

# Effective Feedback

TABLE 2

Keys to a successful feedback encounter

| Do's   | Don'ts  |
|--|---|
| Be constructive                                    | Avoid judgmental statements   |
| Be direct  | Avoid hearsay   |
| Be specific  | Avoid generalizations   |
| Be timely, as close as possible to the interaction | Avoid delaying appointments (days or weeks later)   |
| Collect first-hand experience                      | Avoid second-hand or third-hand observations if possible  |
| Focus on modifiable behaviors                      | Do not focus on personality   |
| Focus on decisions and actions                     | Avoid projecting intentions on the student's actions, making assumptions, and over-interpreting the situation. Do not assume the student knows the consequences of continuing specific behaviors. |
| Limit the amount of feedback                       | Avoid a laundry list  |
| Be an ally   | Do not be an adversary  |
| Have the student summarize key components          | Do not assume understanding   |
| Set action and follow-up plans                     | Do not assume behavior-change will occur without follow-up  |
| Document the encounter                             | Do not rely on your memory  |

To the Point: Medical Education Reviews – Providing Feedback; Bienstock JL, et al. AJOG. 2007;196:508-13.

## Be Brief

→ Minute or less. If more is needed, break into different pieces or ask learner to comment before moving on.

## Anticipate “reactive” initial responses

→ E.g., Defensive, denial, blaming, crying  
→ Emphasize feedback is part of the process to achieving goal.

