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?

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**References:**
