Annotated Bibliography

Giving Effective Feedback
Sean P. Kelly, MD and Amy Ship, MD

  
  *Hailed as the classic article on the principles of providing effective feedback, Ende provides a framework for the feedback process, distinguishes between feedback and evaluation, and emphasizes the importance of focusing on observable behaviors of the trainees rather than on the trainees themselves.*

  
  *This paper explores why giving effective feedback is difficult, and then offers ways to overcome obstacles to having a constructive yet balanced discussion with the learner.*

- Selections from the “Teaching on the Run” series, published by The Medical Journal of Australia
  

  
  *This paper reviews several types of difficulties encountered by physician educators and suggests strategies for preventing, assessing, and working effectively with challenging students in the clinical setting. Specific attention is directed to the impaired learner.*

  
  *This article describes a framework for identifying residents’ problems and outlines strategies for intervention. The authors consider what teacher and systems factors may contribute to the problem, and advise that the resident should be involved in every step of the feedback and intervention process.*

  
  *Authors Lucas and Stallworth present a mnemonic (TIPS – type, identify, perception, and strategies) to help clinical teachers remember how to approach learners with specific difficulties and give them feedback.*