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Feedback that Motivates & Enhances Learning in Clinical Education

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<p>Feedback that Motivates & Enhances Learning in Clinical Education</p> <p>SpeechPathology.com</p> <p>Nancy Alarcon, MS, CCC-SLP, BC-ANCDS Director of Clinical Education University of Washington - Dept of Speech & Hearing Sciences nalarcon@uw.edu</p>

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- Ellen Reuler, M.A., Assistant Professor & Director of Clinical Education in the School of Communication Sciences & Disorders at Pacific University, OR
- Colleagues and Students at the University of Washington
- My Mentors

and Special Thanks to Speechpathology.com

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We'll Talk About...

- The Desired Outcomes of Feedback in the clinical education relationship and the clinical rotation
- The Difference between Feedback and Evaluation in clinical education
- The Challenges of Giving and Receiving Feedback
- A Framework for providing Constructive and Motivating Feedback

And provide some additional resources to explore.....

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Why use.....

***Supervision and Clinical Education
for today?***

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Clinical Education/Supervision means....

- Supporting
- Nurturing
- Mentoring
- Monitoring
- Modeling
- Empowering
- Inspiring
-

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Model of Supervision

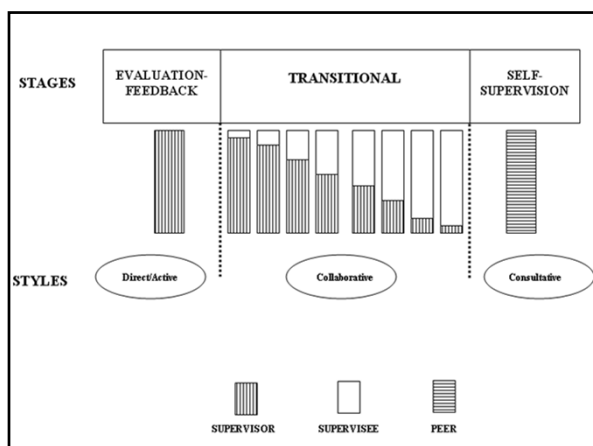
- Jean Anderson, PhD – the “mother” of supervision in our professions
 - Stressed the importance of modifying the supervisor’s style in response to the supervisee’s needs
- “The Continuum Perspective” published in 1988

McCrae & Brasseur

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The Continuum Stages

- Evaluation & Feedback Stage
 - Supervisor assumes a dominant role
 - Supervisee assumes a *passive/directed role*
- Transitional Stage
 - Supervisee participates in decision-making and learns to analyze clinical environment
 - Supervisor and supervisee *collaborate*
- Self-supervision Stage
 - Supervisee analyzes her own strengths & weaknesses and is responsible for her own growth
 - Supervisor is a *consultant*



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Supervisory Styles

Direct-Active

- Used during evaluation and feedback stage
- The supervisor is instructor; provides opinions, suggestions, concrete information

Collaborative

- Used during the transitional stage
- Both parties receive and provide feedback

Consultative

- Applied during "self-supervision" stage
- Problem-solving is key
- Supervisee solicits the supervisor's advice

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What is Our Desired Outcome As a Clinical Educator?

- Ask yourself: "What is my responsibility for this student?"
- Is this the desired outcome?
 - To provide the opportunity for clinical development
 - To form the basis for evaluation
 - To foster tomorrow's leaders

adapted from ASHA, 2008

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The Relationship is Key!

Effective Communication

is
Essential

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Feedback

Any message
sent by a person with the intent of
affecting the receiver's behavior

Johnson & Johnson

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Evaluation

- A systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards Wikipedia 2014
- A cumulative summary based on evidence, data, observations
- A "final" decision
- A judgment

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Feedback vs Evaluation

Feedback

- Integral part of learning process
- Provides information
- Not judgmental
- Neutral
- Uses nouns & verbs
- Formative

Evaluation

- Presents a judgment
- Identifies how well or how poorly a specific goal is met
- Comes after the fact
- Uses adjectives and adverbs
- Summative

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Using Feedback

“For learners to grow
and improve their skills,
they need to know what they’re doing well,
and they need guidance
on how they can improve.”

Kaprielian & Gradison

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Feedback

Should be:

- ✓ Informed
- ✓ Objective
- ✓ Non-evaluative

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Distinctive Tools

	Feedback	Evaluation
Timing	Timely	Scheduled
Setting	Informal	Formal
Basis	Observation	Observation
Content	Objective	Objective
Scope	Specific Action	Global Performance
Purpose	Improvement	"Grading"
	<i>Formative</i>	<i>Summative</i>

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Feedback should be....

- ✓ Mutually given and received
- ✓ Well-timed to be relevant
- ✓ Based on 1st hand data
- ✓ Limited to remediable behaviors
- ✓ Dealing with specific performance
- ✓ Descriptive and non-evaluative

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Examples of

Feedback	Evaluation
<ul style="list-style-type: none"> ▪ "Good, clear rationale to parents" ▪ "Solid professional content in your report" ▪ "The approach you used to help the child work through that moment was effective" ▪ "You demonstrated sensitivity in your explanation to the spouse" 	<ul style="list-style-type: none"> ▪ " _ x _ was weak" ▪ "Wow, I really liked your session" ▪ "That was a tough session" ▪ "I didn't care for that choice of activities" ▪ "That was great!" ▪ "Perfect!"

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Essential Decisions.....

Consider:

- Whether to give feedback or not
- What to say in your feedback
- How to give feedback
- When to offer feedback
- Where to provide feedback
- And, how to handle the supervisee's responses

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Preparing to Provide Feedback

- Focus on observed behaviors
- Be limited to behaviors that can be modified
- Be limited in quantity
- Be specific
- Be timely, frequent and expected

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Providing Feedback

- Agree on the goals
- Allow opportunity for self-assessment
- Focus on needs and goals of supervisee
- Use non-judgmental terms
- Include subjective information but label it as such
- Allow for supervisee reaction

W**The Medium**

- Face to Face
 - In person
 - Skype, FaceTime or similar web-based connectivity
- Phone
- Email or Hard Copy
 - The “7%” rule from “Group Harmonics” video by Ed Muzio is thought-provoking in this context
<http://www.groupharmonics.com/HelpDesk/Email.htm>

W**Types of Feedback**

- What are you most comfortable with?
- What did you have in school; what have you experienced?
- Types:
 - Narrative
 - Rating scale
 - Objective
 - Competency-based

W**Narrative Feedback**

- Content and form can be highly diverse
- Structure is important
- Clarity is provided via information and observations
- Use of questions should be carefully considered

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Rating Scale Feedback

- Establish the criteria for judging
- Agree within the facility on the meaning of items
- A rating scale can be subjective and highly inconsistent
- Applying an overall average can be misleading and lead to skewed picture

Best rating scales have specific items related to performance

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Objective Feedback

- Not evaluative or judgmental
- Included formal observation and informal "counting" of behaviors
- Must be done on an ongoing basis

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Feedback using a Competency Based Assessment

- Assessments categorized into competencies
 - Interpersonal communication
 - Planning
 - Assessment skills.....
- Provides valuable structure
 - ASHA Standards: KNOWLEDGE AND SKILLS ACQUISITION (KASA)

Cautionary note: Using this type of tool may lead to an evaluation when feedback was the intended focus

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Barriers to Effective Feedback

Supervisor's Perspective

- Past experience with negative feedback
- Presence of strong positive or negative feelings between supervisor and supervisee
- Marked age/generational differences
- Worry about hurting feelings
- Uncertainty about own judgments
- Lack of time to organize
- Concern about popularity
- Desire to keep relationships comfortable
- Lack of 1st hand observational data
- Overly biased by 2nd hand data
- Difficulty in differentiating feedback vs. evaluation
- Fear that feedback will have effects beyond its intent

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Barriers to Effective Feedback

Supervisee's Perspective

- Wanting only positive feedback
- Perceiving feedback as statement about personal worth
- Perception that feedback is unfair if goal has not been stated
- Embarrassment
- Feelings that feedback is irrelevant
- Lack of respect for supervisor
- Eliciting feelings of parent-child relationship

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Giving Feedback

Susan Leahy : www.susanleahy.com

- Create a Space
- Feedback is merely information
- Information is power
- It's about "creating a powerful team"!

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“CHIRP Technique”

- C = Create trust – a trust relationship
- H = Help them see their behavior
- I = the Impact of that behavior on you
- R = Remember to ask the question,
“Help me understand what you are thinking or feeling?”
- P = Put this behavior behind us, and how are we going to move on....

http://www.youtube.com/watch?v=_bArBXdMQVw

“THE COMPLIMENT SANDWICH”

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Feedback: Learning in a variety of ways...

- “Learners learn about evaluating their own performance
- Feedback serves as a mirror in which learners can see what they do well and what they need to improve.
- It helps learners understand expectations and whether they are meeting those expectations.
- Regular feedback encourages learners to try new skills: they can challenge themselves, experiment with new skills, and receive guidance that helps them develop mastery *before* being graded”

SNHAHEC

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Feedback

Supervisors reported:

- “Easier feedback” is generally related to clinical problems
- “Difficult feedback” pertains to the supervisory relationship, the supervisee’s personality, or professional behavior

“Supervisors avoided difficult feedback when there was ambiguity about the supervisory boundary, a weak supervisory relationship, or lack of supervisee openness or when the supervisory relationship was at risk”

Hoffman, et. al. 2005

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Practical Tools

- Writing talking points prior to coming together
- Reflecting back: “This is what I’ve heard”
- Summarizing: “Tell me what you’ve heard”

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Consider these Words

- “Help me understand....”
 - What are you thinking
 - What are you feeling
 -
- “I” and “We” in the same conversation
 - Speak for myself
 - Speak as a team

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The Relationship

The feedback process is particularly problematic because of a power relationship.....interwoven with emotion

A clinical educator plays two roles:

- Assisting the student with on-going shaping through feedback
- Passing judgment on the student's work
 - With the supervisor as the "expert," that can naturally elevate the status" of judgments and bring about supervisee feelings on a continuum of pride to shame

Hiller et al 2001

Power:

- Is dynamic and multi-dimensional
- Incorporates the perspective of both parties

The outcome of an interaction is tied directly to how power is used

Dunbar 2004

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The Relationship

- In part, the student makes an emotional investment in an assignment (their work) and expects some "return on that investment"
- The student's view suggests the salient factors in the feedback process are related to issues of:
 - Emotion
 - Identity
 - Power
 - Authority
 - Subjectivity and Discourse

Higgins, et.al. 2001

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Communication in the Relationship

"Our everyday communication usually 'works' because it is based on shared understandings"

Shared histories

Shared discourse experience for reference

Shared ability to interpret implicit messages

Students in an educational relationship may be challenged to interpret the intended messages

Higgins,et.al.2001

W**What Might Hold Us Back**

- Emotional involvement
- Avoidance of conflict
- Resentment of time/effort required
- Questioning our perspective
- Fear of negative perception
- Denial of the seriousness of the problem
- Hope the problem will resolve itself
- Fear of legal ramifications

W**What Might Influence How We Handle a Conversation**

- Our own emotional investment
 - In the patient care
 - In our job
 - In the profession.....
- Our History with “conflict” in and out of work
- Productivity and Workload
- Internal/External stresses
-

W**Three P’s to Ponder**

- Passion
 - If you touch people’s hearts, their minds will follow!
- Purpose
 - A purpose-driven life
- Practical Skills
 - Professional timeliness
 - Organize your day
 - Priorities for the work ahead
 - Bring your “A” game!

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and this Practical Skill.....
Modeling

“What you permit, you promote”

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Resource Ideas: Closing Thoughts

- Establish your supervision expectations and know the degree program's expectations
- Set and share expectations with the supervisee
- Gather your feedback tools
- Set some time for feedback
- Check your words & ask “Am I evaluating or shaping?”
- Develop next steps – just like a lesson plan
- Review feedback and convene for a mid-point and final evaluation, or an annual review time

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What Do We Bring to the Table?

“Supervisory Intelligence”

- Discipline-specific Intelligence
and
- Emotional Intelligence
 - ✓ *Self-regulation*
 - ✓ *Motivation*
 - ✓ *Empathy*
 - ✓ *Social skills*

Goleman 2004

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Supervision is a Multifaceted Complex Process

Going Forward:

- Reflect and acknowledge those who laid that professional foundation for you and me
- Recognize the investment that you and I are making in the next generation of professionals when we “pay it forward”
- Advocate for CEs in clinical education to continue to strengthen our own skills

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