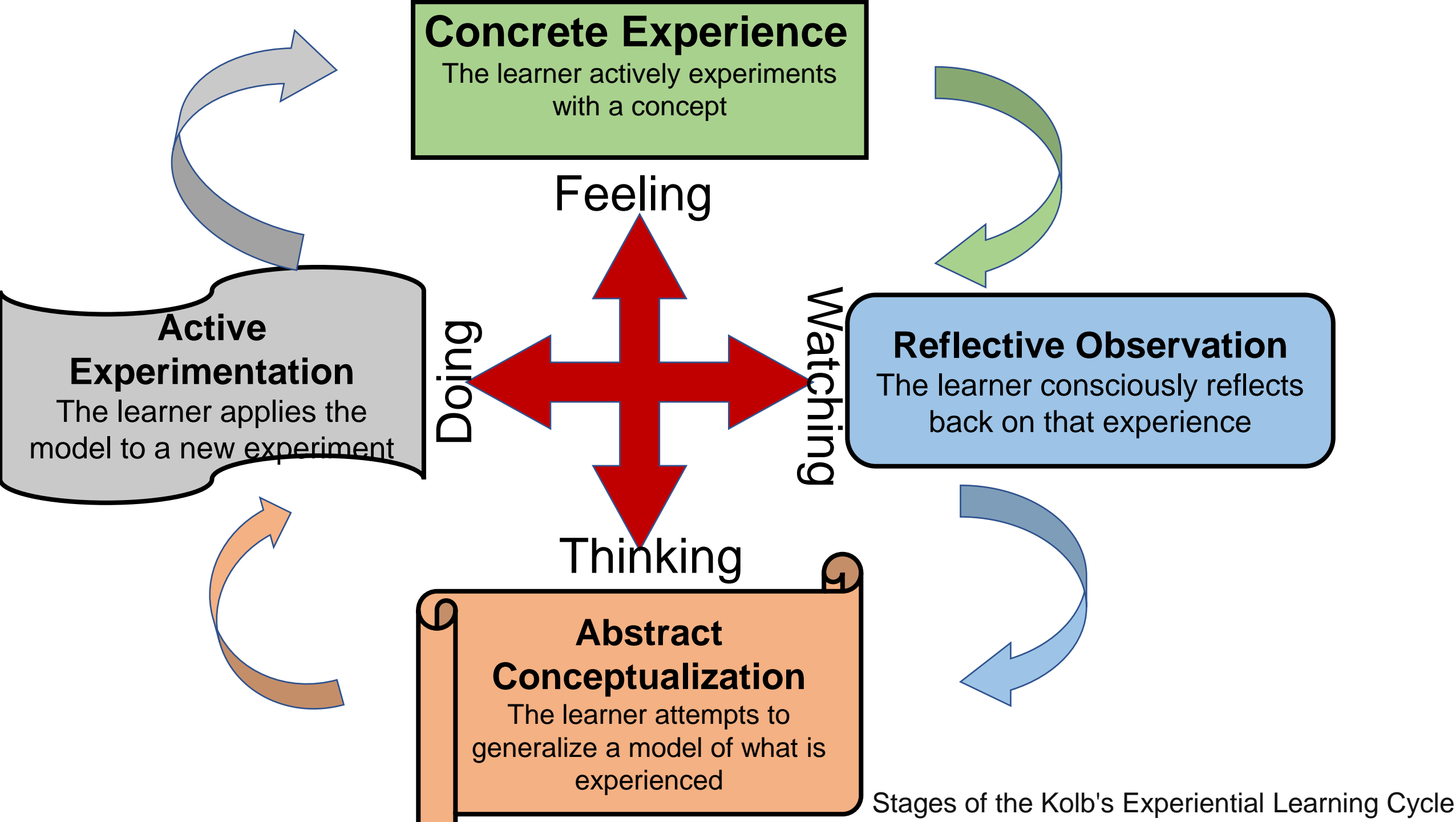
- Variety of complex and ill defined situations
- Appropriate actions to unique situations

Process of developing an understanding

- Understanding personal experience through creation of a mental model or personal theory
- Is the particular skill or piece of information will be helpful?
- Beliefs & Assumptions 'transformative learning'



Process of Developing Understanding



Guided Reflection



Low Engagement in Reflection

Feedback through Scenarios

Techniques

- Sandwich: Ask-Tell-Ask
- SBI: Situation-Behaviour-Impact
- PEARLS: Promoting excellence and Reflective learning in Simulation
- CEDAR: Context- Examples- Diagnosis- Action – Review
- MSF: Multi Score Feedback

You are working in OPD. You have asked III year student to perform a complete history and physical on a patient. The student goes in and emerges half an hour later to present. You are very impressed with her ability to organize the clinical information she has gathered into a logical and concise presentation.

She describes the physical exam with each system as “normal” without any pertinent findings. When you then go with her to examine the patient you notice that the ophthalmoscope is not working. You remember that she had reported the eye exam was within normal limits. She stated the patient’s pupils were equally round and reactive, and her “fundoscopic exam was without abnormalities.”

You have 10 minutes to provide **feedback.**

You are an attending OPD. You see a record written by a II yr resident whom you have been supervising. The case notes has many problems. It is missing many important details including significant past medical history and the patient's current medications/dosages. In addition, his plan does not include his clinical reasoning (ie., why he chose to start an antibiotic for what sounded like a viral respiratory infection). This resident's documentation has been a problem all year and other attendings have also complained about his notes. You have 10 minutes to provide feedback.

You have 10 minutes to provide **feedback.**

Correcting mistakes and reinforcing correct procedures



Correction Techniques

