

- We see a resident not completing paperwork & we assume they are lazy.

In all of these situations, obviously something else could be happening. When giving feedback, avoid making assumptions because it decreases the validity of what you are saying. Describe the behavior only.

### **Specific vs. Vague**

**Saying good job!** isn't feedback; it's being encouraging, it's making an emotional connection. Feedback is part of the learning process & you only learn from feedback when you are told specifically what you did well & what you need to do differently.

### **Timely vs. Out of Date**

Feedback is always more effective the sooner after the event it is given. When people have to depend on an old memory, you frequently end up in "he said/she said" conversations.

### **Relevant vs. Future Expectations**

It's easy to forget that this person is in the process of becoming a physician; they aren't a colleague. Feedback needs to be relevant to the stage of their training, not to where they will be in a year or five years. Good objectives help you identify this.

### **Coach vs. rewarder/punisher**

When a learner has done something fantastic or terrible, your emotional response can override your teacher brain. Wait until you can concretely describe why X was fantastic or terrible before giving feedback.

## **Feedback Process**

### **Pre-planning**

Pick or ask the learner to pick what skill they want feedback on (student centered). Try to only give feedback on one or two objectives per feedback session or the learner will feel overwhelmed.

### **1. Positive self-assessment**

Begin by asking **What went well? or What did you feel happy about doing?** These questions usually elicit a behavioral response that will help you identify where they are in the learning cycle.

Stage	Needs
Unconscious Incompetence	Awareness
Conscious Incompetence	Teaching
Conscious Competence	Practice
Unconscious Competence	New Challenges

### **2. Instructor positive assessment**

Use the criteria listed previously to describe what specifically they did well or simply agree with them & give an example "I agree, when you ..., you were showing very good ... skills." You want the learner to continue doing X, so it's important to identify X as correct.

### **3. Improvement self-assessment**

Begin with asking **"What would you do differently next time?"** This is important phrasing because it is aimed at the logical brain & less likely to elicit an emotional or defensive response. Again, the response will tell you what stage of the learning cycle the learner is at & how you need to respond.