CONTINUED

If you are viewing this course as a recorded course after the live webinar, you can use the scroll bar at the bottom of the player window to pause and navigate the course.

CONTINUED

This handout is for reference only. It may not include content identical to the powerpoint. Any links included in the handout are current at the time of the live webinar, but are subject to change and may not be current at a later date.

CONTINUED

W UNIVERSITY *of* WASHINGTON

Feedback
that
Motivates & Enhances Learning
in
Clinical Education

SpeechPathology.com

Nancy Alarcon, MS, CCC-SLP, BC-ANCDS
Director of Clinical Education
University of Washington - Dept of Speech & Hearing Sciences
nalarcon@uw.edu

W UNIVERSITY *of* WASHINGTON

Financial & Non-Financial Disclaimer

- I am an employee of the UW and the Department of Speech and Hearing Sciences
- I am receiving an honorarium for my participation today
- I do not have a financial interest beyond my position

CONTINU ED™

Special Appreciation

- 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

W UNIVERSITY *of* WASHINGTON

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……

continued™

W UNIVERSITY *of* WASHINGTON

Why use…..

Supervision and *Clinical Education* for today?

W UNIVERSITY *of* WASHINGTON

Clinical Education/Supervision means....

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

CONTINUED™
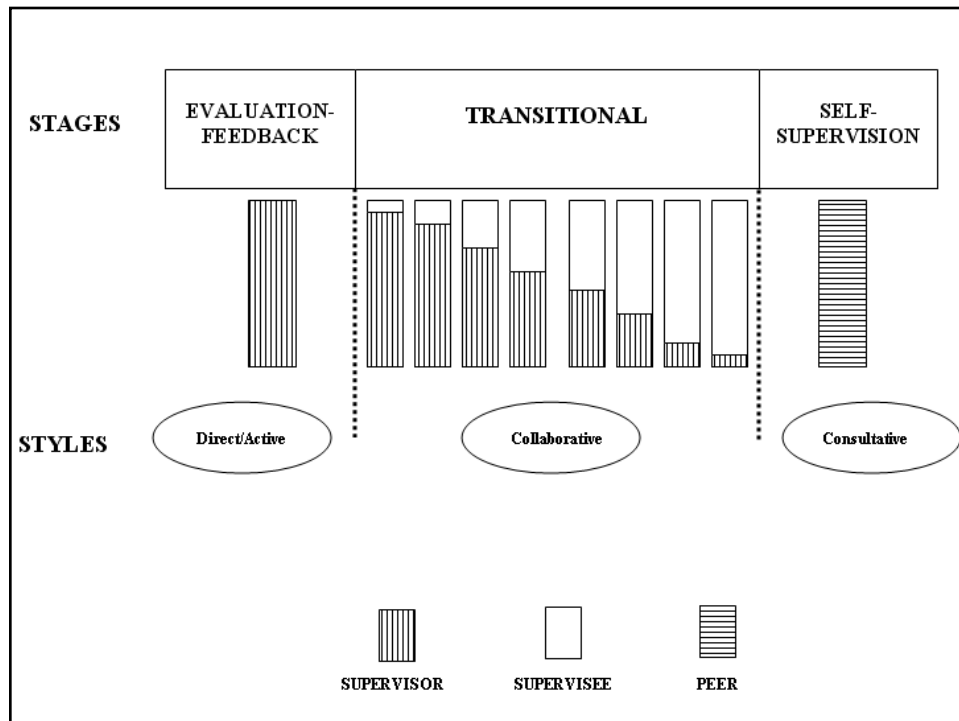
W UNIVERSITY *of* WASHINGTON

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

W UNIVERSITY *of* WASHINGTON

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*

CONTINUED™

STAGES	EVALUATION-FEEDBACK	TRANSITIONAL	SELF-SUPERVISION
STYLES	Direct/Active	Collaborative	Consultative

SUPERVISOR   SUPERVISEE   PEER

W UNIVERSITY *of* WASHINGTON

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

continuED™

W UNIVERSITY *of* WASHINGTON

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

W UNIVERSITY *of* WASHINGTON

The Relationship is Key!

Effective Communication

is

Essential

continueD™

Feedback

Any message

sent by a person with the intent of

affecting the receiver's behavior

Johnson & Johnson

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

CONTINUED™

W UNIVERSITY *of* WASHINGTON

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

W UNIVERSITY *of* WASHINGTON

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

CONTINUED™

W UNIVERSITY *of* WASHINGTON

Feedback

Should be:

- ✓Informed
- ✓Objective
- ✓Non-evaluative

W UNIVERSITY *of* WASHINGTON

Distinctive Tools

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

CONTINUED™

W UNIVERSITY *of* WASHINGTON

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

W UNIVERSITY *of* WASHINGTON

Examples of ….

Feedback

- "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"

Evaluation

- "_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!"

CONTINUᴇᴅ™

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

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

CONTINU₽D™

W UNIVERSITY *of* WASHINGTON

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 UNIVERSITY *of* WASHINGTON

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

CONTINUED™

W UNIVERSITY *of* WASHINGTON

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 UNIVERSITY *of* WASHINGTON

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

CONTINUED™

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

UNIVERSITY *of* WASHINGTON

Objective Feedback

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

continueD™

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

---

W UNIVERSITY *of* WASHINGTON

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

CONTINUED™

W UNIVERSITY *of* WASHINGTON

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

W UNIVERSITY *of* WASHINGTON

Giving Feedback

Susan Leahy : www.susanleahy.com

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

CONTINUED™

"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"

W UNIVERSITY *of* WASHINGTON

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"

<div align="right">SNHAHEC</div>

W UNIVERSITY *of* WASHINGTON

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"

<div align="right">Hoffman, et. al. 2005</div>

CONTINUED™

Practical Tools

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

W UNIVERSITY *of* WASHINGTON

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

CONTINUED™

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

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

CONTINUED™

W UNIVERSITY *of* WASHINGTON

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 UNIVERSITY *of* WASHINGTON

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

CONTINUED™

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 UNIVERSITY *of* WASHINGTON

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!

CONTINUED™

W UNIVERSITY *of* WASHINGTON

and this Practical Skill…..
Modeling

"What you permit, you promote"

W UNIVERSITY *of* WASHINGTON

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

continueD™

What Do We Bring to the Table?

"Supervisory Intelligence"

- Discipline-specific Intelligence

   and

- Emotional Intelligence
  - ✓ *Self-regulation*
  - ✓ *Motivation*
  - ✓ *Empathy*
  - ✓ *Social skills*   Goleman 2004

W UNIVERSITY *of* WASHINGTON

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

CONTINUED™

References

- American Speech-Language-Hearing Association. (2008). *Knowledge and Skills Needed by Speech-Language Pathologists Providing Clinical Supervision* [Knowledge and Skills]. www.asha.org/policy.
- Anderson, J. (1988). The supervisory process in speech-language pathology and audiology. Boston, MA: College Hill.
- Dunbar, N. E. (2004). Dyadic Power Theory: Constructing a communication-based theory of relational power. Journal of Family Communication, 4, 235-248.
- Ende, J. (1983). Feedback in Clinical Medical Education. JAMA. 250:777-781.
- Goleman, D. (2004). What Makes a Leader. Harvard Business Review.

UNIVERSITY *of* WASHINGTON

- Higgins, R., Hartley, P., Skelton, A. (2001). Getting the Message Across: the problem of communicating assessment feedback. Teaching in Higher Education, Vol. 6, No 2, 269-274.
- Hoffman, M.A., Hill, D. E., Homes, S.E., Freitas, G. F. (2005). Supervisor perspective on the process and outcome of giving easy,, difficult, or no feedback to supervisees. Journal of Counseling Psychology, 2, 3-13
- Johnson, D.W., and Johnson, F.P.(1994). Joining Together: Group Theory and Group Skills. Boston, MA: Allyn & Bacon.
- Kaprielian, V.S. and Gradison, M.. (1998) "Effective Use of Feedback." *Family Medicine 30*(6):406-7.
- Leahy, S. www.susanleahy.com: Feedback Video Team Quick Tip at http://www.susanleahy.com/_blog/Blog/post/Feedback-_Video_TEAM_Quick_Tip/

CONTINUED™

W UNIVERSITY *of* WASHINGTON

- McCrea, E.S. and Brasseur, J.A. (2003). The Supervisory Process in Speech-Language Pathology and Audiology. Boston, MA: Allyn & Bacon.
- Muzio, E. www.groupharmonics.come http://www.groupharmonics.com/HelpDesk/Email.htm
- Southern New Hampshire Area Health Education Center and Dartmouth-Hitchcock Medical Center. Feedback – An Educational Module for Community-Based Teachers. Retrieved on 9/22/13 http://www.snhahec.org/documents/Feedback.doc

continuED™