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## **CE Course Handout**

# **Calibrating Beyond Calculus: Developing Feedback Skills that Promote Reflection and Self- Assessment**

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American  
Dental  
Hygienists'  
Association

**Calibrating Beyond Calculus:  
Developing Feedback Skills that Promote Reflection and Self-Assessment  
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**Course Description:**

Health care professionals must be able to demonstrate personal growth and development throughout their careers. The Commission on Dental Accreditation Standards for dental hygiene education programs state that graduates must be able to apply self-assessment skills to prepare them to become life-long learners. In order to develop these skills sets, students must first learn how to monitor, assess and reflect on their performance over time. Providing high quality feedback throughout the learning experience plays a critical role in this process, especially for novice learners. While faculty members recognize the need for feedback in clinical learning settings, they often lack calibration in effective feedback. Training in the “Ask-Tell –Ask” feedback method, currently being used by medical school educators, has been shown to help students to be more responsible for their learning and guide clinical faculty in formulating meaningful feedback. Students who learn how to start the feedback conversation with their own self-assessment are also more receptive to constructive suggestions for skill improvement. Current and future dental hygiene educators are in an ideal position to become leaders in using this new approach to providing meaningful feedback.

**Objectives**

1. Participants will be able to discuss the role of meaningful feedback on student learning.
2. Participants will be able to describe the barriers to providing student feedback.
3. Participants will be able to describe the student and faculty roles and responsibilities in the “Ask-Tell – Ask” feedback method.
4. Participants will be able to discuss how “Ask-Tell –Ask” feedback method supports the development of a reflective, life-long learner.

**Clinical Education**

- ✓ Deliberate practice leads to competency
- ✓ Multiple opportunities for practice
- ✓ Regular opportunities to observe and reflect on performance
- ✓ Explicit feedback by a coach

Ericsson, KA. Deliberate practice and the acquisition and maintenance of expert performance in medicine and related domains. Acad Med 2004;79(10 Suppl):S70-81.

“Feedback is designed to influence, reinforce, or change behavior, concepts or attitudes”  
Beverly Wood, MD. Feedback: A Key Feature of Medical Training

## **Tips for Discussing Feedback with Learners**

Adapted from “Doctor Coach Toolkit” by KA Gifford and LH Fall

Regular formative feedback should be expected by the learner

**Ask** -the learner/student about self-assessment

Asking first engages the learner, helps understand their perspective and improves self-assessment

Start with open-ended questions to promote reflection

**Tell** – instructor assessment

Begin by building from the learner/student assessment and consider the learner’s perspective

Explore/discuss the discrepancies if the learner’s self-assessment differs from yours

Tell what you observed in the clinical session

Give specific observations

Frame the observation from the patient’s perspective such as:

“when you did \_\_\_\_\_, the patient \_\_\_\_\_”

Teach: impart knowledge or skills to the learner

Provide reinforcing or corrective feedback

Provide a safe learning environment

**Ask again** – Assess what was learned

Discuss next steps, remediation if needed

Decide when to follow-up

## **Formative Feedback Checklist**

- ✓ Establish a safe environment
- ✓ Feedback is a dialogue, not a monologue
- ✓ Begin with a learner self-assessment
- ✓ Describe learner performance in specific terms
- ✓ Describe learner behaviors and patient care outcomes
- ✓ Relate observations to learner’s self-assessment
- ✓ Ask learner to summarize feedback including any remediation activities
- ✓ Strategies for improvement

## **Learner Assessment Models**

Not all learners are at the same place at the same time!

RIME Method of Learner Assessment developed by Lou Pangaro, MD

### **Reporter**

Good basic skills, recognizes normal versus abnormal  
Answers “what” questions

### **Interpreter**

Uses clinical reasoning, prioritizes and analyzes, plans treatment  
Answers “why” questions

### **Manager**

Differentiates various options for patient centered care  
Answers “how” questions

### **Educator**

Defines important questions  
Makes evidence based decisions  
Shares knowledge with others

## **Feedback and Reflection Resources**

1. Gifford KA, Fall LH Doctor Coach: a toolkit. ACGME Educational Conference. 2015 Feb. Available from [www.acgme.org/Portals/0/PDFs/2015%20AEC/Presentations/SES091\\_Handout.pdf](http://www.acgme.org/Portals/0/PDFs/2015%20AEC/Presentations/SES091_Handout.pdf)

A step-by step guide to providing clinical feedback in medical education however the basic skills are applicable to anyone providing clinical instruction.

2. French JC, Colbert CY, Pien LC, Dannefer EF, Taylor CA. Targeted feedback in the milestones era: utilization of the ask-tell-ask feedback model to promote reflection and self-assessment. J Surg Educ. 2015 Nov-Dec;72(6):e274-9.

The “Ask-Tell-Ask” feedback model encourages learners to self-identify strengths and areas for improvement, before receiving feedback. Ask –Tell – Ask promotes personal monitoring, reflection, self-assessment, and increased accountability

3. Wade JC, Jones JE. Strength-based clinical supervision: a positive psychology approach to clinical training. New York: Springer 2015. 238p.

Practical applications of positive psychology to clinical supervision. Includes a comprehensive chapter on evaluation and feedback.

4. University of Michigan Medical School. Coursera: Teaching and assessing clinical skills by Sally Santee, MD, PhD

5. Mould MR, Bray KK, Gadbury-Amyot CC. Student self-assessment in dental hygiene education: a cornerstone of critical thinking and problem solving. J Dent Educ 2011 Aug;75(8):1061-72.

The development of critical thinking and problem solving strategies needs to take place in the education setting to ensure lifelong learning and ongoing development of personal knowledge and skills as related to an individual's ability to provide comprehensive, evidence-based care.