



FEEDBACK ON THE FLY: SIMPLE STEPS TO IMPLEMENT CHANGE

Nicola Orlov, MD MPH

Radiology FAME – September 20, 2021



OBJECTIVES

- Describe the basics of effective feedback
- Identify shortcuts for feedback **on the fly**
- Commit to incorporating just in time feedback for learners in clinical practice



EFFECTIVE FEEDBACK

Timely

Expected

Observed

Regulated in quantity

Behavioral

Specific, not generalizations

Deal with decisions and actions, no assumptions

Positive feedback has its hazards



BARRIERS

BARRIERS TO FEEDBACK

Time, Time, Time, Time

Lack of first-hand data or specific examples

Lack of perceived value

Unclear expectations

Effects on teacher-learner relationship

Perceived impact on faculty evaluations

Lack of training

FEEDBACK SANDWICH VS. ASK-TELL-ASK



Good-Bad-Good

Doesn't work for all learners

Anticipation of the bad



Ask-Tell-Ask

Fosters self-assessment

Increases accountability

Gives insight into their perception

Allows for dialogue

ASK-TELL-ASK

Ask

Ask learner for self-assessment

Tell

Tell what you saw

Ask

Ask their response and create a learning plan

First:

ASK

"What went well?"

TELL

"This is what I think went well."

Then:

ASK

"What could be improved?"

TELL

"This is what I think could be improved."



DOING IT ON THE FLY

- Notice opportunities in daily practice
- Debrief challenging cases
- Identify behaviors appropriate for on the fly
FB
- Fit it into the day
- Label it, label it, label it

HELLO, CHICAGO!

LET'S RACE FOR
THE KIDS.

(VIRTUALLY)



WHAT IT TAKES

A great coach tells you
what you need to hear
not what you want to
hear. Which one are
you?

Sagi Kalev

PARADIGM



Learner performs activity using knowledge and training



Coach observes



Coach uses combination of provocation, questioning, challenging, and encouragement



Achieve an improved performance



OPPORTUNITIES FOR OBSERVATION

- Where do you see them perform?
- Where can you incorporate an observation based on their goals?

COACHING SEQUENCE

Beginning of Rotation

- Explicitly identify yourself as a coach and describe role
- Help learner articulate goals

During Rotation

- Assure opportunities for observation
- Provide frequent, brief feedback

End of Rotation

- Provide formal formative feedback
- Assist learner in developing a learning plan

END WITH ENDE

“The important things to remember about feedback in medical education are that:

1. It is necessary
2. It is valuable, and
3. After a bit of practice and planning, it is not as difficult as one might think”

Jack Ende, MD

QUESTIONS

