

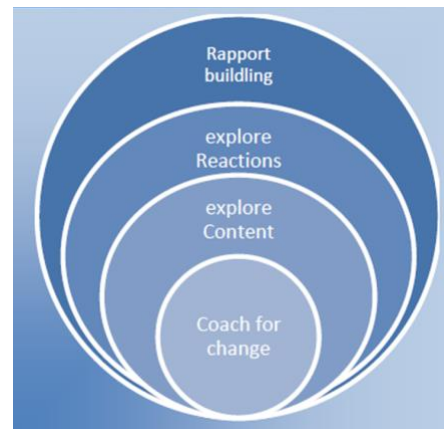


## How to Give Effective Feedback

Tomás A. Lazo, MD & Amy Miller Juve, Med, EdD, Oregon Health & Science University

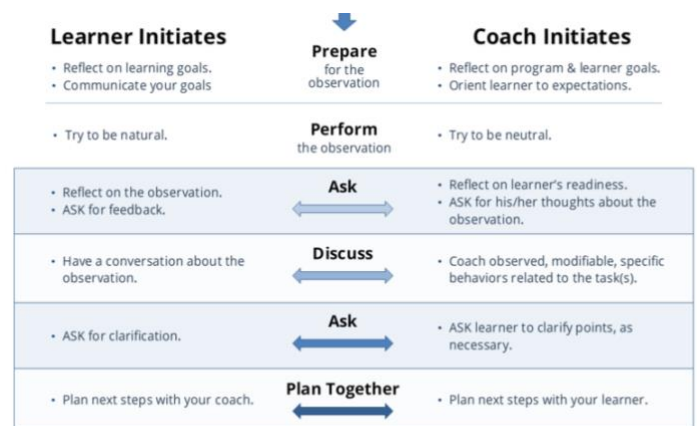
- Before you provide feedback, make sure you acknowledge, understand, and appreciate the benefits of constructive feedback. As an educator, you are privileged, you are privileged with the ability to support a learner's growth into an independent practitioner.
- Recognize barriers to providing feedback, including:
  - Lack of private setting
  - Feeling uncomfortable
  - Inexperience with providing feedback
  - Fear of retaliation such as poorly scored teaching evaluations
- Pro-Tips:
  - Set expectations in advance – ask your learner what they want feedback on. This can be done during the pre-operative evaluation
  - With your learner, predetermine when feedback will occur – e.g., real-time versus end-of-day
  - Use open ended questions and allow for clarification
  - Focus on specific behaviors that the learner can improve upon as opposed to personality traits
  - Encourage the learner to actively solicit feedback – either verbally or through online platforms – e.g., have the learner request online evaluations
  - Use a structured feedback model
  - Be aware of your learner's emotional state and how feedback may affect them in the moment – e.g., did they just navigate an unexpected poor outcome
  - Realize that feedback is a two-way street
    - Ask your learner for your own feedback!
- Avoid common pitfalls
  - Avoid the compliment sandwich
  - This is not the time for a long lecture
  - Do not say/write “read more” or “nice job”
  - Avoid comparing the learner to their peers

**R2C2 Model** – Start outward and move in. Begin with an introductory statement and then move into the actual feedback.



1. “How do you think the day went? What was your most valued patient encounter?”
2. “Did anything surprise you? Did you meet your own expectations for the day?”
3. “Is anything about the day still unclear?”
4. “What will you take away from today? How will you apply that?” – Use SMART goals!

### ADAPT Model



Developed at the University of Washington, UW Medicine, by Susan S. Johnston, EdD; Judith Pauwels, MD; Kristen Patton, MD; Tyra Fainstad, MD; Adelaide McClintock, MD.

### References:

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2. Perera J, Lee N, Win K, et al. Formative feedback to students: the mismatch between faculty perceptions and student expectations. *Med Teach*. 2008; 30:395-399.
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4. Sargeant J, et al. Facilitated Reflective Performance Feedback: Developing an Evidence-and Theory-Based Model That Builds Relationship, Explores Reactions and Content, and Coaches for Performance Change (R2C2). *Acad Med*. 2015 Dec; 90(12):1698-706.