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Framing Constructive Feedback with the QSEN Competencies: Strategies for Educators

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**Presenter has no conflict
of interest**

Today's Objectives



The learner will be able to:

1. Discuss how feedback serves as a trigger for conflict between students and faculty
2. Identify strategies that faculty can implement to deliver constructive feedback effectively

The Problem

- Professional Communication Challenges
 - Anger
 - Aggressive, oppressive communication
 - Intimidation
- Rude behavior
 - Verbal disrespect
 - Ignoring
- Aggressive behavior
 - Yelling
 - breaching physical boundaries



Some of this Begins in School



- Student **Perceptions**
 - Identified TRIGGERS for incivility
 - Viewed some staff nurses as uncivil-roles models
 - Feared being “put down”; having their mistakes made public, and being embarrassed in the presence of peers, staff nurses, or patients
 - Students believed student incivility is justified when they perceive faculty behaviors as uncivil

Altmiller 2012

Other's Findings



- Faculty giving constructive feedback served as a trigger for incivility. Luparell 2004
- Incivility in nursing school can lead to a weakened learning environment, poor workforce behaviors, and violence. Gallo, 2012
- Students perceive negative faculty motivations of favoritism, demeaning interactions, rigid expectations for perfection, and weeding out-faculty giving constant criticism. Del Prato, 2013
- Schools of nursing must implement strategies so that uncivil behaviors might be derailed or prevented before they are transferred to the workplace. Lasiter, Marchiondo, & Marchiondo, 2012
- Response when provoked or offended most frequently occurring subtype of incivility. Hunt & Marini, 2012

Why is this a problem?



**Creates a
Barrier**

- Impedes knowledge & skill acquisition
- Afraid to ask questions-condescending answers

**Communication
Failures**

- Puts patients at risk for errors/injury
- Afraid to elevate concerns and give feedback
- New-to-practice are afraid to confirm practice

Role of Feedback



- Essential for growth
- Demonstrates importance of one's work
- Demonstrates caring
 - ~Negative feedback (constructive feedback) perceived as "uncaring"- trigger for incivility

To change the response-change the perception

Change the Perception: Strategies Start in School



- **Make motivations clear**
 - Begin with a “caring” message-indicates commitment
- **Modeling: Reframe conversations with Quality and Safety Perspective**
 - Provide options for improvement
 - Reflection: Walk students thru a questioning route based on QSEN
- **Address unacceptable behavior**
 - How you are perceived by others
 - Threat to teamwork, patient safety, + outcomes
- **Have realistic expectations**
 - Use fairness algorithm

Culture of Blame VS Just Culture: Fairness Algorithm

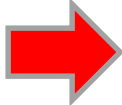


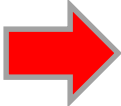
1. Did the individuals intend to cause harm?
2. Did they come to work drunk or impaired?
3. Did they do something they knew was unsafe?
4. Could two or three peers have made the same mistake in similar circumstances?
5. Do these individuals have a history of involvement in similar events?

Focus of Constructive Feedback



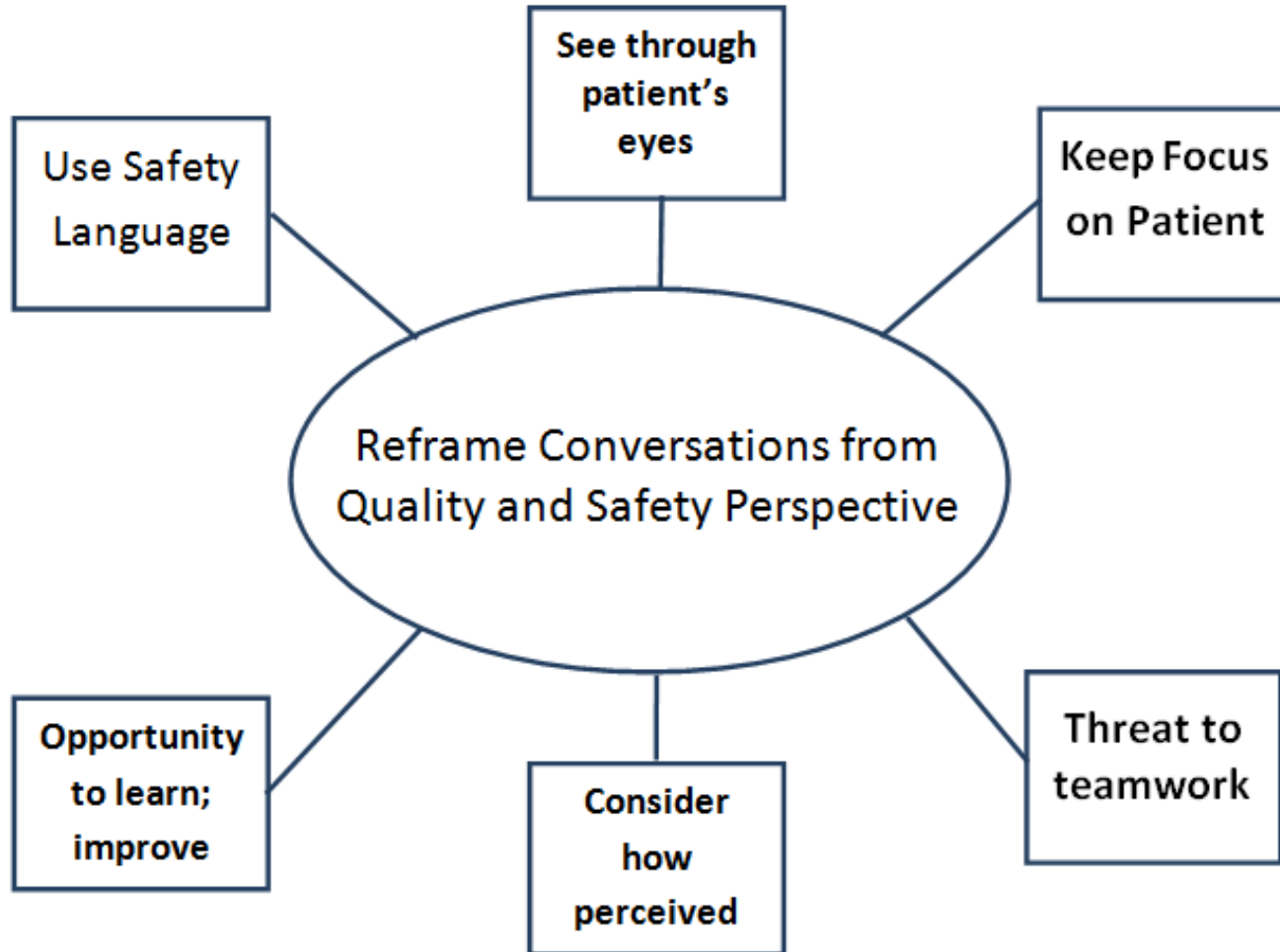
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- Address faulty interpretations; Provide options for improvement
- Most effective when focused on
 - **Task**
 - **Process**
 - **Self-regulation; error detection skills**

Adds to knowledge base
- Least effective when focused on
 - **Person him/herself**

Doesn't add to knowledge base
- Feedback whether positive or negative should always be an unbiased reflection of events

Strategies to Change Perceptions



Tool: Reframing Constructive Feedback Based on the QSEN Competencies



Direct Constructive Criticism	Reflection Based on QSEN Competencies	QSEN Knowledge, Skills and Attitudes
I am concerned about your performance.	From the patient perspective, if you knew this event occurred, would you feel you were receiving safe, high quality care?	Patient Centered Care Value seeing health care situations “through patients’ eyes.
Your patient needs attention now. You cannot leave him like that.	If you were that patient lying in that bed, what would be the most important thing the nurse could do for you at this minute?	Patient Centered Care Appreciate the role of the nurse in relief of all types and sources of pain or suffering.
Can you hear what you are saying and understand what your body language conveys? You spoke to him like he was a child. No wonder he is refusing.	Think about how the patient feels being told all day by others what he has to do. How can you present this to him and still allow him to be part of the decision?	Patient Centered Care Value continuous improvement of own communication and conflict resolution skills

- <http://qsen.org/reframing-constructive-criticism-using-reflection-based-on-qsen-competencies/>

Exemplar



A student pulls the wrong medications for a patient. While reviewing them with the student, the instructor recognizes the error and guides the student to recognize the error also. Correction is made. Afterward, the instructor would address the unsafe practice with the student.

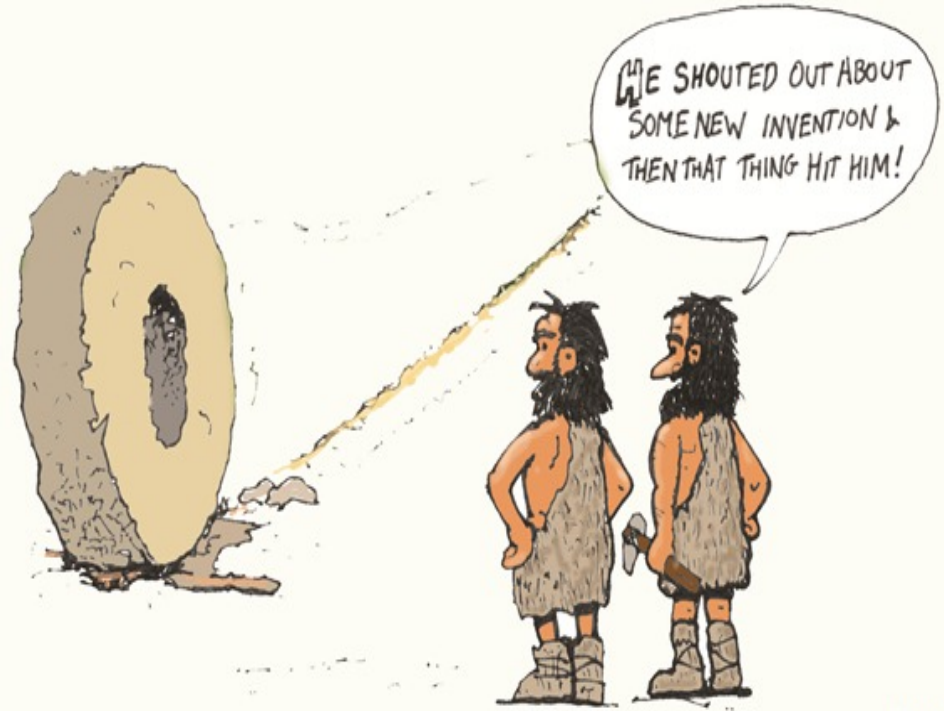
Direct Constructive Criticism	Reflection Based on QSEN Competencies
I am concerned about your performance.	From the patient perspective, if you knew this event occurred, would you feel you were receiving safe, high quality care?
Pulling the wrong medications is unsafe nursing practice.	What would be your concerns as the patient?
You need to be more careful.	What aspects of your practice in this situation would you change in retrospect to provide safer patient care?
Your medication administration is disorganized and you need to have a better focus to avoid errors.	What role do you play in the possible causes for what happened?
I want you to do three checks with medication administration, verifying it against the medication administration record and use the five rights as a way of decreasing potential errors.	What strategies can you use in your own practice to minimize the risk for this type of error in the future?
It is important that you demonstrate immediate improvement so that you provide safe care to patients.	What outcome in your own performance would you want to see after this experience?

Teaching Students How to Give and Receive Constructive Feedback



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<http://qsen.org/giving-and-receiving-constructive-feedback/>



DeepFat '09

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- Questions?

Thank you!

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