

Giving Effective Feedback



UNC
HEALTH CARE

**Office of Graduate Medical
Education**

Set Clear Expectations

Orient your learner; identify mutual goals for the experience

Explain responsibilities of each of the team members

Establish daily work flow; who will do what?

Explain format for supervision; who supervises who?

Establish reporting pattern; who to go to directly for guidance or questions?

Determine process for providing feedback; when and how will feedback be provided

Reinforce professionalism standards; on time, appropriate attire, fitness for duty

Clarify on-call schedule (if applicable), and any other night/weekend duties

Feedback is critical for growth

Formative feedback is given during the rotation, and is designed to reinforce as well as provide opportunity for improvement

Summative feedback is given at the conclusion of the experience and provides an overall assessment

Encourage learner to actively seek feedback throughout the experience

Emphasize that constructive criticism is necessary for all of us to get beyond our blind spots

Principles of Effective Feedback

Given with care – the intention is to help and support

Given with attention – be aware of learners verbal and nonverbal responses

Invited by the learner – when sought by the learner, they are more likely to be open to seeing and exploring areas for improvement

Well timed – close to time of observed behavior, and sensitive to external factors

Principles of Effective Feedback

Specific – be concrete about behaviors you have seen and outcomes; avoid vague or general comments

Objective – describe what you have seen and avoid subjective judgments

Directed toward changeable behavior – focus on changes that are within the learners control

Clarified – seek input from multiple sources if concerns arise; multiple similar perceptions lends credibility to the observations

Evaluated – seek the learners interpretation of the feedback you provided

Seek Feedback from your learner

The teacher needs to grow too; model principles of effective feedback by soliciting feedback about the effectiveness of your teaching and leadership

Identify your own goals for improvement as a teacher, and share with your learner; this provides context for the learner to give you specific feedback

Respond to feedback provided by your learners with an open mind; teachers have blind spots as well

Adjust teaching methods and/or style if outcomes not met

Explore different teaching styles if you and your learner are not satisfied with the learning outcomes

Understand that one size doesn't fit all; adjusting a particular approach based on the learner's experience with the clinical problems at hand is necessary to optimize learning

Seek advice from senior residents, faculty, and colleagues about different teaching methodologies