

# Giving Feedback: A Lifelong Professional Skill

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# Key Elements

## What Makes Feedback Constructive?

- **Well-intended--emerging from goals**
- **Directly observed--based on 1<sup>st</sup>-hand information, not hearsay**
- **Timely--close to time of observation**
- **Behavior-based**
- **Specific--enough detail about performance to be useful**
- **Manageable--not too many feedback points & within the realm of what can be changed**

*\*Source: Adapted from Ende J. Feedback in Clinical Medical Education. JAMA 2008.*

# Refined Definition

## Therefore, what is feedback?

**Well-intended, timely, specific, & manageable communication about a performance/behavior observed by the feedback giver so the receiver can enhance performance in the future.**

# Purpose

## Without feedback:

- **Ineffective performance or mistakes go uncorrected**
- **Good performance is not reinforced**

# Steps to Giving Feedback

## GO Ask-Tell-Ask

### Preparation:

- G**: Review goals of the educational experience which should be shared and mutually agreed upon; i.e., a “shared mental model”
- O**: Observe the skill/behavior on which you agree feedback will be given

# Steps to Giving Feedback

## GO Ask-Tell-Ask

### Giving feedback:

**Ask** the feedback receiver how s/he thought the experience went

**Tell** the feedback receiver what you observed (+ and improvements)

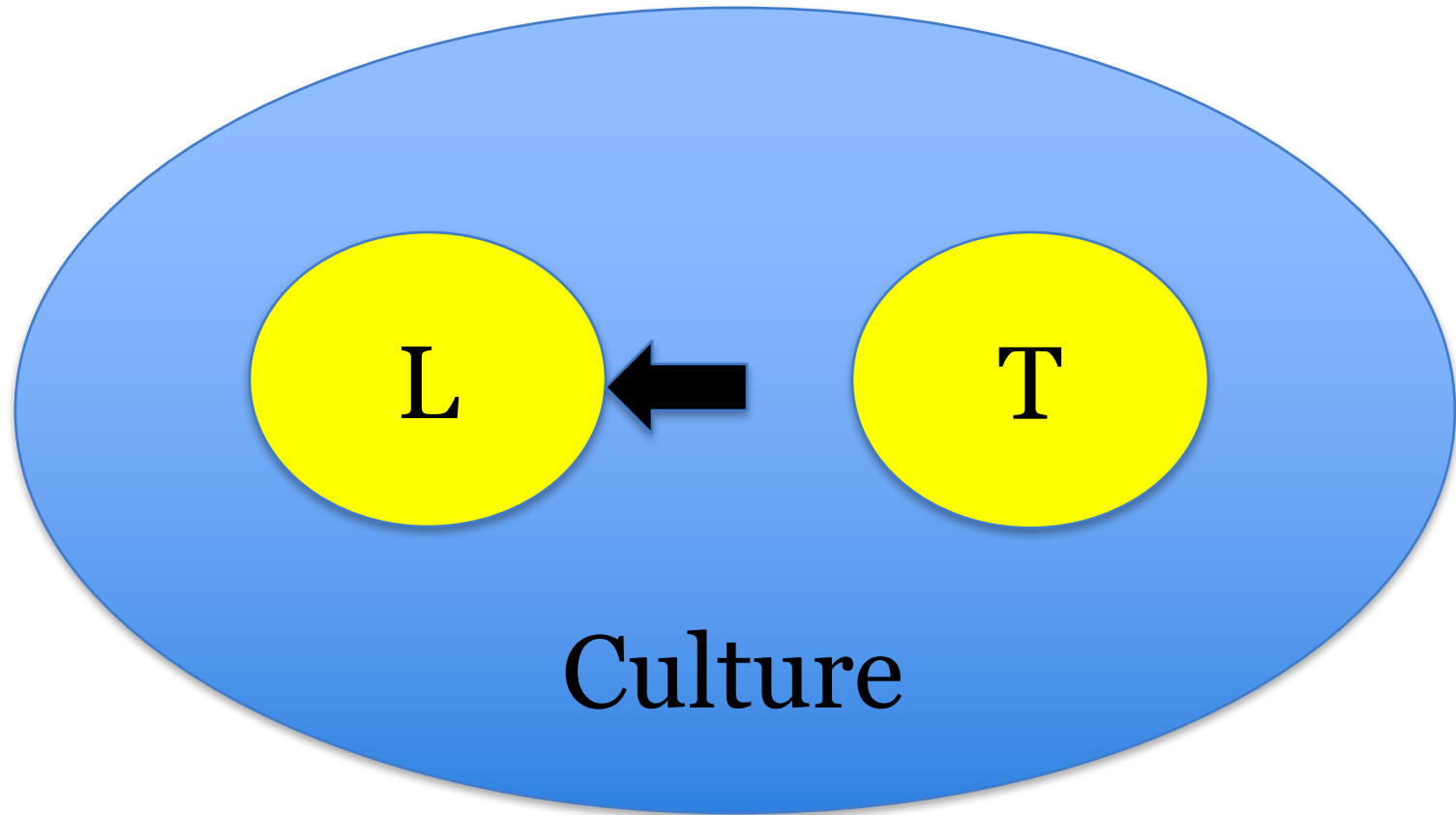
**Ask** the feedback receiver if there is anything you can do to help

“Ask-Tell-Ask” first adapted by L. Konopasek for medical education from physician-patient communication literature, and first used by Konopasek L, Encandela J, Pica G, 2006. New York Presbyterian Hospital GME Program.

# Role Plays

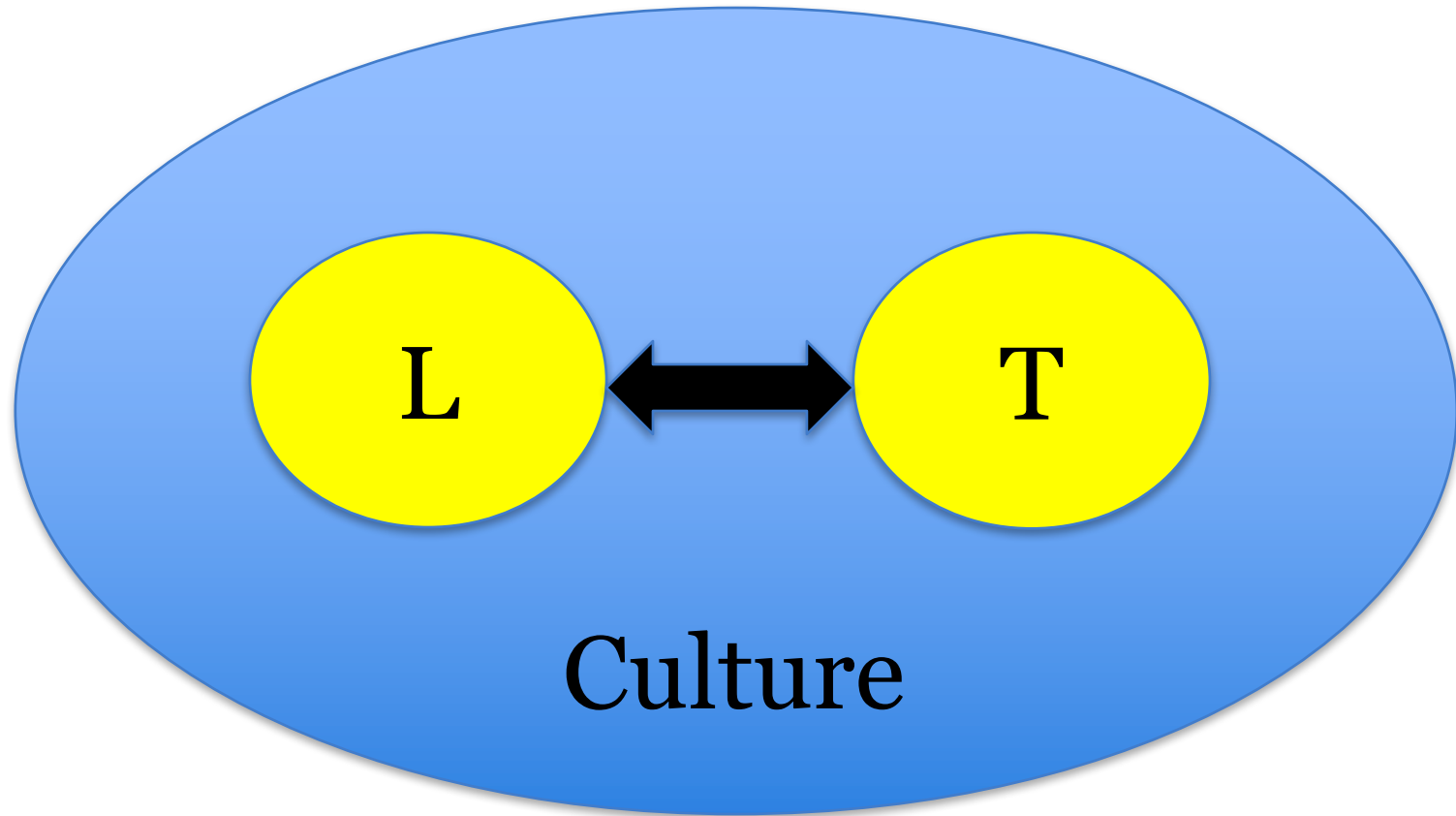
**NOW YOU TRY!**

# Feedback Paradigm





# A “Culture of Feedback” in Medical Education



# Learner Factors Impacting Feedback

- Recognize challenges of self assessment
- Recognize role of self preservation
- Recognize role of emotion
- Learner oriented or performance oriented?
- Seeing role of *giving* feedback from perspective of learner as important

# Teacher Factors Impacting Feedback

- Personal experience with feedback
- Time
- Role
- Willing to give and receive feedback

# Cultural Factors Impacting Feedback

- Hierarchy
- Autonomy
- Evaluation Culture
- Defined expectations for teacher-learner relationships
- Accepting criticism

# Role Play 2



# Feedback culture

	Athletes / Musicians	Physicians
Expectations of teacher	Essential, indispensable	Modest, Competing responsibilities
Relationships	Long, trusting, intimate	Brief Dual role (evaluator)
Expectations of feedback	Central role in development	Marginal
Modulation of emotion	Normalized	High emotional impact
Concepts of performance	Limited in scope Directed Performance (does)	Multifaceted Diffuse Knowledge (has)