

Starting University Clinical Careers Efficiently, Scholarly, and Successfully

Giving Feedback in the Clinical Setting

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Outline

Definitions of feedback

Setting the stage

Making your observations

The ARTful feedback
framework

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Special Communication

Feedback in Clinical Medical Education

Jack Ende, MD

• In the setting of clinical medical education, feedback refers to information describing students' or house officers' performance in a given activity that is intended to guide their future performance in that same or in a related activity. It is a key step in the acquisition of clinical skills, yet feedback is often omitted or handled improperly in clinical training. This can result in important untoward consequences, some of which may extend beyond the training period. Once the nature of the feedback process is appreciated, however, especially the distinction between feedback and evaluation and the importance of focusing on the trainees' observable behaviors rather than on the trainees themselves, the educational benefit of feedback can be realized. This article presents guidelines for offering feedback that have been set forth in the literature of business administration, psychology, and education, adapted here for use by teachers and students of clinical medicine.

(JAMA 1983;250:777-781)

The Nature of Feedback

The concept of feedback—information that a system uses to make adjustments in reaching a goal—was first appreciated by rocket engineers in the 1940s and has since been applied in many fields. The father of cybernetics, Norbert Wiener,¹ was one of the first to extend the concept to the humanities:

Feedback is the control of a system by reinserting into the system the results of its performance. If these results are merely used as numerical data for criticism of the system and its regulation, we have the

“Without feedback, mistakes go uncorrected, good performance is not reinforced and clinical competence is achieved incidentally or not at all.”

Ende, JAMA 1983

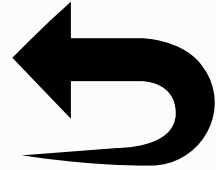
Defining feedback

Specific information about a trainee's observed behaviors compared to a standard, given with intent to improve performance

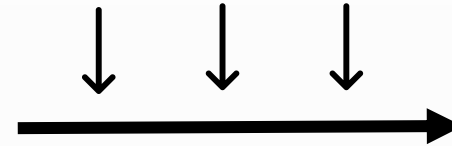
More definitions of feedback



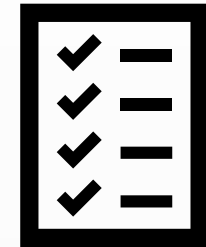
Reinforcing



Corrective



Formative



Summative

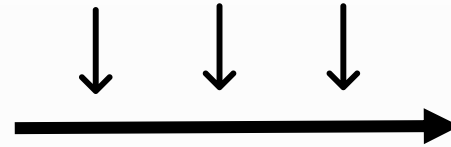
More definitions of feedback



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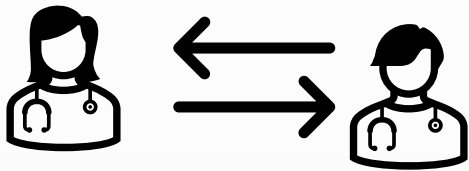
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Creating psychological safety in the learning environment



Flatten
hierarchy



Inclusivity
build rapport



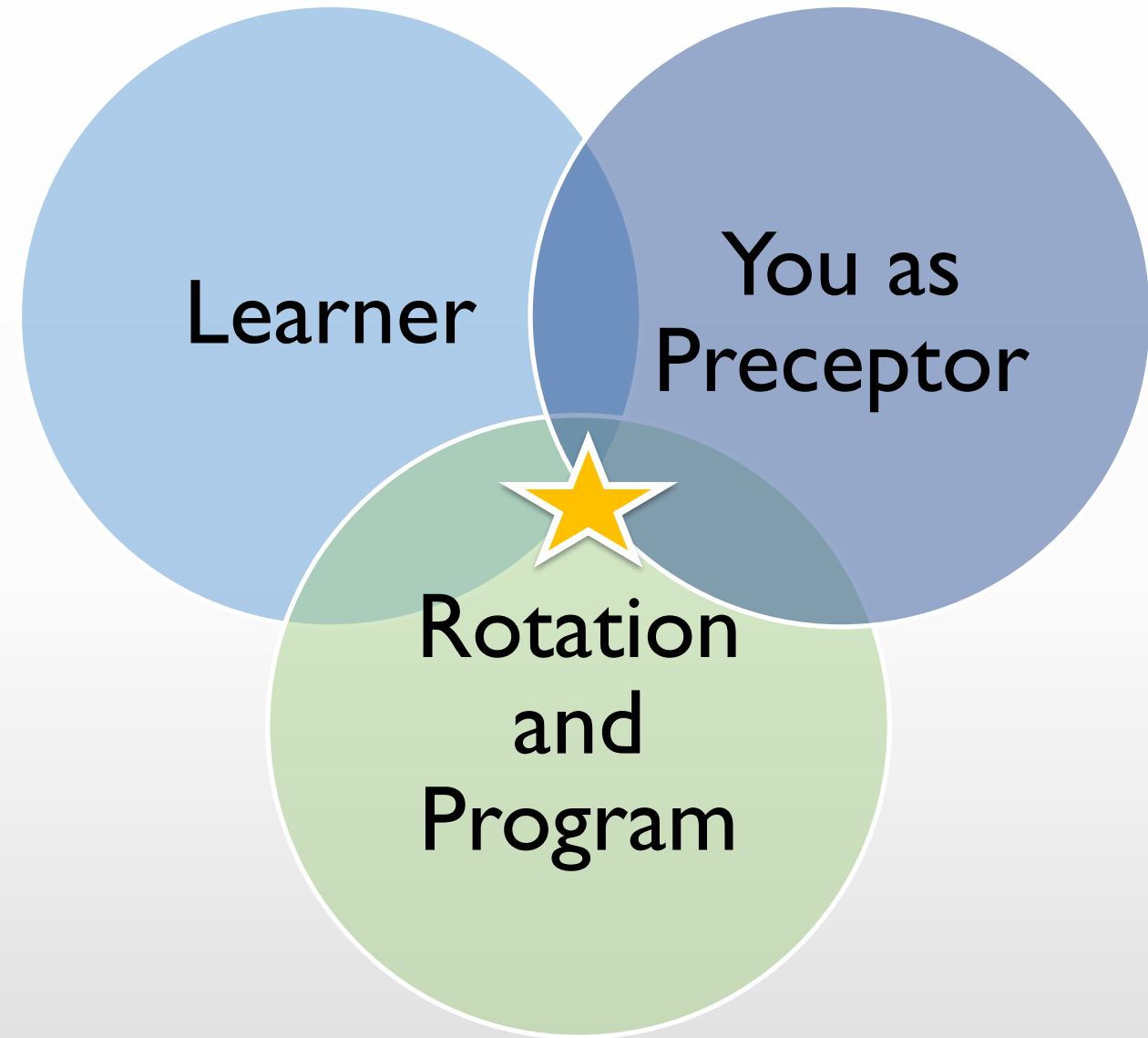
Promote
autonomy and
self efficacy



Give clear
expectations

Coconstructing learning goals

Start with the learner



Outline

Definitions of feedback

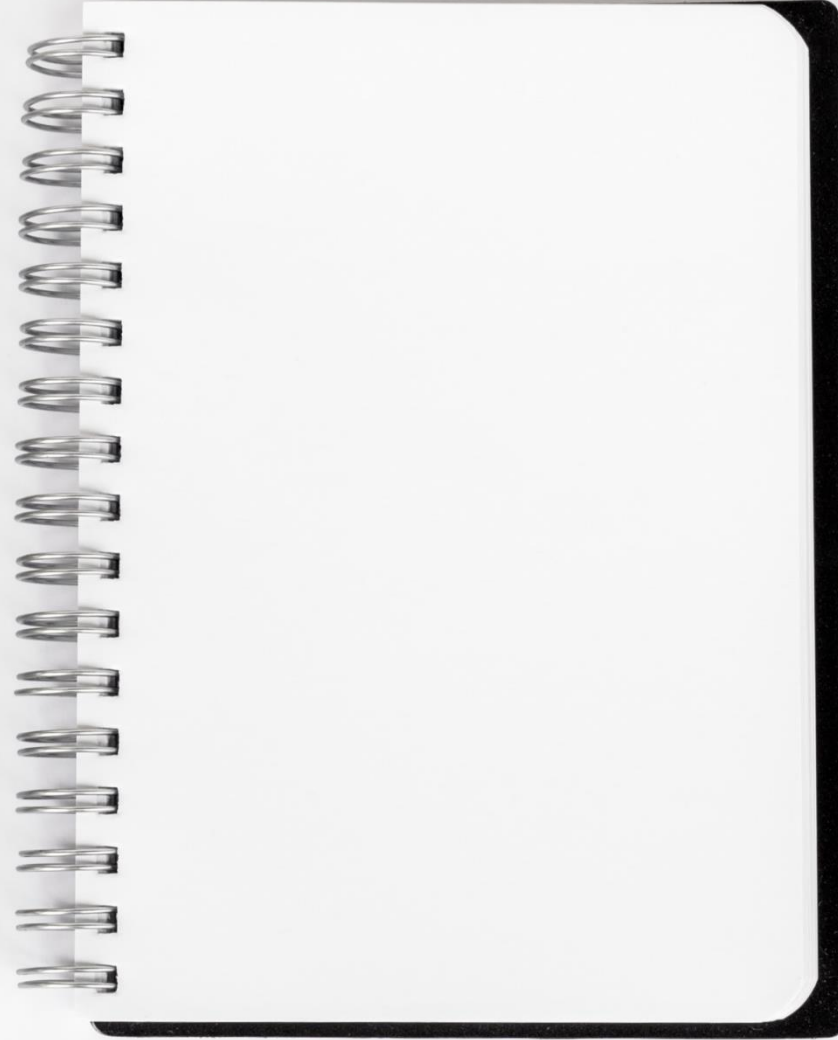
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TRACK IT!



Outline

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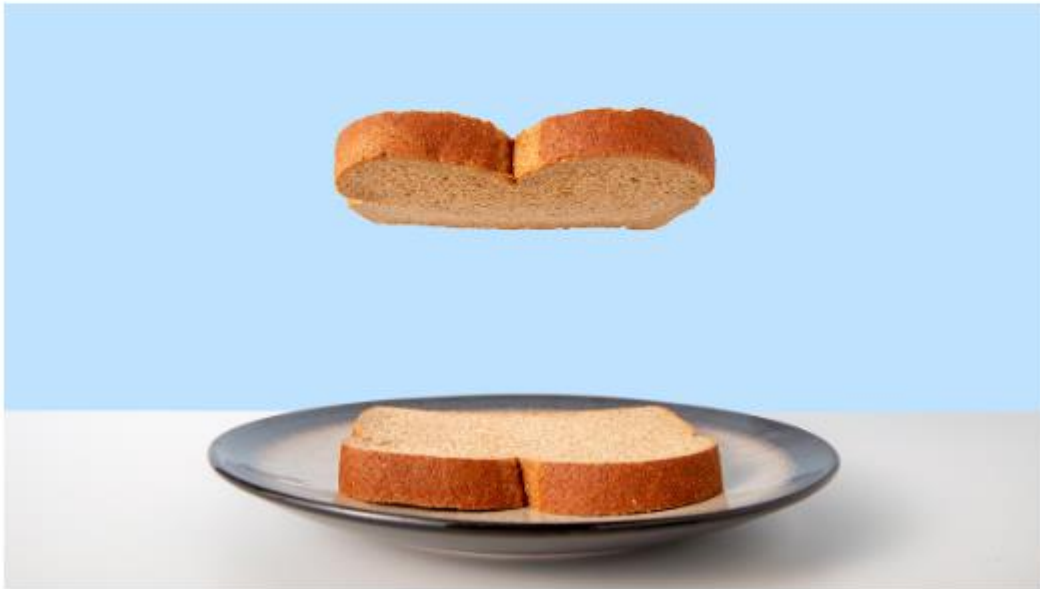
**The ARTful feedback
framework**

Giving Feedback

The “Sandwich Approach” Undermines Your Feedback

by Roger Schwarz

April 19, 2013



PM Images/Getty Images

Moving away from
“Sandwich Approach”

Source: <https://hbr.org/2013/04/the-sandwich-approach-undermin>

A watercolor background with a color gradient from purple on the left to yellow and orange on the right. A white silhouette of a hand holding a pen is positioned on the right side, overlapping the watercolor and the text area.

ARTful feedback Conversations

Source:

American Academy on Communication in HealthCare

ARTful feedback Conversations

Ask the learner for their reflection

Assessing readiness to receive feedback

Asking for self-assessment on pre-discussed goals

Offer support

Source:

American Academy on
Communication in HealthCare

ARTful feedback Conversations

Ask the learner for their reflection

Respond to what the learner shared

Opportunity to display partnership,
empathy, acknowledgement, respect,
legitimation and support

Source:
American Academy on
Communication in HealthCare

ARTful feedback Conversations

Ask the learner for their reflection

Respond to what the learner shared


Tell the learner your perspective

Grounded in observations of specific behaviors


Source:
American Academy on
Communication in HealthCare

Demonstration available on EDU 2024 Module

Feedback is an ART form



Giving feedback is something educators will need to provide to their learners. Using the clinical setting as an example, all faculty can learn the art of "**Giving Feedback**" in this [EDU 2024](#) module presented by [Dr. Reuben Arasaratnam](#), Associate Professor of Internal Medicine. Develop and improve your feedback skills today!



ARTful feedback conversations

The [Office of Faculty Development](#), in partnership with the [Southwestern Academy of Teachers \(SWAT\)](#), encourages you to access the full video of [Dr. Reuben Arasaratnam](#) and others included in **EDU (Educator Development at UTSW) 2024!**

Additional Information and Resources

- I. **Podcast:** “Optimize your Feedback Conversations with Dr. Calvin Chou”, The Curbsiders Teach, Episode 1, 12/14/2021

- II. **X (formerly Twitter) Threads:** Pinned threads about Feedback by Drs. Jennifer Spicer and Geoff Stetson, @MedEdTagTeam

- III. **Review Article:** “Twelve tips for effectively giving feedback in the clinical environment.” Subha Ramani, Sharon Krackov. Med Teach 2012; 34(10): 787-91.

Giving Feedback in the Clinical Setting

Summary of Key Points

- Cultivate a feedback environment
- Set clear expectations at the beginning
- Make and record observations
- Utilize frameworks – Ask, Respond, Tell

Starting **U**niversity **C**linical **C**areers **E**fficiently, **S**cholarly, and **S**uccessfully



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