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# Learner Feedback Challenges

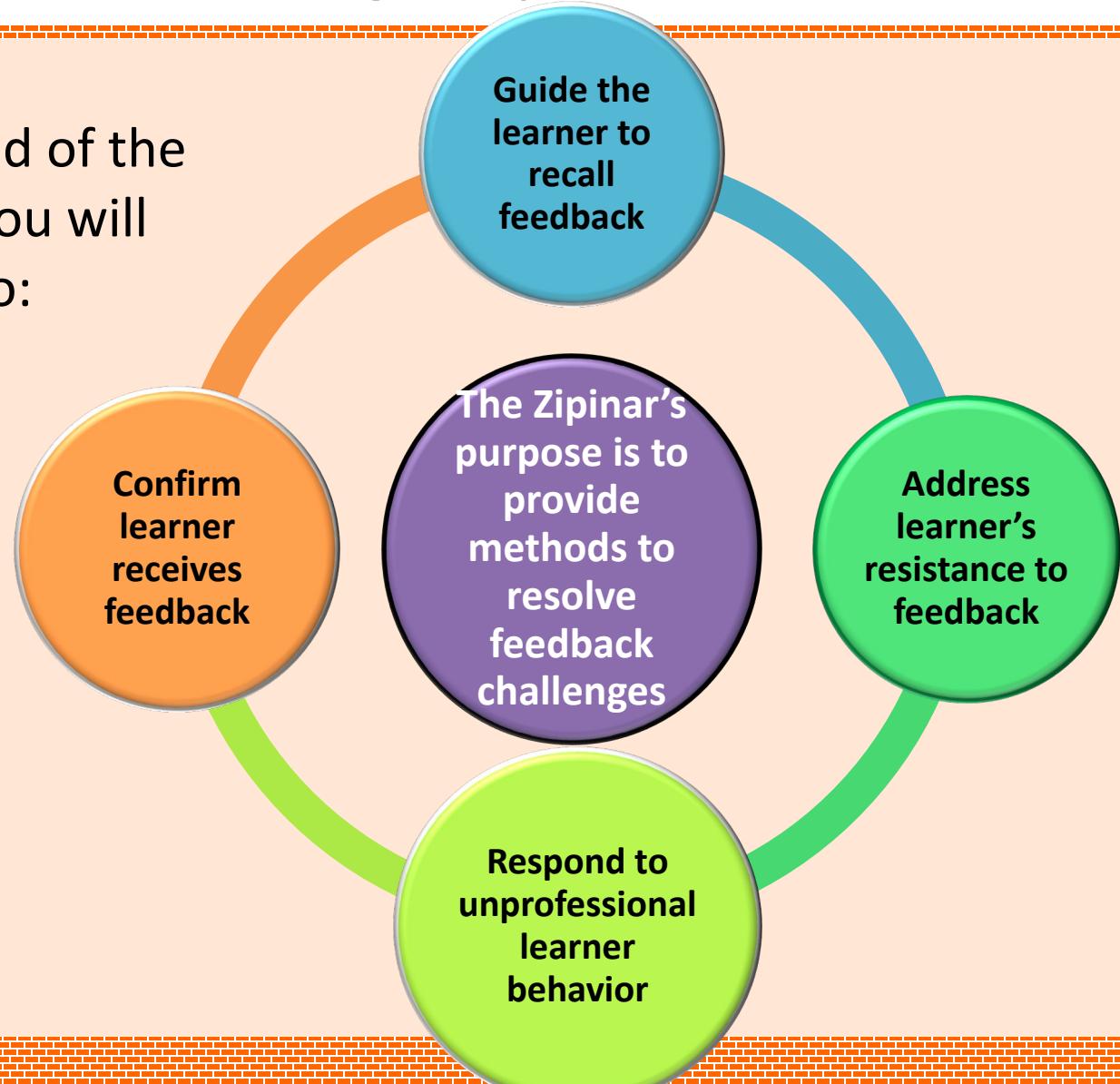
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# Goal and Learning Objectives

By the end of the Zipinar, you will be able to:



# Learner doesn't recognize feedback

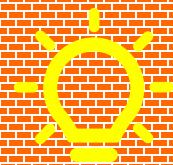


**Case A.** David was in the middle of the interview with a patient when he noticed that Dr. Green was watching him intently. Afterwards in the hallway, Dr. Green talked about David's need to ask some specific questions about the patient's chief complaint. David said OK. David later realized he had missed an important fact and could have harmed the patient. Dr. Green had told him, but David neither realized it nor followed up with the patient.



**Challenge:** Oftentimes, all does not go smoothly in a learner's feedback session and you feel like you hit a brick wall.

Learners have reported on the AAMC Graduate Questionnaire and course evaluations that they never receive enough feedback. Its too late, or incomplete although appropriate feedback is given. ***How to ensure your feedback is received by the learner?***



**Solution:** After an incident worthy of feedback, announce to the learner that this is feedback. This is information that **the learner needs to pay attention to improve**. Feedback is not advice or an evaluation. Feedback is specific, important information.



# Learner doesn't understand feedback

**Case B.** Leslie nodded her head as Dr. Wynn explained how to improve her oral presentation skills. After thanking him, she left and had no idea what he was talking about.

When Leslie presented the next patient in front of Dr. Wynn and stumbled through her presentation, he just stared angrily at her.



**Challenge:** The learner obviously was not paying attention to the feedback suggestions or just didn't get it. Perhaps Dr. Wynn's feedback was not clear or too general. Leslie didn't ask any questions. ***How to ensure that the learner comprehends your feedback?***



**Solution:** After explaining to Leslie, Dr. Wynn should ask her to teach-back what he said. He would have known that she wasn't getting his message and could then restate it in different terms. The Teach-back method may also reveal Leslie's poor self-confidence that contributed to her confusion.



# Learner resists/ignores feedback

**Case C.** Jared is quite confident in his abilities and did not appreciate it when Dr. Rivera told him he should be doing it differently. When continuing with the patient, Jared resumed what he was doing and ignored Dr. Rivera's comments.



**Challenge:** When a learner thinks he knows best in what he is doing and does not accept any feedback, then the question remains to let the learner fail or to stop the learner from continuing. *How to avoid the gap between your feedback and learner's self-assessment of personal knowledge.*



**Solution:** Jared's failure to engage in Dr. Rivera's feedback is unprofessional. When Dr. Rivera's realized that Jared isn't accepting her thoughts, she should ask him to give her some feedback on her feedback. Perhaps then, she can see where she needs to emphasize the specific points she was trying to make. Jared's skill self-assessment did not match Dr. Rivera's comments and that was the gap. Dr. Rivera should also explore and understand with Jared the professionalism issue.



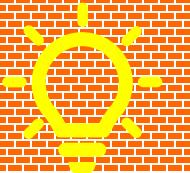
# Learner acts inappropriately



**Case D.** Niki came into Dr. Lake's office and slammed the door. She was obviously burnt out and angry beyond talking. Dr. Lake told her to calm down and discuss the situation with him. She shouted that her patient contradicted her treatment plan and was so abusive that she said something awful and wanted to hit the obnoxious and repulsive patient.



**Challenge:** When a learner acts inappropriately by expressing strong unwanted emotional actions or unprofessional talk, then the feedback needs to be given cautiously. ***How to provide beneficial feedback to a learner's unprofessional behavior?***



**Solution:** A learner with a professionalism issue requires different feedback to calm and engage the learner. First, it is necessary to clarify all the verbal and nonverbal facts of the behavior from all who are involved. Secondly, proceed with how your institution treats unprofessionalism. Always document in writing what was said. For your learner, provide constructive and lifelong learning steps to overcome the situation and avoid punitive measures.



# Learners act inappropriately

**Case E.** The course director discovered that a group of medical students had received answers to the final exam ahead of time and shared it with a limited number of fellow students. They lied about it and a fight broke out during the exam between the peers disrupting the exam for all.



**Challenge:** Cheating on exams is an old behavior that unfortunately remains with the increasing pressure to perform with an exponential amount of medical information. Being dishonest and disruptive with a test doubles the unprofessionalism *How to provide beneficial feedback to learners' dishonest and disrespectful behaviors?*



**Solution:** Obviously, cheating and fighting are not acceptable professional behaviors. Feedback from the leadership should include personal accountability and contextual causes. The institution's policies indicate any punitive action. In addition, feedback should include identifying why the students had to cheat and lie. Responding to the involved students' self-assessment of their actions will assist in developing feedback steps to prevent future actions.



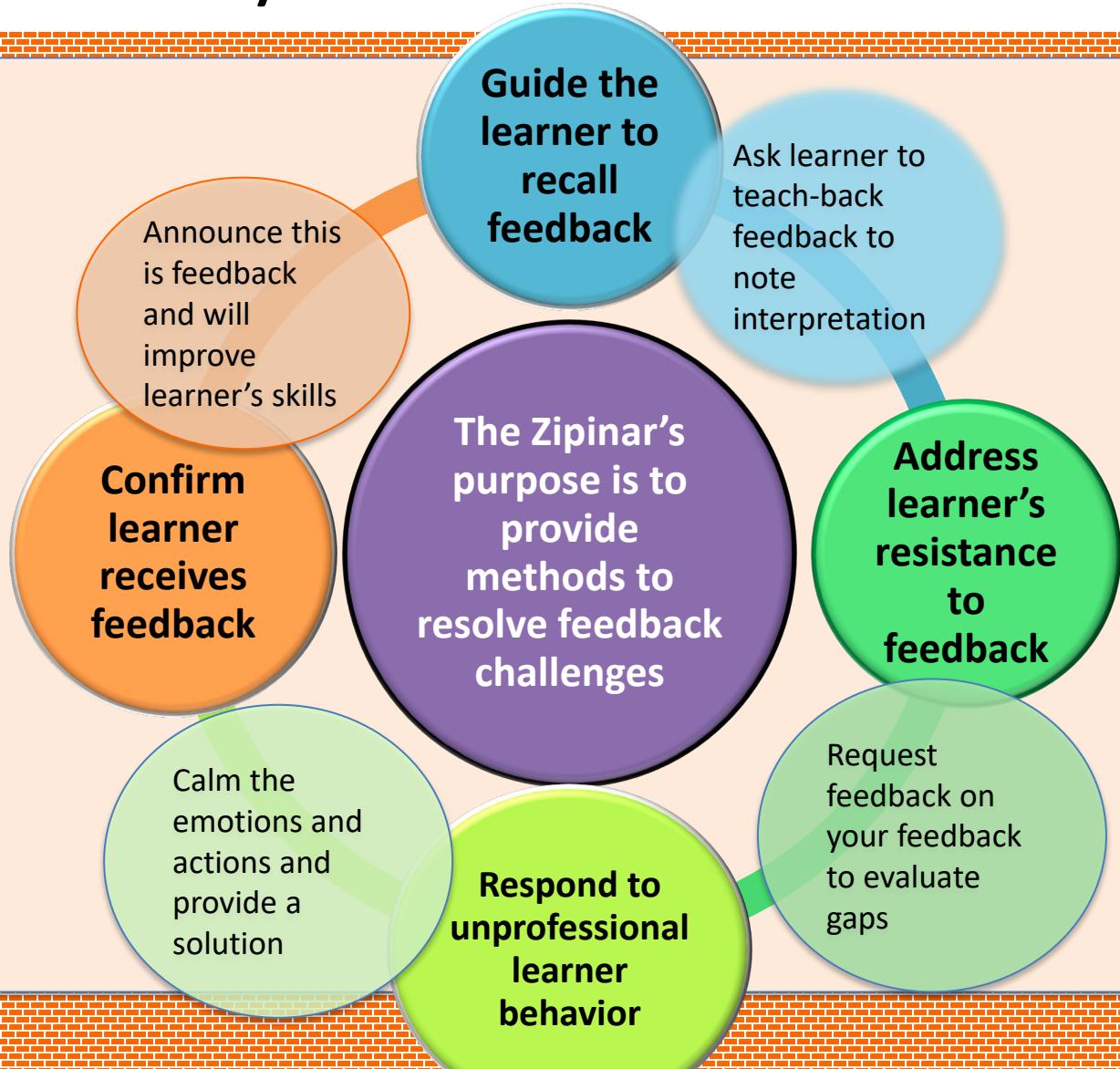
# Ask Yourself

After giving a learner feedback:

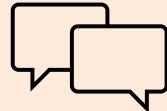
- What went well?
- What problems did you encounter?
- What other strategies could have been used?
- What was the most difficult thing to discuss?
- What was the easiest?



# Key Takeaways



# Share Your Feedback



The cases in this Zipinar represent a small number of different challenges to giving feedback:

Case A: Learner doesn't recognize given feedback

Case B: Learner doesn't understand the feedback provided

Case C: Learner fails to accept the accuracy of the feedback

Case D: Learner needs feedback for acting inappropriately

Case E: Learners as a group requiring feedback for unprofessional behaviors

Please share your challenging experiences with feedback by emailing

[Gail.MarchCohen@umassmed.edu](mailto:Gail.MarchCohen@umassmed.edu) to expand this topic.



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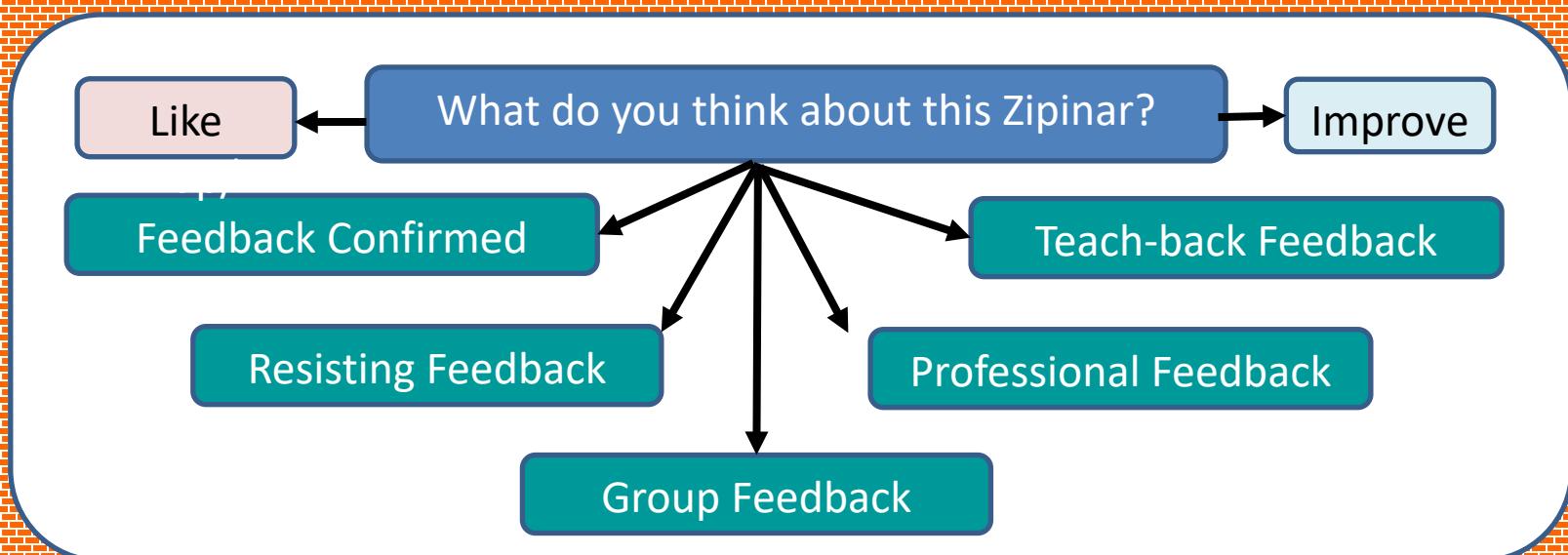
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For Residents, fellows, graduate students and medical students; please enter your name and site so that UMMS and your clinical site knows you viewed this Zipinar.

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