Upward Feedback: A corner stone for a good clinical learning environment

Lia Fluit & Tim Klaassen, Radboudumc Health Academy Nijmegen
Jacqueline Bustraan, Leiden University Medical Centre
The Netherlands
Non disclosure

We do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Nous n’avons aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
Introduction

• Last week, who of you gave feedback to another person? To whom?

• Top-down?
• Peers?
• Upward?
Feedback

Introduction
• What is feedback?
• Feedback culture
• Upward feedback
• Subgroup work
• Take home messages
Concerning feedback....

Every time we speak or listen to another person, in our tone of voice, in the words we use, in the silences which we allow, we communicate feedback – how far we trust, how much we respect, the degree to which we love, like or even hate the person in front of us. We cannot not give feedback. If we think we’re not doing it, we’re a dangerous communicator because it means we are probably not managing communication effective (Dignen, 2014).
What do we know about feedback?

Feedback...

- influences learning;
- is complex and sometimes has unexpected outcomes;
- is often not recognised;
- is often ignored;
- quality depends on competences of provider;
- is often of bad quality.

Use of feedback depends on trustworthiness of provider.
Seven principles of good feedback
(Nicol and Macfarlane 2006)

Feed up

• Clarify what good performance is (goals, criteria, standards);
• Facilitate the development of reflection and self-assessment in learning;
• Deliver high quality feedback to students: that enables them to self-correct;
• Encourage dialogue around learning (peer and tutor-learner);
• Encourage positive motivational beliefs and self-esteem;
• Provide opportunities to act on feedback;
• Provide information that learners can use to help shape their professional development.

Feed forward
# The feedback model (Boud 2013)

<table>
<thead>
<tr>
<th>Feedback mark 1</th>
<th>Feedback mark 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluative</td>
<td>Developmental</td>
</tr>
<tr>
<td>Teacher centered</td>
<td>Learner centered</td>
</tr>
<tr>
<td>Feedback is information about a gap</td>
<td>Feedback is a way of promoting learning</td>
</tr>
<tr>
<td>Monologue</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Check if learner applied information</td>
<td>Learner is seeking feedback</td>
</tr>
<tr>
<td>Focus on feedback</td>
<td>Focus on feed forward</td>
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</tbody>
</table>
What about upward feedback?

• Everything that counts for feedback;

• Honesty of feedback provider;
  • Trust - anonymity
  • Relation
  • Safety

• Dialogue;

• Validated questionnaire;

• Feedback open culture.
Promoting upward feedback culture
(Fluit, vd Walle, Ameijden, Klaassen, van Tuijl) (based on model Ramani et al 2013)

- Experience in providing feedback
  - Work experience
  - Working together
  - Facilitating reflection & informed self-assessment
  - Honest

- Clear criteria & procedures
- Safe environment: moderator for dialogue
- Support by head department
- Time
- FB culture enhancing prof growth

- Open to upward feedback
- Growth mindset
- Demonstrate feedback seeking
- Experience in receiving feedback
- Formulateing action plans

- Create a dialogue for:
  - Establishing educational alliances between teachers & learners
  - Encourage teachers and learners to co-create learning opportunities for change

Feedback provider
Feedback recipient
Institution
Relationship

Feedback provider:
- Open to upward feedback
- Growth mindset
- Demonstrate feedback seeking
- Experience in receiving feedback
- Formulateing action plans

Feedback recipient:
- Experience in providing feedback
- Work experience
- Working together
- Facilitating reflection & informed self-assessment
- Honest

Institution:
- Clear criteria & procedures
- Safe environment: moderator for dialogue
- Support by head department
- Time
- FB culture enhancing prof growth

Relationship:
- Create a dialogue for:
  - Establishing educational alliances between teachers & learners
  - Encourage teachers and learners to co-create learning opportunities for change
step 1
Informing department Procedure agreement

step 2
Residents’ evaluations & Self evaluations

step 3
Constructing individual feedback report

step 4
FB DIALOGUE two residents & moderator

step 5
Group evaluation residents & supervisors mixed

EFFECT-system

Fluit et al. Residents provide feedback to their clinical teachers: reflection through dialogue. Med Teach, 2013.
Working in pairs – discussion

What could be barriers for having upward feedback in your institution?
Ways to provide feedback

- There is no ‘golden standard’ or ‘one size fits all’;

- Residents: which way suits the message?

- Extended Pendleton Method:
  - Emotion: what’s your first impression/thought?
  - Content dialogue:
    - Feedback recipient starts with ‘what are you proud of?’ or ‘what would you continue to do?’
    - Feedback recipient continues with ‘what would you like to change?’ or ‘what is your next goal?’
  - Discussing intentions and formulating action plan (coaching).
Small group working

DEMO Upward Feedback Session.

Observe and analyze with Bouds mark 2:
What can you say about this Upward Feedback dialogue?

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Practice an Upward Feedback dialogue.
Select a situation (Barriers-exercise).
Divide roles.

Provide each other with feedback.
‘what are you proud of?’ or ‘what would you continue to do?’
‘what would you like to change?’ or ‘what is your next goal?’
Transfer towards own institution

Discuss with your neighbour, two minutes.

*What do you take with you for your next feedback dialogue?*
Take home message
YES WE CAN

Lia.Fluit@radboudumc.nl
Tim.Klaassen@radboudumc.nl
J.Bustraan@lumc.nl
• Bing-You RG, Paterson J, Lewne MA. Feedback falling on deaf ears; residents’ receptivity to feedback tempered by sender credibility. Med Teach 1997; 19:40-44
• Grant H & Dweck CS. Clarifying Achievement Goals and Their Impact. Journal of Personality and Social Psychology 2003; 85: 541-553
• Ramani S, Krackov SK. Twelve tips for giving feedback effectively in the clinical environment. Med Teach 2012; 34: 787-791
• Shute V. Focus on formative feedback. Review of educational research 2008; 78: 153-189
Why feedback is important for you...

• Most effective for learning
• Providing feedback important for own learning
• Feedback contributes to building relationships
• Feedback contributes to creating shared values
• Organisations with upward feedback are performing better
Feedback levels

- Feedback on task;
- Feedback on process;
- Feedback on self regulation;
- Feedback on person.
Promoting feedback culture
(Ramani et al 2018)

- Establish positive learning climate
- Be role model
- Observe performance
- Facilitate reflection & informed self-assessment
- Establish continuous practice improvement environment
- Foster FB culture that enhances prof growth

- Attend to learner self-efficacy
- Balance supervision & autonomy
- Establish continuous practice improvement environment
- Foster FB culture that enhances prof growth

- Foster growth mindset
- Encourage feedback seeking
- Initiate action plans

- Establish educational alliances between teachers & learners
- Encourage teachers and learners to co-create learning opportunities for behaviour change

Feedback provider
Feedback recipient
Institution
Relationship
Tips during feedback session

• Tell what you see, not what you think
• Be specific, give concrete feedback
• Say what has to be said
• Check if learner understands the feedback
• Let the learner formulate alternative behavior
• Limit points for improvement