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“What would happen if we actually studied what is right with people?”
Donald O. Clifton, *Father of Strengths-Based Psychology*, 1952
What is Feedback?

- Feedback is an essential part of education and training programs. It helps learners to maximize their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.
Types of Feedback

• Positive
  – Not provided enough
  – Involves pairing desired behavior with positive reinforcement and feedback
  – Motivates individual for additional achievement

• Negative
  – Obtains less predictable results
  – May stop behavior or outcome that has already occurred, but:
    • Student may perform better OR
    • Stop trying because feel they are being punished
Types of Feedback

• **Constructive**
  – Helps individuals understand their learning needs
  – Balanced; contains positives and areas for improvement
  – **Most desired**, but most difficult

• **No Feedback (Withholding)**
  – **Worst**; most common
  – Students dislike most
  – Least motivating response
  – Leaves individuals with a sense of unimportance
Providing Effective Feedback

• Inform students at start of the learning experience to expect feedback routinely
• Conversation should take place in a relaxed, private area
• Engage in a two-way conversation with student
• Be descriptive, not evaluative (i.e. what did you observe about the student’s performance that requires feedback)
• Focus on behavior that can be changed, not personal traits of the individual
• Observe an activity more than once before offering feedback.
Providing Effective Feedback

• Well-timed (offer feedback as soon as event has taken place)
• Limit feedback to one or two items
• Tied to specific goals
  – Related to goals and objectives for the experience
  – Ask student to offer own thoughts and plans for improvement
• Clear, specific and related to the facts
Feedback Techniques
Feedback Sandwich

• Offer two reinforcing statements as the bread and one corrective comment as the meat
  – i.e. start with a strength, followed by discussion of a weakness, followed by
  – Also referred to as C-R-C approach
    • C = commendation
    • R = recommendation for improvement
Pendleton Four-Step Model

• Step 1: The learner is asked to state what is good about his or her performance.
• Step 2: The teacher states areas of agreement and elaborates on good performance.
• Step 3: The learner states what area of performance could be improved.
• Step 4: The teacher states what he or she has observed that could be improved.
Feedback Case
• Student JC has been late for rounds three straight days. His lateness issues have been noticeable to all members on the team.
  – Do you take JC aside now, during rounds, to discuss his tardiness?
  – Is it more appropriate to speak with him after rounds? He is otherwise an outstanding student.
  – Do you let this behavior go for now and instead assume it is because of his long commute to the hospital and the early hour?
  – What reinforcing statements and corrective comments can you apply to this situation?
Feedback Case

- **Reinforcing statement:**
  - “You are well-prepared for rounds. By prerounding, you are able to contribute to the team-based discussions because you have accurate medication lists and last night’s lab results.”

- **Corrective comment:**
  - “I’ve noticed that you’ve been late for team rounds for the past three days. The expectation for rounds is that you are on the medical floor at 8:00 a.m.”

- **Reinforcing statement:**
  - “You contribute well to the team by appropriately forecasting what will be discussed and bringing evidence to support your positions on patient care.”
“Aren’t I providing feedback when I participate in the evaluation process?”

• Yes and no...
## Feedback vs. Evaluation

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<tr>
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<th>Feedback</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td><strong>Basis</strong></td>
<td>Observation (assessment)</td>
<td>Observation (assessment)</td>
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<tr>
<td><strong>Content</strong></td>
<td>Objective</td>
<td>Objective</td>
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<tr>
<td><strong>Timing</strong></td>
<td>Immediate, timely</td>
<td>Scheduled</td>
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<tr>
<td><strong>Setting</strong></td>
<td>Informal (comfortable)</td>
<td>Formal (comfortable)</td>
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<tr>
<td><strong>Scope</strong></td>
<td>Specific actions</td>
<td>Global performance (covers longer time period)</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Improvement (skills, knowledge)</td>
<td>“Grading” and improvement</td>
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End-of-Day Feedback Discussions

• Self-directed learning ("debriefing")
  – What did you learn today?
  – What was the most important thing that happened today?
  – What was the one thing that you would like to learn more about?
  – What troubled you today?
  – What might you improve on?
Summary

• Effective feedback essential to teaching-learning-assessment process
• Feedback helps to stimulate, challenge, motivate individuals
• Constructive feedback should meet three ends
  – Reinforce good practice
  – Correct mistakes
  – Modify behavior
• Feedback is usually poorly done, but invaluable when done correctly
  » Feedback is most useful when you actually do something about your supposed shortcomings
Summary

• Preceptor should have first and last words in evaluation and assessment process
• Cannot be a good preceptor if you don’t provide feedback!

I WANT YOU FOR FEEDBACK!

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Final Thoughts

• “Feedback matters. It really matters. Good feedback is like a road map, a site map, an energy drink, a bungee jump, or meditative moment for your brain. It makes you smarter, more focused, more confident, and more capable of doing your best work.”

Jill Geisler
Poynter Institute
“That’s all from me!
Suggested References

• Sylvia L, Barr J. Pharmacy Education: What Matters in Learning and Teaching. Sudbury, MA; Jones and Bartlett Learning; 2010.