

MEANINGFUL FEEDBACK: HOW TO MOTIVATE OUR STUDENTS?

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MEANINGFUL FEEDBACK: HOW TO MOTIVATE OUR STUDENTS?

Motivation of students is crucial to enhance their development and feedback-seeking behavior



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Introduction

- Who are you?
- Background
- Expectations



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EPAs



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EPAs

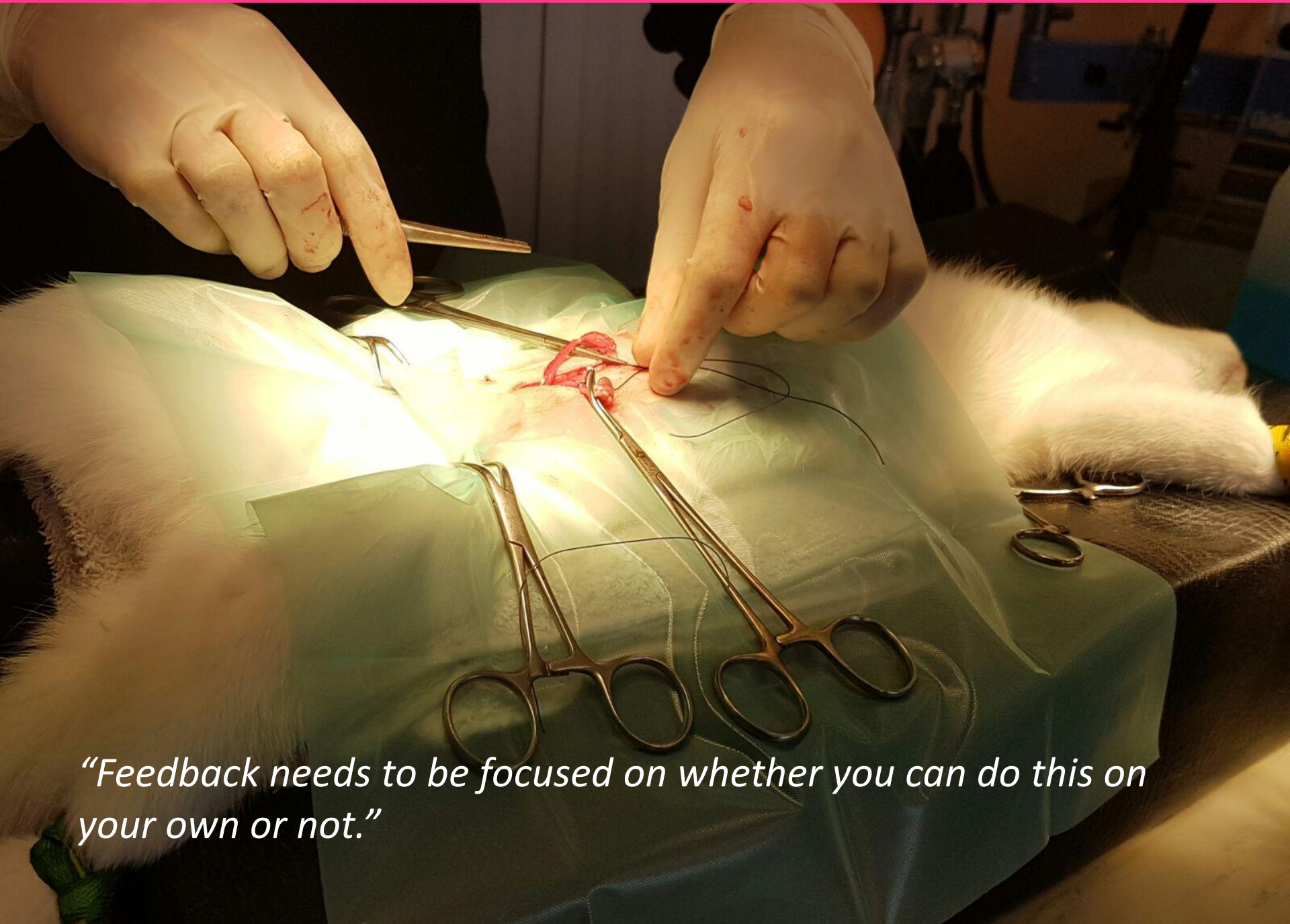
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- Clinical faculty may entrust to a student
 - to execute unsupervised once he or she has obtained adequate competence to do so.
- Executable within a given time frame,
- Are observable and measurable,
- And allow focused entrustment decisions.
- Aligned with workplace-based learning and offer a potential solution by placing competencies in context of practice.

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“Feedback needs to be focused on whether you can do this on your own or not.”

Supervision

Expanded entrustment and supervision scale for UME and PGME

1. Not allowed to practice EPA
 - a. Inadequate knowledge/skill (e.g. does not know how to preserve sterile field); not allowed to observe
 - b. Adequate knowledge, some skill; allowed to observe
 2. Allowed to practice EPA only under proactive, full supervision
 - a. As coactivity with supervisor
 - b. With supervisor in room ready to step in as needed
 3. Allowed to practice EPA only under reactive/on-demand supervision
 - a. With supervisor immediately available, all findings and decisions double checked
 - b. With supervisor immediately available, key findings and decisions double checked
 - c. With supervisor distantly available (e.g. by phone), findings and decisions promptly reviewed
 4. Allowed to practice EPA unsupervised
 - a. With remote monitoring (e.g. next day check-in for learner questions)
 - b. Without monitoring
 5. Allowed to supervise others in practice of EPA
-



- Do you get feedback?
 - From students
 - From colleagues
 - From faculty



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- Write down your POSITIVE feelings about the feedback you get?



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- Write down your **NEGATIVE** feelings about the feedback you get?



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- <https://www.youtube.com/watch?v=b0bS4xJiEU8>



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Run, hide or say thank you!

- Feedback as conversation (involves listening and talking)
 - Listening to words and actions
- Possible reactions
 - Denial
 - Deflection
 - Self-righteousness
 - Irritation
- Feedback starts with being open to change!
 - Things are not going perfectly at the first time!!!
 - Obstacles are natural part of life to be navigated rather letting them to shut you down
 - Adaptability
 - Resiliency
 - Taking feedback and decide how to adapt to it!

Run, hide or say thank you!

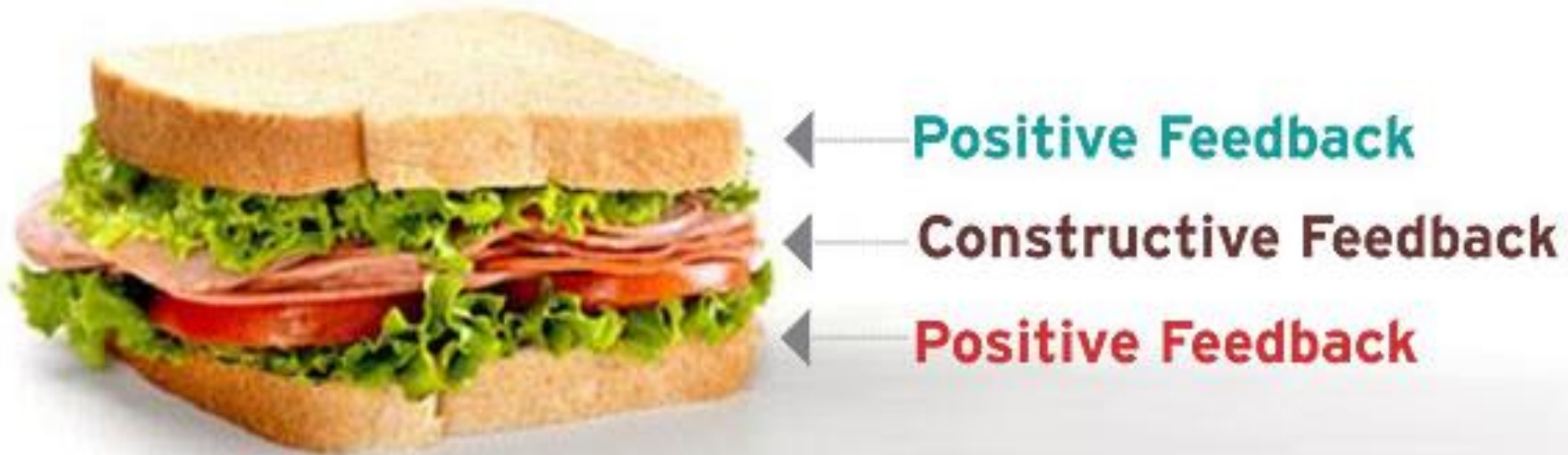
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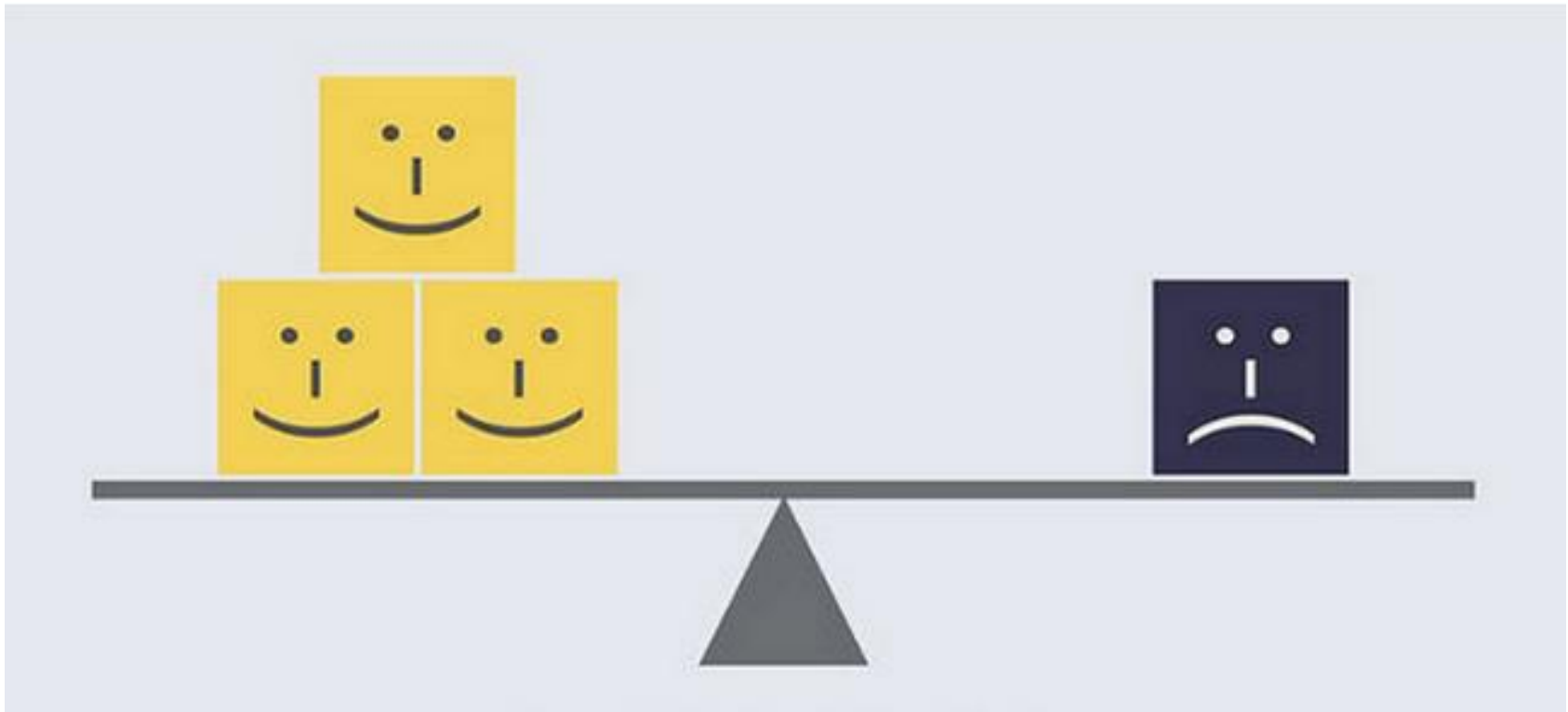


Sandwich approach*



*Milan FB, Parish SJ, Reichgott MJ A model for educational feedback based on clinical communication skills strategies: beyond the "feedback sandwich". Teach Learn Med. 2006 Winter;18(1):42-7.

Magic 3 – 1 ratio



Source: Fredrickson, Barbara (2009)

3 POSITIVES TO 1 NEGATIVE



POSITIVE



NEGATIVE

JARS OF EMOTION

Form groups



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Write down your feedback

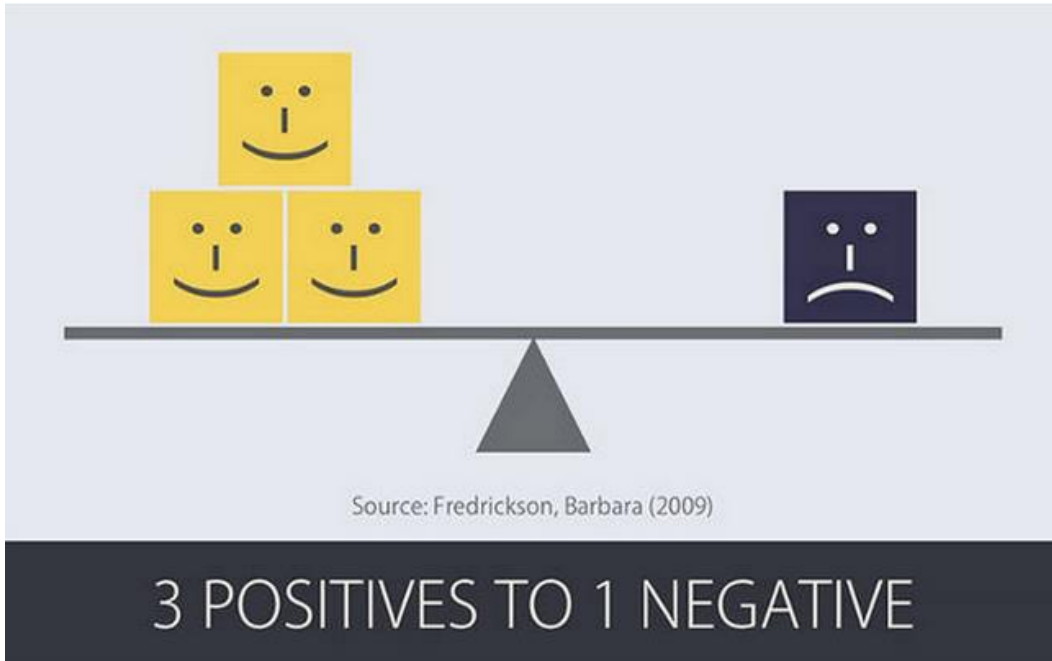
- <https://www.youtube.com/watch?v=AND813sHUks>



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Magic 3 – 1 ratio



POSITIVE



NEGATIVE

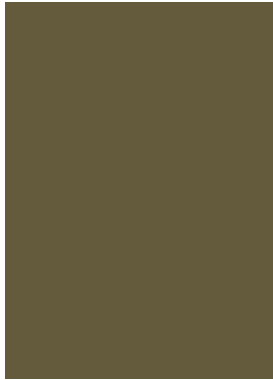
JARS OF EMOTION

Prioritized feedback



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Trust

- Supervising clinicians should set adequate expectations and ensure that learners understand they are assessed on all the key qualities that enable trust.



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Trust

- Competence: ability: knowledge/skill to perform the EPA needs to be complemented by
 - Integrity: truthfulness and benevolence
 - Reliability: conscientiousness and predictable behavior
 - Humility: recognition of own limitations and willingness to ask for help if needed



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GIVING feedback

- Do not generalize
- Speak from your point of view
- Give positive AND negative points
- Suggest how to improve
- Be honest!



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GETTING feedback

- Do not argue
- Take it as a subjective point of view of that person
- Use it!



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[Perspectives on Medical Education](#)

..... August 2017, Volume 6, [Issue 4](#), pp 256–264

Am I ready for it? Students' perceptions of meaningful feedback on entrustable professional activities

Authors

[Authors and affiliations](#)

Chantal C. M. A. Duijn , Lisanne S. Welink, Mira Mandoki, Olle T. J. ten Cate, Wim D. J. Kremer, Harold G. J. Bok

Students' perceptions*

- Focus groups
 - Utrecht and Budapest
 - Veterinary and medical
- (1) What do you perceive as meaningful feedback to optimally prepare for performing a clinical activity?
- (2) Which information sources should or could provide this feedback?

*Duijn C, Welink L, Mandoki M, ten Cate O, Kremer W, Bok G. Am I ready for it? Students' perceptions of meaningful feedback on entrustable professional activities. *Persp on Med Educ* 2017, Volume 6, Issue 4, pp 256–264

Students' perceptions

- Variety of sources

"Feedback must come from a reliable, responsible source, (...) a person who knows what is expected in such an activity".

- A credible, trustworthy supervisor
 - Knowing the student well

"Sometimes, trust is based on nothing, but it still gives you self-confidence to be proactive and ask for feedback"

- Delivered in a safe environment

Students' perceptions

- Immediately upon the observed activity

"Just written feedback is not complete. The supervisor should write down the feedback and provide an oral explanation"

- Students would appreciate feedback that refers to the ability to act unsupervised.

"Feedback should be specific and concretely formulated and can sometimes be honest and hard or embarrassing. But honest; you can do this, or you are not able to do that"

- Stressed both strengths & points for improvement
 - Include instructions for follow-up



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- <https://www.youtube.com/watch?v=PGi5eeBHU9M>



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Feedback on this EPA



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Conclusion

- Preferences to meaningful feedback on EPAs were quite similar
 - institution
 - clerkship type
- For the execution of an EPA, specific aspects of feedback turned out to be essential
- It is important to take time to create a healthy and safe supervisory / mentoring relationship.



Future direction

- In the absence of the characteristics of feedback described in this paper a breach in, or total failure of, the supervisory relationship is possible
 - What is the role of non-verbal communication between the student and supervisor?
 - And are non-verbal cues provided by the student or the supervisor noticed?



Take home message?

- Multiple continuous feedback
- Productive feedback is more effective
- 3 to 1 ratio
- Sandwich
- Prioritize your feedback
- Reliability, predictable behavioural
- Trust!
- Positive attitude towards students
- Humility





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April 9th, 2018



International symposium of the
Veterinary Schools Council

4-6 of July, 2018

Keynote speakers VetEd 2018

Prof. Cees van der Vleuten

"Programmatic Assessment in Health Professions Education"

Prof. Debbie Jaarsma

Prof. Jan van Tartwijk

Prof. Wim Kremer

New! - Preconference Workshop

*"Getting acquainted with Entrustable
Professional Activities"*

By Prof. Olle ten Cate



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4-6 July, 2018, Utrecht University
www.VetEd2018.nl