

---

## RESOURCES

Feedback and You: Give it. Seek it. Use it.

The following are resources used in the creation of this activity.

1. Archer JC. State of the science in health professional education: effective feedback. *Med Educ*. 2010;44(1):101-8.
2. Arora M. How to give feedback: the Pendleton model. The University of Edinburgh, Centre for Medical Education website. [https://media.ed.ac.uk/media/How+to+give+feedbackA+the+Pendleton+Model/1\\_7o8vfjmb](https://media.ed.ac.uk/media/How+to+give+feedbackA+the+Pendleton+Model/1_7o8vfjmb). Published June 7, 2016. Accessed September 25, 2018.
3. Branch WT Jr., Paranjape A. Feedback and reflection: teaching methods for clinical settings. *Acad Med*. December 2002;77(12 Pt 1):1185-8.
4. Cantillon P, Sargeant J. Giving feedback in clinical settings. *BMJ*. 2008 Nov 10;337:a1961.
5. Ende J. Feedback in clinical medical education. *JAMA*. 1983;250(6):777-81.
6. Fessler L. To give better feedback, you must fully understand the agony of receiving it. QUARTZaWORK website. <https://work.qz.com/1086444/ask-for-feedback-but-first-learn-how-to-receive-it/>. Published October 10, 2017. Accessed September 4, 2018.
7. French JC, Colbert CY, Pien LC, Dannefer EF, Taylor CA. Targeted feedback in the milestones era: utilization of the ask-tell-ask feedback model to promote reflection and self-assessment. *J Surg Educ*. 2015 Nov-Dec;72(6):e274-9.
8. Furney SL, Orsini AN, Orsetti KE, et al. Teaching the one-minute preceptor: a randomized controlled trial. *J Gen Intern Med*. 2001 Sep;16(9): 620-4. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1495264/>. Accessed July 19, 2018.
9. Heen S, Stone D. Difficult conversations: find the coaching in criticism. *Harvard Business Rev*. 2014 Jan-Feb.
10. Howley LD, McPherson V. Delivering constructive formative feedback: a toolkit for medical educators. *Carolinas HealthCare Syst*. March 2011.
11. LeBaron SW, Jernick J. Evaluation as a dynamic process. *Fam Med*. January 2000;32(1):13-4.
12. Mindset Works. Why do mindsets matter? Mindset Works website. <https://www.mindsetworks.com/Science/Impact>. Accessed July 19, 2018.
13. Neher JO, Gordon KC, Meyer B, Stevens N. Special communication: a five-step "microskills" model of clinical teaching. *J Am Board Fam Pract*. 1992 Jul-Aug;5(4):419-24.
14. Neher JO, Stevens NG. The one-minute preceptor: shaping the teaching conversation. *Fam Med*. 2003 Jun;35(6):391-3.
15. Pendleton D, Schofield T, Tate P, Havelock P. *The Consultation: An Approach to Learning and Teaching*. Oxford: Oxford University Press; 1984.
16. Quilligan S. Communication skills teaching: the challenge of giving effective feedback. *Clinical Teacher*. 2007;4(2):100-5.
17. Ramani S, Krackov SK. Twelve tips for giving feedback effectively in the clinical environment. *Med Teach*. 2012;34(10):787-91.
18. Ten Cate OT. Why receiving feedback collides with self determination. *Adv Health Sci Educ Theory Pract*. 2013;18(4):845-9.

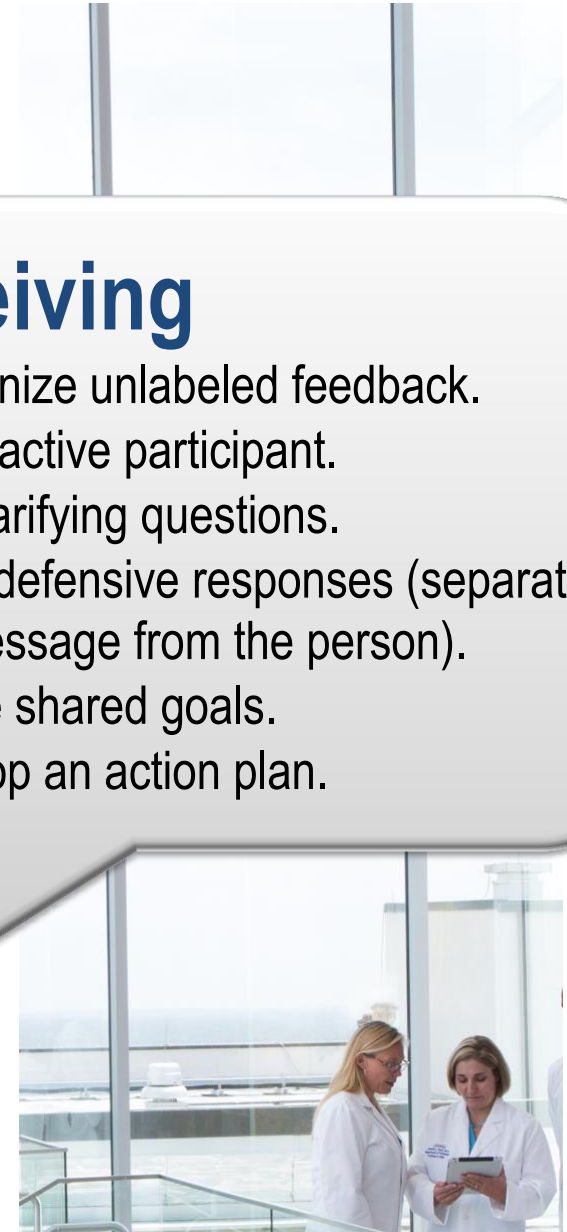
## Giving

- Label feedback.
- Establish a respectful dialogue.
- Create shared goals.
- Share descriptive, constructive details based on direct observation.
- Ask for understanding.
- Develop an action plan.

## Receiving

- Recognize unlabeled feedback.
- Be an active participant.
- Ask clarifying questions.
- Avoid defensive responses (separate the message from the person).
- Create shared goals.
- Develop an action plan.

# Feedback Tips



# Feedback Methods...



Method	Feedback Sandwich	Ask-Tell-Ask	Pendleton's Rules	One-Minute Preceptor
<b>Overview</b>	Giver provides positive feedback, then negative feedback, then positive feedback.	<b>Ask 1:</b> Receiver self-assessment. <b>Tell:</b> Giver observations and suggestions. <b>Ask 2:</b> Confirm understanding and develop action plan.	Receiver and then giver describe what went well followed by areas to be improved.	Teaching technique whereby the learner commits to a conclusion (diagnosis) and the teacher elicits the learner's thought process while teaching general rules.
<b>Example</b>	<b>Giver:</b> The diagnosis was right. The wrong cancer template was completed. The correct stains to confirm the diagnosis were used.	<b>Giver:</b> How was the transfusion reaction workup? <b>Receiver:</b> I was so focused on the technical workup; I forgot to ask if the transfusion was stopped. <b>Giver:</b> Correct, first you should always ask if the transfusion was stopped. Otherwise, you performed the key steps in working up a transfusion reaction. What's your plan for the next reaction workup?	<b>Giver:</b> What went well? <b>Receiver:</b> I got adequate material from my fine-needle aspiration biopsy. <b>Giver:</b> You did; you successfully made both air-dried and fixed smears. <b>Giver:</b> What needs to be improved? <b>Receiver:</b> I forgot a few things while getting consent from the patient. <b>Giver:</b> Yes, don't forget to check if the patient is on anticoagulants and to warn them of the risk of bleeding.	<b>Receiver:</b> The diagnosis is papillary thyroid carcinoma. <b>Giver:</b> You are correct; which cytologic features helped you make the diagnosis? <b>Receiver:</b> Nuclear grooves. <b>Giver:</b> Yes, as well as nuclear membrane irregularities and inclusions. Scant background colloid is another helpful feature on this smear.

---

# Preparing to Give Feedback

Use this worksheet to plan your feedback conversation.



---

## 1. Observe the performance.

- Establish mutually agreed upon goals with the feedback receiver to help focus feedback comments.
- When possible, schedule time with the feedback receiver to observe performance and provide feedback (see location and time below).
- Observe the performance directly.

---

## 2. Determine the location and time to give feedback.

- Select your environment carefully. A quiet, private place is usually best for corrective feedback.
- Give feedback regularly and as soon as possible after the observation.
- Schedule time for post-event (meetings, presentations, etc) feedback.

---

## 3. Reflect on your observations.

- Ask yourself, “What was the behavior/performance and impact/outcome?”
- What was done well and why?
- What needs corrective action and why?
- Focus on behavior and actions, not on the person.
- Use a few facts, be specific and descriptive, and avoid generalizations.

---

## 4. Plan to show positive intent and open a two-way conversation.

- Ask yourself, “What is my positive intent? What positive outcome am I looking for?”
- What common goal(s) is this feedback related to?
- What feedback receiver goal(s) is this feedback related to?
- How will you open the conversation and ask for the feedback receiver's self-assessment?

---

## 5. Plan for next steps.

- How will you reinforce positive performance and its impact or importance?
- What suggestions will you provide on how to improve?
- How and when do you think you should follow up?
- Plan to ask if the feedback receiver has any questions, ideas on how to improve, and how/when to follow up.

## Reflect and Take Action on the Feedback You Receive

☞ Reflect ☞				
Reflect on These Things	Feedback Message 1	Feedback Message 2	Feedback Message 3	Feedback Message 4
<b>*Feedback Message:</b> What was said by the feedback giver?				
<b>Receiver(s):</b> Was feedback given to me individually or to a team I'm on?				
<b>Giver(s):</b> Was feedback given by a subordinate, peer, superior, preceptor, mentor, coach, or other?				
<b>Physical and Interpersonal Environments:</b> What was the physical space? Were other people involved? Did the giver have my best interests in mind?				
<b>How Did I React:</b> Why? How did it make me feel?				
<b>Feedback Dialogue:</b> Was a dialogue established? Did I provide feedback or ask questions?				
<b>Self-Assessment:</b> Was I given an opportunity to self-assess? Was my self-assessment accurate? What were the gaps?				
<b>*Learning Goals:</b>				
• Were mutually agreed upon learning goals set prior to feedback? If not, why not?				
• What learning goal(s) was the feedback associated with?				
• How did the feedback inform the learning goal(s)?				
<b>*Action Planning:</b> How have I incorporated the feedback? If I didn't use the feedback, why not?				

\*These items feed into the *Action Plan* below.

## Reflect and Take Action on the Feedback You Receive

🌀 Action Plan 🌀						
Feedback Message	Related Goal(s)	Action Steps	Resources Needed	How Will I Know I've Been Successful?	Target Date	✓
1.						
2.						
3.						
4.						