

PRECEPTOR SURVIVAL SKILLS “PROVIDING FEEDBACK”

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Learning Objectives

- By the end of this session, pharmacy preceptors will be able to:
 1. Discuss the difference between feedback and evaluation
 2. Understand the importance of providing feedback to students
 3. Effectively provide verbal feedback to students
 4. Utilize communication tips when providing verbal feedback to students



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What is Feedback?

- Exchange of information about the performance of a given activity between the preceptor and the student, which includes ways to maintain or improve the performance
- Feedback is often confused with the final evaluation
 - Describes what the student learned or did not learn
 - Does not allow for improvement



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Feedback

- **Positive feedback** – encourages students and motivates for additional achievement
- **Negative feedback** – may encourage students to perform better or may feel they are being punished and give up
- **No feedback** – more harmful than negative feedback
 - Bad performance - repetition of bad behavior
 - Good performance – loss of motivation to continue



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Absence of Feedback

Students will have nothing to gain
 Students will think everything is ok
 Students will think they are the best



False assessment of their abilities



Poor patient outcomes

Barriers to Providing Feedback

- Fear of ruining student-preceptor relationship
- Fear students will become defensive
- No time or resources to correct behavior
- Using appropriate communication skills
 - Body language, eye contact, facial expressions, tone of voice

Feedback Elements

- Timely
- Specific and descriptive
- Focus on performance rather than student personality
- Use nonjudgmental language
- Avoid overwhelming the student
- Be supportive and sensitive
- **Feedback can be utilized as teaching tool**

Feedback – Sandwich Approach



Feedback – Assessment Approach

1. Observe the student's performance
2. Ask the student to state areas which she performed well
3. Preceptor highlights areas in which the student performed well by providing specific examples
4. Ask the student to identify ways in which she could have performed better
5. Preceptor emphasizes the areas that need improvement by giving specific examples
6. Preceptor provides the student with an action plan on how to improve the behavior
7. Preceptor to follow up with student on her behavior

Communicating Feedback Tips

- Avoid extreme words: never, worst, always
 - Overstating/exaggerating the situation
 - **BAD:** "Why are you always running late?"
 - **GOOD:** "I noticed that you have been late the past 2 mornings. Is there something that we need to discuss?"
- Use statements that start with "I"
 - Give feedback from your perspective
 - **BAD:** "You should have been listening to the doctor's patient presentation."
 - **GOOD:** "I feel that you tend to miss the major points mentioned about this patient. It would be useful to listen carefully and take notes during the patient presentation."

Communicating Feedback Tips

- Avoid the word "you" followed by a negative statement
 - Accusatory
 - **BAD:** "You did not meet the deadline for your case presentation."
 - **GOOD:** "We agreed the deadline for your presentation was Thursday, can you tell what problems you encountered which may have caused you to miss the deadline?"
- Avoid the word "why" (accusatory)
 - **BAD:** "Why did you dispense furosemide to a patient with a sulfa allergy?"
 - **GOOD:** "Can you explain to me your rationale for providing furosemide to a patient with a sulfa allergy?"

Communicating Feedback Tips

- Avoid "it was ok", "it was good", "it was bad" phrases
 - Be specific and descriptive
 - **BAD:** "Your journal club presentation was good."
 - **GOOD:** "I liked how you presented the article and pointed out the faults of the study."
- **BAD:** "Your journal club presentation was bad."
- **GOOD:** "I felt you did a good job giving an overview of the study. It would have also been helpful to have discussed the application of the study to our current practice. For future journal clubs, remember to apply the findings of the study to current practice."

Feedback - Written

- Brief but specific
- Provide strengths and weaknesses
- Avoid writing meeting/exceeding expectations
- Avoid writing "good" "well done" "needs improvement"
- Provide a reason why the student needs improvement
- **Benefits the student**

Professional Competency #1: Patient Care					
Midpoint Assessment (circle one)		Above Expectations Needs Improvement	Meets Expectations N/A	Final Assessment (circle one)	
				Above Expectations Needs Improvement	Meets Expectations N/A
Learning Objective		Comments		Learning Objective	
1.1 Describe type of information contained in the health record, medication administration record, and medication profile	Midpoint				
	Final				
Professional Competency #2: Professional Collaboration and Teamwork					
Midpoint Assessment (circle one)		Above Expectations Needs Improvement	Meets Expectations N/A	Final Assessment (circle one)	
				Above Expectations Needs Improvement	Meets Expectations N/A
Learning Objective		Comments		Learning Objective	
2.1 Interact and communicate with health care professionals	Midpoint			2.2 Understand, participate, and promote patient safety initiatives	Midpoint
	Final				Final
2.3 Explain what collaborative care is with respect to pharmacists and other healthcare providers	Midpoint				
	Final				
Professional Competency #3: Ethical, Legal and Professional Responsibilities					
Midpoint Assessment (circle one)		Above Expectations Needs Improvement	Meets Expectations N/A	Final Assessment (circle one)	
				Above Expectations Needs Improvement	Meets Expectations N/A

Professional Competency #3: Ethical, Legal and Professional Responsibilities					
Midpoint Assessment (circle one)		Above Expectations Needs Improvement	Meets Expectations N/A	Final Assessment (circle one)	
				Above Expectations Needs Improvement	Meets Expectations N/A
Learning Objective		Comments		Learning Objective	
3.1 Identify and act upon learning opportunities proactively and independent from instructor prompting	Midpoint	Initiative in dispensing process.		3.2 Access additional medical references to solve medication-related problems without instructor prompting	Midpoint
	Final	Also excellent ability. Able to identify the learning opportunities and utilize them for continuous improvement.			Final
3.3 Demonstrate a commitment to independent and lifelong learning	Midpoint	Attending doctor's case presentation CPD case presentation attending conference		3.4 Maintain awareness of emerging issues, products, services that may impact patient care	Midpoint
	Final	As mid evaluation very reflective; updated always the knowledge.			Final
3.5 Practice self-assessment by recognizing one's limitation and implementing a self-learning plan	Midpoint	Challenges tried to learn from the limitation.		3.6 Maintain confidentiality when engaging in site specific information	Midpoint
	Final	Limitations identified from professional or patient perspective, tried to implement in time management & dispensing practice.			Final
3.7 Demonstrate respect for patients and other healthcare personnel	Midpoint	Respectful, showing professionalism.		3.8 Utilize time efficiently and is punctual	Midpoint
	Final	Extremely respect towards patients and pharmacy staff. Always maintain respectful attitude with patient in terms of honesty, values.			Final
3.9 Behave in an ethical manner for the interest of the patient and the profession	Midpoint	Understood and demonstrated in practice the principle of ethical behaviour.		3.10 Act and communicate in a self-assured, confident manner	Midpoint
	Final				Final

Professional Competency #3: Ethical, Legal and Professional Responsibilities					
Midpoint Assessment (circle one)		Above Expectations Needs Improvement	Meets Expectations N/A	Final Assessment (circle one)	
				Above Expectations Needs Improvement	Meets Expectations N/A
Learning Objective		Comments		Learning Objective	
3.1 Describe the appropriate procedure for contacting the prescriber with questions concerning prescriptions	Midpoint	N/A		3.2 Identify and act upon learning opportunities proactively and independent from instructor prompting	Midpoint
	Final	N/A			Final
3.3 Access additional medical references to solve medication-related problems without instructor prompting	Midpoint	N/A		3.4 Demonstrate a commitment to independent and lifelong learning	Midpoint
	Final	N/A			Final
3.5 Maintain awareness of emerging issues, products, services that may impact patient care	Midpoint	She is checking the expiry dates of every drug used dispensed.		3.6 Practice self-assessment by recognizing one's limitation and implementing a self-learning plan	Midpoint
	Final	above expectation			Final
3.7 Maintain confidentiality when engaging in site specific or patient specific information	Midpoint	N/A		3.8 Demonstrate respect for patients and other healthcare personnel	Midpoint
	Final				Final
3.9 Utilize time efficiently and is punctual	Midpoint	Everyday she's coming on time & going on time.		3.10 Behave in an ethical manner for the interest of the patient and the profession	Midpoint
	Final	above expectation			Final

Professional Competency #3: Ethical, Legal and Professional Responsibilities						
Midpoint Assessment: (circle one)		Above Expectations	Meets Expectations	Final Assessment: (circle one)		
Learning Objective		Needs Improvement	N/A	Above Expectations	Meets Expectations	
		Comments		Comments		
1. Describe the appropriate procedure for contacting the prescriber with questions concerning prescriptions	Midpoint		Above Expectations	3.2 Identify and act upon learning opportunities proactively and independent from instructor prompting	Midpoint	Above Expectations
	Final		Above Expectations		Final	Above Expectations
3. Access additional medical references to solve medication-related problems without instructor prompting	Midpoint		Meets Expectations	3.4 Demonstrate a commitment to independent and lifelong learning	Midpoint	Above Expectations
	Final		Above Expectations		Final	Above Expectations
5. Maintain awareness of emerging issues, products, services that may impact patient care	Midpoint		Above Expectations	3.6 Practice self-assessment by recognizing one's limitation and implementing a self-learning plan	Midpoint	Meets Expectations
	Final		Above Expectations		Final	Above Expectations
7. Maintain confidentiality when engaging in site specific or patient specific information	Midpoint		Meets Expectations	3.8 Demonstrate respect for patients and other healthcare personnel	Midpoint	Meets Expectations
	Final		Above Expectations		Final	Above Expectations
9. Utilize time efficiently and is punctual	Midpoint		Above Expectations	3.10 Behave in an ethical manner for the interest of the patient and the profession	Midpoint	Above Expectations
	Final		Above Expectations		Final	Above Expectations

Learning Objective	Comments	Learning Objective	Comments
3.1 Describe the role of the pharmacist in hospital committees	Midpoint	3.2 Identify clinical services pharmacists perform in the hospital	Midpoint
	Final		Final
3.3 Describe the appropriate procedure for contacting the prescriber with questions concerning prescriptions	Midpoint	3.4 Identify and act upon learning opportunities proactively and independent from instructor prompting	Midpoint
	Final		Final
3.5 Access additional medical references to solve medication-related problems without instructor prompting	Midpoint	3.6 Demonstrate a commitment to independent and lifelong learning	Midpoint
	Final		Final
3.7 Maintain awareness of emerging issues, products, services that may impact patient care	Midpoint	3.8 Practice self-assessment by recognizing one's limitation and implementing a self-learning plan	Midpoint
	Final		Final
3.9 Maintain confidentiality when engaging in site specific or patient specific information	Midpoint	3.10 Demonstrate respect for patients and other healthcare personnel	Midpoint
	Final		Final
3.11 Utilize time efficiently and is punctual	Midpoint	3.12 Behave in an ethical manner for the interest of the patient and the profession	Midpoint
	Final		Final

Overall Assessment					
Midpoint Assessment: (circle one)		Above Expectations	Meets Expectations	Final Assessment: (circle one)	
		Needs Improvement	N/A	Above Expectations	Meets Expectations
		Strengths		Weaknesses	
7.7 Understand licensing and regulatory procedures for operation of the pharmacy	Midpoint				
	Final				
Midpoint Evaluation Additional Comments:		Final Evaluation Additional Comments:			

Learning Objective	Comments	Learning Objective	Comments
7.3 Be familiar with medication ordering, receipts, returns, and related inventory control	Midpoint	7.4 Be familiar with the community accreditation standards for medication security, storage, and quality assurance	Midpoint
	Final		Final
7.5 Understand licensing and regulatory procedures for operation of the pharmacy	Midpoint	7.6 Be exposed to third party billing procedures	Midpoint
	Final		Final

Overall Assessment					
Midpoint Assessment: (circle one)		Above Expectations	Meets Expectations	Final Assessment: (circle one)	
		Needs Improvement	N/A	Above Expectations	Meets Expectations
		Strengths		Weaknesses	
She has good knowledge of herself resulting to more confidence in facing situations. She possess a piece of the paper on the early when third things being explained to her, that some of them I can work with minimum supervision.		Find some difficulty in reading the Rx, analyzing them, maybe because a whole of experience in the field is not enough. She needs to enhance her knowledge in specific common diseases encountered in the pharmacy for her to be able to identify whether to refer or not to the physician.		All her assignments are well done and she really shows up her full knowledge & ability for the drug prescription. She was excellent. She had enough information. She was able to give information on the individual capsule.	
Midpoint Evaluation Additional Comments: Two weeks time of evaluation is not sufficient to evaluate the student in all areas of the learning objectives because of our limitations for not having their counterparts in the pharmacy. She has a good knowledge in most areas but some needs more time applying them. All the objectives were discussed, some were fully achieved but some are not. There is a need to discuss for the students to be evaluated.		Final Evaluation Additional Comments: As being expected for SPP, she is above the expectations in almost all of the learning objectives significantly in the Ethical, legal and Professional Responsibilities. Her diligence and ability to learn things quickly shows her readiness to step for higher learning in other SPP relations.			

Interactive Exercise

- You will be provided with 3 student scenarios. You will be asked to work together in groups (10-15) to answer the questions related to the scenario.
- One member of the group will be asked to provide verbal feedback to the students.
- You will have 30 minutes to review each case.