

## **Evaluation and Feedback: Some Advice**

## Establish Goals and Expectations for the Rotation:

### I. For Yourself

- A. Allow the learner to state his/her goals and expectations of you.
- B. Reconcile the learner's goals and expectations with your own and explain to the learner how you will meet these goals and expectations.

**Appropriate** – We will meet at these times on these days to discuss these topics

**Inappropriate** – *I will teach you* 

#### II. For the Learner

- A. Allow the learner to state his/her goals and expectations of him/herself.
- B. Explain to the learner your goals and expectations of him/her; reconcile any differences the learner's and your expectations and goals and come to an agreement.

**Appropriate** – I expect that every morning's presentation will include hospital day#, antibiotic/chemotherapy day# if appropriate, and a SOAP-format presentation

**Inappropriate** – *I expect you will know your patients well* 

### Timeline of Evaluation and Feedback:

- I. On-The-Fly Feedback
  - A. Please point out strengths and weaknesses on a daily basis in the context of when it happens.

**Appropriate** – *Great job palpating the liver on Mr. Smith's exam today* **Inappropriate** – *Good exam skills on yesterday's rounds* 

- II. Formally at the Half-Way Point
  - A. Discuss with the learner how their performance reconciles with the previously-agreed upon goals and expectations.

**Appropriate** – You are forgetting antibiotic day# in your presentation and your stated plans should be organized by organ system

**Inappropriate** – You need to work on your presentation skills

B. Allow the learner to critique your performance thus far.

#### III. Formally on the Final Day

- A. Discuss with the learner their overall performance and how they did relative to the previously agreed-upon goals and expectations.
- B. Render a final grade and narrative with the learner present.
- C. Allow the learner to provide feedback about your performance, but only after you have submitted your final grade/narrative.

### Finally:

- 1. When providing negative feedback, please try to sandwich it between positive feedback.
- 2. Feedback should always be delivered in a respectful, non-threatening manner.
- 3. Formal Feedback should only be delivered in private.

- 4. On-The-Fly Feedback is also best delivered in private, if possible.
- 5. At one sitting (aside from the formal evaluation dates/times), focus on a few areas and be specific rather than discussing every area and being general.
- 6. When feedback is delivered (aside from the final formal evaluation), you and the learner should agree on a plan of action and a revisit date/time to discuss progress.

# **Rating Errors**

- 1. *Halo Effect* The tendency to let someone's exemplary performance in one dimension influence your rating of the person in other dimensions; assuming that good performance in one dimension means the person is also as competent in other dimensions.
- 2. *Leniency Effect* The tendency to be somewhat less critical than is appropriate in the evaluation process (i.e. to be too easy and forgiving in assigning ratings).
- 3. *Harshness Error* The tendency to be more critical than is appropriate in the evaluation process; the opposite of leniency effect.
- 4. *Recency Error* This occurs when the learner's performance at the end of the evaluation period is weighted more heavily in the overall evaluation than is appropriate.
- 5. *Contrast Effects* This occurs when a rater lets an extremely strong or weak learner become the standard by which other employees are judged.
- 6. *Central Tendency* The evaluator rates everyone as average regardless of performance because of the desire not to appear to harsh or lenient. It can also occur when the evaluator has difficulty rating a student accurately because he has observed the student infrequently or briefly.
- 7. *First Impression Error* The tendency of a rater to make an initial favorable or unfavorable judgment about a learner that is not justified by the learner's subsequent performance.
- 8. *Priming Bias* The tendency to focus on certain aspects of a learner's performance (often to the exclusion of other important aspects), due to a cue that has directed attention towards these aspects of performance. As a result of this, a rater may overestimate the performance they have been prompted (or primed) to attend to, and underestimate the presence of other performance factors.
- 9. *Stereotyping Bias* This occurs when a rater assumes something to be true because the individual being rated belongs to a certain group (e.g. male/female).
- 10. *Availability Bias* The tendency to rely on information that is most easily accessed in memory or that is most easily collected or retrieved as "hard" data/documentation.

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