

Overview: ARTful Feedback

*All steps use ART: Ask, Respond, Tell

ASK tools:

- * Assess learner's readiness to receive: "Is this a good time for feedback?"
- * Ask for self-assessment on goals discussed earlier
- * Support: "I am committed to helping you achieve your goal"

RESPOND tools: reflect or paraphrase the learner's responses and use 1-2 PEARLS

- * Partnership: "I'd like to work with you on this"
- * Empathy: "Sounds frustrating not to get the result you wanted"
- * Acknowledgment: "That was a difficult situation to be in"
- * Respect: "I can see how much you tried to connect"
- * Legitimation: "Most people find similar situations challenging"
- * Support: "I am committed to helping you achieve your goal"

TELL tools: provide your assessment, ground in behaviorally specific language

- * **Situation:** "When the patient told you that he was afraid of what was causing his dizziness, ..."
- * **Behavior:** "I noticed that you had your eyes on the computer screen and said nothing."
- * **Impact:** "The patient paused briefly and then reiterated his fear twice before you turned your eyes back toward him. Do you remember that happening?"
- * **Coaching:** "How do you think the patient felt? How else might have you responded?"

Nonverbal Aspects of Feedback Make a Difference

In communicating, 55% of your message is conveyed in your body language, 38% in your tone of voice, and only 7% in the words you choose. (Mehrabian, 1972).

Tone of voice

- * Empathic and warm
- * Non-judgmental
- * Sincere

Body language

Face

- * Eye contact
- * Face congruent with affective feeling

Posture and Pace

- * Slow down
- * Open
- * Face the person at an angle—not head on

Space

- * Adequate spacing
- * Below or at eye level
- * Lean forward

Always look for nonverbal cues of defensiveness in the team member receiving feedback. If they appear, stop to process, and rebuild safety.

**"Speak when you are angry and you will make the best speech you will ever regret."
- Ambrose Bierce**

The ART of Providing Effective Feedback



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Set Up

- * Create a supportive environment
“I want to support you in the best way possible. Would you be open to feedback with each other as we work together?”
- * Elicit learner’s goals
“What would you like to get out of our time together? How can I help you get there?”

Gather Information/Observe

- * Observe directly (if possible) to optimize feedback and minimize hearsay
 Record words and/or behaviors
- * Practice “I saw...”; “I heard...”; “I noticed...”
- * Avoid “You were...” (defensive, angry, etc.)

“Courage is what it takes to stand up and speak. Courage is also what it takes to sit down and listen.”
 - Winston Churchill

ARTful Feedback - Delivery Tools

Make certain you start with the Overview first!

Reinforcing

- * ASK: “What would you like to continue doing? (or do more of)
- * Listen closely to learner’s answers
- * RESPOND: Gently redirect from self-critique for now; agree or reflect the learner’s self-assessment
- * TELL: provide your assessment
- * Repeat ART cycle as needed

Constructive

- * ASK: “What would you like to stop doing?” (or do less of)
- * Listen closely to learner’s answers
- * RESPOND: agree or reflect the learner’s self-assessment
- * TELL: provide your assessment
- * Repeat ART cycle as needed
- * For challenging situations: ASK about intention, RESPOND with empathy, TELL your perceptions about how intention and impact differ

Next Steps

- * ASK: “What would you like to start doing?”
- * Listen closely to learner’s answers
- * RESPOND: agree or reflect the learner’s self-assessment
- * TELL: provide your assessment
- * Repeat ART cycle as needed
- * For high-stakes situations: Agree on an action plan and the consequences if your colleague does not achieve the goals outlined by a certain date.

It is often helpful to **model self-assessment**: “What telling strategies would I like to keep, stop, and start in the context of this learner’s goals?” and invite learner’s related feedback

“When others try to keep us comfortable by sanitizing feedback, or “being nice,” they do us a disservice: we’re deprived of crucial information we need to improve.” - Goleman, Boyatzis & McKee, Primal Leadership

Feedback for Urgent Situations

If you must deliver time-sensitive feedback when situations prevent an ARTful conversation in the moment (e.g., urgent clinical situation or while performing a procedure on an awake patient):

Don’t forget the Set Up phase

- * Create a supportive environment and elicit goals, as before
- * Consider having the learner talk through or pre-demonstrate the procedure
- * Set up a time for debriefing
- * Prepare the learner for interruptions, if possible - “If I become concerned about patient safety, I may intervene and take over. If that happens, note what was happening at the time, and we’ll talk about it afterwards.”

Focused feedback in the moment: “Pull back on the plunger a bit before injecting,” or, “I’m going to step in now.”

Defer ARTful Feedback until the agreed-upon debriefing time.

