

Teaching That Counts: Giving Feedback



Is improving your feedback worth your time?

Feedback Matters



Feedback has the greatest effect on learning compared to other teaching tools



Quality feedback has been shown to improve learner performance



By giving feedback, you are helping your patients receive better care



Medical learners feel they receive insufficient feedback, both in quantity and quality

Ingredients to Good Feedback

Specific

Instead of saying "your management plan could have been more patient-centred", say "your plan could be optimized by considering that John is homeless, so it may not be feasible for us to contact him if his labs turn out to be abnormal."

Concise

Limit feedback to 2 items so as to not overwhelm or demoralize the learner.

Timely

Give them feedback throughout the shift soon after you observe a behaviour you want to give feedback on, not just at the end of your shift.



Actionable

Instead of saying "you could be more empathetic", say "next time a patient is angry about waiting long to see you, try diffusing the situation by saying 'I'm sorry you've waited so long, I'm sure that was frustrating.'"

Case-based

Instead of saying "your management plans are great", say "your plan for Linda's Bell's palsy was great in that it emphasized eye care - a component that is often overlooked but very important."

Expected

Let them know at the beginning of the shift that you will take 5-10 minutes when the shift is over to discuss feedback.

1

Ask the learner to self-assess

✓ The learner is more likely to follow through with change if they generate the idea themselves.

✓ Sets the stage for a collaborative discussion on feedback, rather than an authoritative conversation.

2

Ask the learner for feedback... on your feedback!

✓ Remember, feedback is one of the best ways to improve on a behaviour. Giving feedback is no exception.

✓ The learner will respect that you are willing to grow and learn with them, strengthening the teacher-learner relationship.

TWO SECRETS
to improving your feedback

SOURCES

1. Porcini J., "The power of feedback" Medical Education. 2010;44:16-17
2. Anderson, P. A. M., "Giving Feedback on Clinical Skills: Are We Starving Our Young?" Journal of Graduate Medical Education 2012; 4(2): 154-158
3. Hart A. and Mehta A., "Teaching on Shift" Emergency Medicine Cases, Episode 98, July 2017.

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