



SHOW NOTES

Giving Effective Feedback

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What is feedback: information provided to the learner to move them from where they are to where they should be.

Archery analogy - we have to:

- Agree upon the **target** with the learner (Knowing which archery target to select)
- **Observe** their behavior and performance (Watch them aim and shoot their arrow)
- **Determine** what might change the outcome (Decide which component of their performance could be modified)
- **Deliver** some actionable advice (Tell them, for example, how to adjust their hand when releasing the arrow)

Framework for delivering feedback:

Prepare!

- Know the learning objectives (i.e., course, clerkship, workshop, etc.)

“The tension between the desired and the actual performance is a strong motivating factor for the learner to improve.”

- Make the environment one which includes regular, constructive feedback
- Pay attention to the setting, delivering corrective feedback in a more private setting
- Assess the learner's readiness to receive feedback and schedule a time for feedback if now is not the right time
- Begin with the learner's self-assessment

TOLDAS - mnemonic re: giving effective feedback

- **T - Timely:** conducting your feedback session as soon as possible after the behavior allows you and the learner to consider the event while it's fresh in your minds and connect the recommendations to the desired behaviors
- **O - Observed:** setting yourself up to directly observe the learner and to provide them with feedback based upon your first-hand observations is more impactful
- **L - Limited:** don't overwhelm your learner! Select one or two key items to address
- **D - Descriptive:** providing a description about what you saw the learner do and avoiding judgements as you provide your feedback allows the learner to receive your feedback better, especially if you don't have an existing teaching relationship with the learner
- **A - Actions:** giving the learner recommendations about next steps that, based upon your experience, will help them move to the next level professionally and to implement behaviors that will help them reach their desired goal
- **S - Specific:** Be specific about the recommendations you're providing and target changeable behaviors to the learner can apply your feedback

Closing the loop:

- Establish a practical plan for addressing the issues you've discussed with the learner
- Check for the learner's interpretation of your feedback. Use the **Ask – tell – ask** approach to confirm their understanding
- Expect to have to give repetitive feedback. Change in behavior takes time. You've got to give the learner time, which equals experiences so they can practice and apply the recommendations you've agreed upon

Action Steps:

1. Prepare for feedback - establish objectives/targets
2. Do it! The more you deliver objective, timely feedback, the more you begin to develop that habit of providing feedback
3. Solicit the learner's self assessment then deliver objective, not judgmental, information to help get them to the desired target
4. Ask the learner to suggest ways to improve
5. Check and, if needed, clarify the interpretation of the feedback

Resources:

TOLDAS mnemonic for key aspects of feedback: [http://www.kumc.edu/school-of-medicine/som-faculty-affairs-and-development-\(fad\)/preceptor-resources/preceptor-pearls/toldas-mnemonic-for-key-aspects-of-feedback.html](http://www.kumc.edu/school-of-medicine/som-faculty-affairs-and-development-(fad)/preceptor-resources/preceptor-pearls/toldas-mnemonic-for-key-aspects-of-feedback.html)

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