Providing Effective Feedback

SET THE STAGE BEFORE GIVING FEEDBACK

Promote a trusting teacher-learner relationship
- Find out learners’ name, interests, prior rotations
- Share your interests, your role as teacher and coach

Establish goals
- Help learners identify goals
- “What do you hope to get out of this rotation/course?”
- Review your goals for the learners
- Identify goals for rotation/course, day, specific patient encounter
- Make goals specific and achievable.

Pick the right setting
- Pick a quiet and private place to meet.
- Make feedback timely unless delay is better (fatigue, error, your own intentions).

Signpost
- Use the “F” word: Feedback.
  - “I want to give you feedback.”

Ask learner for self-assessment
- Be an active listener, reflect back.
  - “How do you think that went?”
  - “What went well?”
  - “What didn’t go as well as you had hoped?”
  - “What will you do differently next time”?
  - “What do you want feedback about?”

Discuss
- Discuss the learner’s self-assessment
- Discuss your observations
  - Be specific
  - Include positive and constructive notes
  - Be descriptive, not evaluative
  - Keep it about the performance, not the person
  - Prioritize

Ask
- “What are your thoughts about that?”
- “Was there anything I discussed that doesn’t make sense to you?”
- “Anything you are unclear about?”
- “What do you want to focus on?”

Plan Together
- Create action plan together.
- How can the learner improve?
- What are your tips/recommendations?

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Faculty Affairs & Professional Development, and The Office of the Assistant Dean of Faculty Development.

*ADAPT model from Johnston S, Pauwels J and colleagues; U WA.*