



## FEEDBACK

Adina Kalet, MD, MPH

Associate Professor of Medicine and Surgery  
Co-Director, Program for Medical Education  
Innovation and Research  
New York University School of Medicine  
Adina.Kalet@nyumc.org

## GOALS:

By the end of the you will:

- Know the literature-derived principles of effective feedback.
- Appreciate the power of feedback as teaching tool.
- Practice making behaviorally specific observations and crafting effective feedback.

## Feedback

“ Feedback is the control of a system by reinserting into the system the results of the performance.”

“If the information which travels backwards from the performance is able to change the general method and pattern of performance, then we have learning.”

Ende JAMA 1983;250: 777

## Nobody gets enough feedback- Why?

- Lack of directly observed data
- Lack of commitment to the process
  - No well formed standards/goals
  - System allows avoidance
  - Concern about impact- popularity, emotions
- Lack of time

## Let's go to the video tape.....

**Take notes, focus on the consultant**

1. What is this resident doing well?
2. What specifically does this resident need to do better?
3. What would you actually say to him? Her?

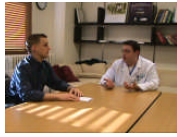
## Could this be one of your fellows?



2:10

## Turn to your neighbor...choose sides

You have heard from about this incident from the program director of the "other" service.



You call the resident to your office to have this discussion ...

You have 2 minutes.....

## What worked?

## One Approach.....



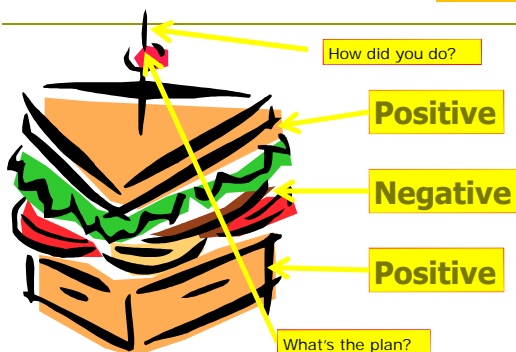
6:14

## Characteristics of effective feedback

- ❑ Undertaken with teacher and trainee working as allies with common goals
- ❑ Well timed
- ❑ Based on first hand data when possible
- ❑ Regulated in quantity
- ❑ Limited to behaviors that are remediable
- ❑ Non-judgmental (about behavior not person)
- ❑ Specific
- ❑ Subjective data is labeled as such
- ❑ Deals with decision and actions rather than intentions or interpretations.

[Hewson, M., Little, M.L., JGIM, 2001, 13\(2\), 111-116](#)

## Feedback Sandwich Plus



## Wouldn't this be nice....

4:42

Feedback is the way to make sure  
experience leads to learning.....

Thanks...

### Structured Observation is Essential: Sample Checklist

### Six Characteristics of Effective Feedback

- ❑ Focus on specifics
- ❑ Non judgmental
- ❑ Timely
- ❑ Objective
- ❑ Limited
- ❑ Expected

### Feedback and Evaluation Similarities and Differences



#### Feedback

- ❑ Goal based and objective
- ❑ Coach
- ❑ Formative
- ❑ "Just in Time"

#### Evaluation

- ❑ Goal based and objective
- ❑ Judge
- ❑ Summative
- ❑ After the fact

### Teaching Methods for Clinical Settings: Feedback and Reflection

Feedback Categories	Characteristics	Examples
Brief	Short, Concrete, Specific	Precepting
Formal	Longer, self feedback and interactive	Performance based Assessment
Major	Scheduled, private, Reflection	End of block or year

Branch W Aca Med 77:12 2002 1185

## Feedback Checklist

- ▣ Start by asking the learner to self assess.
- ▣ build on their self-assessment.
- ▣ Give specific positive feedback.
- ▣ Give specific feedback about behaviors that could be improved (non-judgmental).
- ▣ Limit feedback to priority items.
- ▣ Make a plan for follow-up

## Effective Feedback

“If the information which travels backwards from the performance is able to change the general method and pattern of performance, then we have learning”

Ende JAMA 1983;250:777