GIVING FEEDBACK TO LEARNERS

Bringing Education & Service Together
Learning Objective

After participating in this session, participating residents will be able to give skillful and constructive feedback to learners.
“Learners in Difficulty”

• We’re all “in difficulty” sometimes….

• First, diagnose your learner:
  – Temporary stressors
  – Knowledge or skill deficits
  – Attitudinal issues
  – Learning disabilities
  – Drug or alcohol problems
“INSIGHT” Approach

Inquiry
Needs
Specific feedback
Interchange
Goals
Help
Timing of follow-up session
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/temporary problems.
• 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 understood their perspectives.
Specific Feedback

- Give your constructive feedback as specifically as you can.
  - Start with specific positive feedback.
  - The more learner-centered the feedback, the better it will go.
- Verify the learner’s understanding of the feedback you’ve given.
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.
- Do any serious problems merit a “learning consultation”?
  - Chief resident
  - Attending physician
  - Learning specialist
  - Employee assistance program
  - Others
TIMING OF FOLLOW-UP SESSION

• Any final questions or comments?

• When would you and the learner like to meet again to go over how things are going?