



Providing Effective Feedback to Learners

Providing effective feedback is integral to student education and growth, and is also not something that many practicing physicians are trained in. The following are ways clinicians can provide effective feedback.

Create a Safe Space for Vulnerability:

- Intent is key: describe that you will give frequent feedback throughout the year and that it is your intention to help them grow as a physician, not discourage or belittle.
- Try a 1-minute check-in before starting the session.
 - “How are you?” or “Are things on your mind that may impact patient care or learning today?”
- Incorporate bi-directional feedback.
 - You and your student can both learn a lot by periodically having the student observe you and provide specific feedback.

Utilize Direct Observation:

- Start observations early in the year.
- Give feedback on observed behaviors and actions, not personality.
- Intentionally observe a specific part of the visit (e.g., focused history taking or physical exam) rather than an entire visit.

Understanding Bias in Feedback:

- Women and minorities are more often evaluated by personality traits than by competency.
- LIC places faculty at risk for affinity bias toward their student.
- Behaviors can be compared against competencies to mitigate bias.

Provide Feedback Based on Goals or Target Behaviors:

- Feedback can be based on short- or long-term goals.
- Short-term goals can be as simple as asking student what they want to work on for the session before the day starts.
 - Use short-term goals as anchors for feedback at end of session or during intersession by utilizing phone, email, or messages through the EMR.
 - Reviewing notes can be an avenue for specific feedback.
- Meet with students periodically to identify new goals and check-in on current ones.

Provide Frequent, Tangible Feedback:

- Give feedback on a regular basis rather than only at the end of the year.
 - Can be brief: 1-2 minutes at the end of the day or after direct observation.
- Feedback should be about behaviors that are specific, observable, and modifiable.
 - Provide specific things to work on for the next session to promote growth.
 - Provide students with target behaviors and actions they can take to reach the next level.
- Can ask patients for feedback.
- Develop a system for tracking a student’s progress over time.
 - Use google drive, notes, audio files, word document, or email to track student progress.
 - Utilize specific examples, vignettes, etc.



TESTIMONIALS

“Another thing my preceptor did is she would choose certain sessions for the day for me to give feedback to her...That was a really interesting way for me to learn how to get feedback, but also think about the patient...it also, I think, created a deeper and more trusting relationship with her. That I felt like we had a lot of mutual, genuine learning.” (Student)

“I think on a busy day, I try to at the end, at least every session do like something they did well, and something to work on.” (Preceptor)

“I usually check in with them with their log every few months...I check in with them about their personal goals, I’ll often also suggest goals for them to kind of work them towards being at more like the level of a fourth year by the time they’re done with their third-year rotation with LIC.” (Preceptor)