Giving Feedback: A Lifelong Professional Skill

John Encandela, PhD
Associate Professor, Psychiatry
Associate Director for Curriculum and Educator Evaluation, Teaching & Learning Center

John Moriarty, MD
Associate Professor, Internal Medicine
Program Director, Yale Primary Care Program
Key Elements

What Makes Feedback Constructive?

• Well-intended—emerging from goals
• Directly observed—based on 1st-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.*
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.
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

Role Plays

NOW YOU TRY!
Feedback Paradigm

Culture

L  T
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

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