Giving Feedback

**Learning objective:** At the end of this session, participating residents will be able to give skillful and constructive feedback to learners.

1. **Evaluation of learners**
   - **Formative** evaluation: guides learning
   - **Summative** evaluation: judges performance (e.g., for promotion)
   - Learner evaluation systems tend to drive curricula.
   - “Objectivity” is rarely possible.
   - **Medical learners tend not to receive enough evaluation**, especially formative evaluation.
   - **Feedback** is part of formative evaluation.

2. **Pitfalls in evaluation**
   - The error of **leniency**
   - The error of **stringency**
   - The error of **central tendency**
   - The **halo effect**

3. **Learners in difficulty**
   - We’re all “in difficulty” sometimes….
   - Learners’ problems can take many forms: temporary stressors, learning disabilities, drug or alcohol problems (common in physicians), attitudinal issues, knowledge or skill deficits.

4. **“INSIGHT” model for feedback**

   **Inquiry**
   - How does the learner think things are going?
   - Listen to the learner's needs in detail. (Listening attentively and thoroughly before commenting may be all you need to do, especially for minor or temporary problems.)

   **Needs**
   - What does the learner feel s/he needs during this rotation? Ask the learner to define own learning needs.
   - Learners accept feedback better when they feel the teacher has first taken time to understand their concerns and perspectives.

   **Specific feedback**
   - Give your constructive feedback as specifically as you can.
   - Start with specific positive feedback, as is done with the “feedback sandwich” technique.
   - The more learner-centered the feedback, the better it will go.
   - Verify the learner's understanding of the feedback you've given, and clarify anything that seems to need it.

   **Interchange**
   - How can you best balance the learner’s needs with the team’s needs?
   - You may need to “think outside the box” to reach a “win-win solution”.
Goals
- State any new goals you’ve just reached, or review existing goals.
- Verify that you both understand and agree on these goals.

Help
- Do any serious problems merit a “learning consultation” (from a chief resident, an attending physician, a learning specialist, the employee assistance program, or others)?

Timing of follow-up session
- When would you and the learner like to meet again to go over how things are going?

References:

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