

Bringing Education & Service Together (BEST)

Faculty Guide - Session 4 - Giving Feedback

Learning Objectives

By the end of this session, residents will be able to:

1. Administer constructive feedback to learners
2. Explain the INSIGHT approach to feedback
3. Employ effective feedback techniques

Faculty Guides

- We offer two faculty guides below, differing primarily in the amount of time available for the session.
- If you have 60 minutes for the session, please use Faculty Guide 1.
- If you can allot more than 60 minutes for the session, use Faculty Guide 2.

Faculty Guide 1: 60-minute session

Introduction and slide presentation (10 minutes total)

- Introduction to the session on giving feedback (5 minutes)
 - Faculty introduce the session and explain the logistics of the session.
- Giving feedback: slide presentation (5 minutes)

Note: Within the PowerPoint file, please select “view” and then “notes page” in order to see the talking points recommended for each slide.

Practice giving feedback (35 minutes total)

- Residents divide into pairs (5 minutes).
- Depending upon the composition of the group, we recommend mixing up the pairs to encourage collaboration across training levels and departments.
- The more faculty members available to facilitate the small-group component of the session, the better.
- One faculty member assigned to supervise one or two pairs of residents is an ideal ratio.

- Case 1: An intern who made a clinical mistake (15 minutes total)
 - Each faculty member hands each participating resident only the instructions for his or her role, i.e., hand “Information for the resident teacher” instructions to the resident who will play the teacher first, and hand “Information for the ‘intern’” to the resident who will play the intern first.
 - Resident #1 of each pair gives feedback to the “intern” (10 minutes).
 - The faculty member watches resident #1 give feedback to resident #2.
 - Limit interruptions except to call attention to time as needed.
 - Resident #2 (the “intern”) fills out checklist then gives targeted feedback on teaching skills using the checklist (5 minutes).
 - The faculty member provides one copy of the checklist to each participating resident.
 - Resident #2, who played the “intern”, fills out the checklist.
 - It is helpful for resident #1 who played the teacher to start by giving self-feedback.
 - Next, the faculty member assists resident #2, who played the “intern”, in going through the checklist to give constructive feedback to resident #1.
- Case 2: A medical student with knowledge and attitude problems (15 minutes total)
 - Again, each faculty member hands each participating resident only the instructions for his or her role.
 - Resident #2 of each pair now gives feedback to the “intern” (10 minutes).
 - The faculty member watches resident #2 counsel the “intern” (resident #1).
 - Resident #1 (the “intern”) fills out checklist then gives targeted feedback using checklist (5 minutes).
 - The faculty member provides one copy of the checklist to each participating resident.
 - Resident #1, who played the “student”, fills out the checklist.
 - Resident #2 (teacher) can start by giving self-feedback.

- The faculty member assists resident #1 in giving checklist-guided feedback to resident #2.

Large-group summary of what was learned (10 minutes)

Faculty Guide 2: 90-minute session

Brainstorming exercise: working with learners in difficulty (10 minutes)

Faculty lead the group in a brainstorming activity based on the following prompt questions.

1. What does it mean for a medical learner to be “in difficulty”? What are some of the problems that learners can encounter?
2. If the situation was reversed, how would each participant wish to be treated if he or she was having academic/professional or personal problems?

Introduction and slide presentation (20 minutes total)

- Orientation to the session on giving feedback (5 minutes)
 - Faculty introduce the session and explain the logistics of the session.
- Orienting learners: slide presentation (5 minutes)

Note: Within the PowerPoint file, please select “view” and then “notes page” in order to see the talking points recommended for each slide.

Practice giving feedback (50 minutes total)

- Residents divide into pairs (5 minutes).
- Depending upon the composition of the group, we recommend mixing up the pairs to encourage collaboration across training levels and departments.
- The more faculty members available to facilitate the small-group component of the session, the better.
- One faculty member assigned to supervise one or two pairs of residents is an ideal ratio.
- Case 1: An intern who made a clinical mistake (20 minutes total)
 - Each faculty member hands each participating resident only the instructions for his or her role, i.e., hand “Information for the resident

teacher” instructions to the resident who will play the teacher first, and hand “Information for the ‘intern’” to the resident who will play the intern first.

- Resident #1 of each pair gives feedback to the “intern” (15 minutes).
 - The faculty member watches resident #1 give feedback to resident #2.
 - Limit interruptions except to call attention to time as needed.
- Resident #2 (the “intern”) fills out checklist then gives targeted feedback on teaching skills using the checklist (5 minutes).
 - The faculty member provides one copy of the checklist to each participating resident.
 - Resident #2, who played the “intern”, fills out the checklist.
 - It is helpful for resident #1 who played the teacher to start by giving self-feedback.
 - Next, the faculty member assists resident #2, who played the “intern”, in going through the checklist to give constructive feedback to resident #1.
- Case 2: A medical student with knowledge and attitude problems (20 minutes total)
 - Again, each faculty member hands each participating resident only the instructions for his or her role.
 - Resident #2 of each pair now gives feedback to the “intern” (15 minutes).
 - The faculty member watches resident #2 counsel the “intern” (resident #1).
 - Resident #1 (the “intern”) fills out checklist then gives targeted feedback to resident #2 (the teacher) using checklist (5 minutes), with assistance from the faculty leader.

Large-group summary of what was learned (10 minutes)