



Receiving Feedback

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Disclosures

- Dr. Katie Foster, has no relevant financial relationship(s) with ineligible companies to disclose.

“Feedback”

“Ideal Feedback”:

- Planned, considering the place, timing and environment
- Explicit
- Description
- Focused on behavior, not personality
- Specific
- Concise
- Verified by the recipient
- Honest

“Ideal Feedback”:

- Feedback is a process whereby learners obtain information about their work in order to appreciate the similarities and differences between the appropriate standards for any given work, and the qualities of the work itself, in order to generate improved work.

Learning Objectives

- Identify and describe feedback triggers
- Identify and describe the 3 types of feedback
- Practice strategies for sorting through feedback

#1: Which of the following is a feedback trigger?

- a. Truth
- b. Relationship
- c. Identity
- d. All of the above

#2: Which of the following is a type of feedback?

- a. Appreciation
- b. Coaching
- c. Evaluation
- d. All of the above

#3: Which of the following is a strategy to shift your thinking in response to an “identity trigger”?
Ask yourself:

- a. What part might be true?
- b. What have I contributed to the problem?
- c. What is this about? What is this not about?
- d. All of the above

Reminders!

- All scenarios described are fictional
- Avoid specific scenarios
- We are all learning
- Everyone participates as you are comfortable



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Why is it that when we
give feedback we so often
feel right, yet when we
receive feedback it so
often feels wrong?

Positive and Difficult Feedback

Positive Feedback

- Easy to hear!
- We like praise!
(Usually)
- Either helps us
or we don't care

Difficult Feedback

- Confused
- Angry
- Flustered

Feedback Triggers

Truth

- That's wrong.
- That's not helpful.
- That's not me.

Relationship

- After all I've done for you?
- Who are you to say?
- You're the problem, not me.

Identity

- I screw everything up.
- I'm doomed.
- I'm not a bad person—or am I?

Feedback Triggers

Truth

- What part might be true?

Relationship

- What have I contributed to the problem?

Identity

- What is this about? What is this not about?

Stacey is a pharmacist preceptor at a busy ambulatory county clinic. She has been working with Steve, a P4 pharmacy student for 2 weeks in this setting. Stacey tells Steve that he gets “too involved” in the personal lives of patients and is falling behind on the patient schedule”. “You’re not their parent, you can’t fix all their problems” she tells him.

Steve says that he’ll keep it in mind, but knows he won’t. He knows Stacey is wrong—he grew up in circumstances similar to these patients and knows it’s important for patients to know someone is on their side. Also, he is a student—Stacey can pick up the slack as his preceptor.

Three general types

APPRECIATION

COACHING

EVALUATION

Appreciation

- Thanks!
- I see you!
- I know how hard you've been working!
- You matter to me!

Coaching

- Helping someone to learn, grow, change.
- Improve on a particular area of knowledge or practice
- Mentoring or facilitation

Evaluation

- Tells you where you stand
- Assessment, ranking, grade
- Comparisons against others or standards
- Useful to align expectations, clarify consequences, inform decision making

Cross-transactions

- Receiver expects one type of feedback, but is provided another
- Giver intends to provide one type of feedback, but receiver hears another

Thea is a P4 pharmacy student on her Block 5 rotation in the ICU. She has been looking forward to this rotation, as she hopes to pursue a career in critical care pharmacy. She's been getting to rotation early, staying late, soaking up everything her preceptor says and is even taking on extra projects outside of the rotation with another preceptor. She has been putting in 200% on this rotation, and is anxious to hear her preceptor's feedback at midpoint.

They had a busy day on rotation, so she was unable to sit down with her preceptor to discuss, but Thea reviews her midpoint evaluation online later that night and is devastated:

If critical care pharmacy is a career interest, you need to be more mindful of your preceptor. You should not give recommendations on rounds that we have not discussed together. You are a student and need to be aware of the hierarchy in the ICU.

1. What feedback triggers are you seeing? (Truth, Relationship, Identity)
2. How could she shift her thinking?
3. What type of feedback is this?
4. Any cross transactions?

Winn is an intern in a busy inpatient pharmacy. Although scheduled to staff Meds to Beds for the inpatient units, he is frequently asked to help cover open shifts in central pharmacy on the weekends and has to cover both shift responsibilities. This has been going on for several months, and Winn has been frustrated because he is not gaining the experiences he had been hoping for. In addition, much of the staff frequently express their frustration that he is falling behind on his responsibilities. For his upcoming annual evaluation, his manager reaches out to Winn's coworkers for feedback:

- He is always running late—Pyxis deliveries are frequently behind schedule and there are many missing doses.
- It frequently takes 2 hours to get patient prescriptions to bedside—patients and RNs complain about the length of time.
- He frequently seems exhausted during the shift.
- He is such a team player—I appreciate his willingness to help out!

1. What feedback triggers do you think he is experiencing? (Truth, Relationship, Identity)
2. How could he shift his thinking?
3. What type of feedback is this?
4. Any cross transactions?

Peter is a fresh PGY1 residency graduate, who has been working in his first clinical job at a local hospital. After about 11 months in, his boss asks him if he would be able to precept a learner on rotation. Excited to share his knowledge and apply all the precepting skills he learned during residency, he quickly agrees. The learner completes a 6 week rotation with him and seems to listen to everything Peter shares. Peter spends extra time working with the learner on projects and providing feedback on everything the student is doing. At the end of the rotation, Peter provides what he feels to be an honest review about the learner's strengths and opportunities for growth. The learner says little in response, but a week later, Peter reviews the evaluation of the rotation:


- This rotation was very challenging. No matter how hard I worked, it never seemed to be enough and the preceptor never gave me a chance to do things my own way. The preceptor's expectations were not realistic for a learner.
 1. What feedback triggers do you think Peter is experiencing? (Truth, Relationship, Identity)
 2. How could Peter shift his thinking?
 3. What type of feedback is this?
 4. Any cross transactions?

Alex is a P4 pharmacy student completing rotations at a large hospital. Alex is collaborating on a research project with a PGY1 resident and a clinical pharmacist. Alex has been helping with data collection with the resident and plans to collaborate on a poster presentation at an upcoming conference. After the initial instruction, Alex has been independently chart reviewing as time allows to collect the pertinent data. After 6 months of collecting data, the resident Alex is collaborating on the project with reaches out for a touch base. Alex is excited to meet since this is the first opportunity that has arisen since the project began:

- We're really falling behind on the data collection. You've been forgetting to include the patient's height on the spreadsheet, so I've had to go back to fill in that information. I think it would be faster for me just to do all the data collection on my own and my preceptor agrees. I'm sorry, but we're going to have to take you off this project.

1. What feedback triggers do you think Alex is experiencing? (Truth, Relationship, Identity)
2. How could Alex shift their thinking?
3. What type of feedback is this?
4. Any cross transactions?

What are you taking
away from the
discussion today?



“Learning environments should be created where students see themselves as agents of their own change, fostering self-regulation and driving their own learning”

References & Resources

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Thank You