

FACULTY DEVELOPMENT: *FEEDBACK*

By Bonnie Desselle, MD and Rachel Dawkins, MD

What is feedback?

- Feedback refers to information describing students' or house officers' performance in a given activity.
- Key step in the acquisition of clinical skills¹
- Allows the learner to shape their future performance
- Provides the trainee with vital information on his or her performance, thereby setting the stage for improvement.

Is feedback different from the end of the month evaluation?

Yes. Though the terms are often used interchangeably, feedback and evaluation are different.²

Feedback	Evaluation
At time of observation	After the fact (like end of month)
Formative	Summative
Presents information to learner	Judgment of how well student met a given goal
Neutral- composed of verbs and nouns	Normative statement full of adjectives and adverbs

What's the best way to give feedback?

There is no “right way” to give feedback. Some people are cautious giving feedback because they think of “bad feedback” or “constructive criticism” as a judgment of the resident’s worth or ability. In truth, feedback should be an objective appraisal of performance and meant to further improve clinical skills.

One approach to giving feedback is the “Ask-Tell-Ask” method. This was presented by Dr. Robin English and Dr. Betty Lo at grand rounds two years ago.

Ask-Tell-Ask

Ask

Ask the trainee to assess his/her own performance
What went well? What areas need improvement?

Tell

Share your impression of positive behaviors and areas of concern
Provide suggestions for problem solving

Ask

Ask what areas could be improved
Allow the trainee to develop a specific plan for improvement

Add

Add any other things you think could be improved
Summarize the positives and areas for future growth

¹ Ende, JAMA 1983;250:777-781

² Hyman RT. Improving discussion leadership. New York: Teachers College Press, 1980.