

2018-11-08: Mixed Messages or Miscommunication? Relationship between Assessor's WBA Scores and Written Comments

The following links were shared during the chat:

- Mixed Messages or Miscommunication? Investigating the Relationship Between Assessors' Workplace-Based Assessment Scores and Written Comments <https://insights.ovid.com/crossref?an=00001888-201712000-00040>
- Writing Medical Student and Resident Performance Evaluations: Beyond "Performed as Expected" <http://pediatrics.aappublications.org/content/133/5/766>
- Narrative descriptions should replace grades and numerical ratings for clinical performance in medical education in the United States <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3836691/>
- Deliberate Practice and the Acquisition and Maintenance of Expert Performance in Medicine and Related Domains <https://insights.ovid.com/pubmed?pmid=15383395>
- Mind the Gap <http://www.gegensatzpress.com/gap>



MedEd Chat @MedEdChat8 hours ago

Welcome to the [#mededchat](#) (US) I am your moderator for the next hour [@alliance4clined](#) [#meded](#)



MedEd Chat @MedEdChat8 hours ago

The [#mededchat](#) topic & questions will be announced in a moment...for now, please introduce yourselves [#meded](#)



Gary Beck Dallaghan @GLBDallaghan8 hours ago

[@MedEdChat](#) Gary here in North Carolina still recovering from [#AAMC18](#) [#mededchat](#)



MedEd Chat @MedEdChat8 hours ago

If you are tuning in to the [#mededchat](#), remember to use the [#meded](#) AND [#mededchat](#) hashtag and try to answer with the Topic numbers (T1, T2, T3)



MedEd Chat @MedEdChat8 hours ago

We will assume that all of your tweets are your own during this hour unless otherwise stated [#meded](#) [#mededchat](#)



MedEd Chat @MedEdChat8 hours ago

T1: Of what value are written comments on [#medstudent](#) and resident patient care performance evaluations? [#mededchat](#) [#meded](#)



Gary Beck Dallaghan @GLBDallaghan8 hours ago

[@MedEdChat](#) T1 [#mededchat](#) I think it depends on how honest the preceptor can be. If they are meant to be formative and constructive critiques are made, great. Many summative evals are empty platitudes. [#meded](#)



Alliance4ClinEd @Alliance4ClinEd8 hours ago

[@GLBDallaghan](#) [@MedEdChat](#) T1 [#mededchat](#) Summative evals for [#medstudents](#) go into the MSPE, so no clerkship director will harm their chances with so-called negative comments.



MedEd Chat [@MedEdChat8 hours ago](#)

[@Alliance4ClinEd](#) [@GLBDallaghan](#) T1 What about for resident performance? Many times those also seem to lack depth. Or at the very most say "read more". How does that help them? [#mededchat](#) [#meded](#)



Kristina Dzara, PhD, MMSc [@kristinadzara8 hours ago](#)

RT [@MedEdChat](#): The [#mededchat](#) topic & questions will be announced in a moment...for now, please introduce yourselves [#meded](#)



Kristina Dzara, PhD, MMSc [@kristinadzara8 hours ago](#)

RT [@MedEdChat](#): T1: Of what value are written comments on [#medstudent](#) and resident patient care performance evaluations? [#mededchat#meded](#)



Kristina Dzara, PhD, MMSc [@kristinadzara8 hours ago](#)

RT [@MedEdChat](#): Join the [#mededchat](#) on Thursday, 11/8 at 9PM Eastern/NYC as we discuss We will be discussing Mixed Messages or Miscommunicati...



Kristina Dzara, PhD, MMSc [@kristinadzara8 hours ago](#)

RT [@MedEdChat](#): [@Alliance4ClinEd](#) [@GLBDallaghan](#) T1 What about for resident performance? Many times those also seem to lack depth. Or at the...



MedEd Chat [@MedEdChat8 hours ago](#)

[@BJBRoman](#) Welcome to [#mededchat](#)



Jennifer K. Chen, MD FAAP [@DrJenChen4kids8 hours ago](#)

[@MedEdChat](#) T1: I remember receiving many unhelpful generic comments as a learner, so now I always try to give feedback on specific incidents/behaviors, both in writing and in person verbally [#mededchat](#)



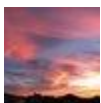
Marty Muntz [@mmteacherdoc8 hours ago](#)

T1- They can be extremely valuable to students, especially if teachers have training in writing comments and if comments are explicitly meant for formative feedback. [#mededchat](#)



Jennifer K. Chen, MD FAAP [@DrJenChen4kids8 hours ago](#)

[@MedEdChat](#) Jennifer from San Diego, multitasking on call again [#mededchat](#)



Paul Haidet [@myheroistrane8 hours ago](#)

I like to use the open text boxes on student/resident evals to make "educational prescriptions" ... eg "here's what I want you to practice over the next few weeks..." [#mededchat](#)



Gary Beck Dallaghan [@GLBDallaghan8 hours ago](#)

[@mmteacherdoc](#) T1 I found this interesting recommendation that builds off of Lou Pangaro's R-I-M-E schema as a way to write comments <https://t.co/2pvJlgoctQ> [@COMSEPediatrics](#) [#mededchat](#)



Brenda Roman [@BJBRoman8 hours ago](#)

[@MedEdChat](#) [@Alliance4ClinEd](#) [@GLBDallaghan](#) [#meded](#) needs to do a better job in giving deep and meaningful feedback-getting at deliberate practice. No NBA player ever got better by being told to simply read more, I bet. [#mededchat](#)



MedEd Chat [@MedEdChat8 hours ago](#)

RT [@BJBRoman](#): [@MedEdChat](#) [@Alliance4ClinEd](#) [@GLBDallaghan](#) [#meded](#) needs to do a better job in giving deep and meaningful feedback-getting at d...



MedEd Chat [@MedEdChat8 hours ago](#)

RT [@myheroistrane](#): I like to use the open text boxes on student/resident evals to make “educational prescriptions” ... eg “here’s what I wa...



Alliance4ClinEd [@Alliance4ClinEd8 hours ago](#)

[@myheroistrane](#) [@MedEdChat](#) T1 Do any [#medstudents](#) or residents come back and ask you to change those because it might make them look bad? [#mededchat](#)



Marty Muntz [@mmteacherdoc8 hours ago](#)

T1- and when specific deficiencies are observed, it is vital to document. Otherwise, learners are presumed to be doing well by course/program directors. Same for evals of teachers by learners. [#mededchat](#)



Brenda Roman [@BJBRoman8 hours ago](#)

[@Alliance4ClinEd](#) [@myheroistrane](#) [@MedEdChat](#) Unfortunately yes. With all the pressures of the match, they are fearful that even one “negative” comment will harm them. We need to focus on learning [#mededchat](#)



Marty Muntz [@mmteacherdoc8 hours ago](#)

[@myheroistrane](#) We have added a box specifically for this purpose on the clerkship assessment forms at [@MedicalCollege](#) of Wisconsin. This box doesn’t go to the MSPE. [#mededchat](#)



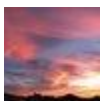
Alliance4ClinEd [@Alliance4ClinEd8 hours ago](#)

[@mmteacherdoc](#) T1 In so doing are you advocating for more forward feeding of [#medstudent](#) performance across clerkships (particularly the block schedule variety)? [#mededchat](#)



Leigh Patterson [@LeighPatterson8 hours ago](#)

[@MedEdChat](#) [@Alliance4ClinEd](#) [@GLBDallaghan](#) It doesn’t help. Milestones with behaviorally anchored descriptions haven’t helped as much as we hoped. [#MedEd](#) [#MedEdChat](#)



Paul Haidet [@myheroistrane8 hours ago](#)

[@Alliance4ClinEd](#) [@MedEdChat](#) I have never experienced that, maybe because the comments have a more neutral feel... [#mededchat](#)



Jennifer K. Chen, MD FAAP [@DrJenChen4kids8 hours ago](#)

[@myheroistrane](#) [@MedEdChat](#) When I do verbal feedback I ask the students/residents what they want to keep working on for rest of rotation or next time on wards. I include “we discussed working on ____” in comments to help remind them too [#mededchat](#)



Gary Galante [@GalanteMD8 hours ago](#)

T1 [#meded](#) [#mededchat](#) written feedback as narrative can be very helpful for formative/summative purposes, in current imperfect system. In future, competency by design [@Royal College](#) will encourage written feedback of observed performance as a tool for coaching (eg instructive)



Gary Beck Dallaghan [@GLBDallaghan8 hours ago](#)

[@LeighPatterson](#) [@MedEdChat](#) [@Alliance4ClinEd](#) T1 That's partly because you are just using another scale...it just has more words in it for the anchors. Busy preceptors figure that out pretty quickly. [#mededchat](#)



MedEd Chat [@MedEdChat8 hours ago](#)

T2: As this study from Sebok-Syer highlights, there is often "hidden code" in narrative comments. What impact might this have on [#medstudent](#) trust in evaluations? <https://t.co/ScGOX6UydD> [#mededchat](#) [#meded](#)



Gary Beck Dallaghan [@GLBDallaghan8 hours ago](#)

[@myheroistrane](#) [@Alliance4ClinEd](#) [@MedEdChat](#) T1 But you think they are specific enough to help the learner improve? [#mededchat](#)



Leigh Patterson [@LeighPatterson8 hours ago](#)

[@Alliance4ClinEd](#) [@myheroistrane](#) [@MedEdChat](#) We have a formal policy for addressing [#medstudents](#) who wish to contest these. Very few actually changed [#mededchat](#)



MedEd Chat [@MedEdChat8 hours ago](#)

[#mededchat](#) T1 Good idea!



Marty Muntz [@mmteacherdoc8 hours ago](#)

[@Alliance4ClinEd](#) Personally? Absolutely. This is truly "need to know." We have an obligation to current and future patients to ensure competence. And to our students to push them to addressing learning/skill gaps. [#mededchat](#)



Gary Beck Dallaghan [@GLBDallaghan8 hours ago](#)

[@MedEdChat](#) T2 [#mededchat](#) I don't know if it would erode trust, but it would certainly motivate them to get those coded comments more often



Leigh Patterson [@LeighPatterson8 hours ago](#)

RT [@GLBDallaghan](#): [@LeighPatterson](#) [@MedEdChat](#) [@Alliance4ClinEd](#) T1 That's partly because you are just using another scale...it just has more...



Alliance4ClinEd [@Alliance4ClinEd8 hours ago](#)

RT [@mmteacherdoc](#): [@Alliance4ClinEd](#) Personally? Absolutely. This is truly "need to know." We have an obligation to current and future patie...



Alliance4ClinEd [@Alliance4ClinEd8 hours ago](#)

T2 [#mededchat](#) Some [@COMSEPediatrics](#) members wrote this piece about foregoing grades altogether in clinical [#meded](#) for narrative comments. Thoughts? <https://t.co/22BAmEgzTz>



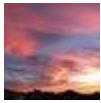
Leigh Patterson [@LeighPatterson8 hours ago](#)

[@GLBDallaghan](#) [@MedEdChat](#) [@Alliance4ClinEd](#) Agree completely. My favorite directions for colleagues - tell the learner what they did well (and should continue to do); what they should do differently tomorrow; and WHY doing it differently is important [#mededchat](#)



Marty Muntz [@mmteacherdoc8 hours ago](#)

[@DrJenChen4kids](#) [@myheroistrane](#) [@MedEdChat](#) I also do this. Hope it shows residency directors that the student is good at self-assessment & dedicated to ongoing professional development. [#mededchat](#)



Paul Haidet [@myheroistrane8 hours ago](#)

[@GLBDallaghan](#) [@Alliance4ClinEd](#) [@MedEdChat](#) When a music student has a lesson, the teacher makes specific recommendations for what and how to practice, thus attempting to enable high quality practice. I try to do that too. [#mededchat](#) [#meded](#) <https://t.co/oMGoQgzRtc>



Alliance4ClinEd [@Alliance4ClinEd8 hours ago](#)

T1 [#mededchat](#) This is a great plan for [#feedback](#) as you have given direction for an immediate change. How successful are you at following up with them regularly?



Celeste Royce [@croyce628 hours ago](#)

[@MedEdChat](#) T1 [#mededchat](#) they are frustratingly unhelpful. time constraints work against a comprehensive assessment, and the use of summative comments in the MSPE limits honesty.



Alliance4ClinEd [@Alliance4ClinEd8 hours ago](#)

RT [@croyce62](#): [@MedEdChat](#) T1 [#mededchat](#) they are frustratingly unhelpful. time constraints work against a comprehensive assessment, and the...



Jennifer K. Chen, MD FAAP [@DrJenChen4kids8 hours ago](#)

[@MedEdChat](#) [@Alliance4ClinEd](#) [@GLBDallaghan](#) Hah, the ubiquitous “read more...” Better to set specific goals like doing 5 PREP (peds boards) practice questions or reading 1 article relating to a patient next week...I like bringing in Peds in Review because they include questions for reinforcement [#mededchat](#)



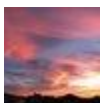
Marty Muntz [@mmteacherdoc8 hours ago](#)

[@BJBRoman](#) [@MedEdChat](#) [@Alliance4ClinEd](#) [@GLBDallaghan](#) I definitely agree. And we also need to teach students/residents about growth mindset. And transition our system to “assessment for learning” instead of “assessment of learn.” Current system rewards students/residents for hiding their weaknesses. [#mededchat](#)



Brenda Roman [@BJBRoman8 hours ago](#)

[@Alliance4ClinEd](#) [@COMSEPediatrics](#) T2. If narrative comments were truly focused on the growth of the student, then yes, but I fear that in most cases it would not happen. [#mededchat](#)



Paul Haidet [@myheroistrane8 hours ago](#)

T2: need to consider the relational context in which eval comments occur: weaker relationship = students more likely to look for hidden meanings and code words. Stronger relationship = students more likely to adopt true meaning of the words. [#mededchat](#)



MedEd Chat [@MedEdChat8 hours ago](#)

RT [@mmteacherdoc](#): [@BJBRoman](#) [@MedEdChat](#) [@Alliance4ClinEd](#) [@GLBDallaghan](#) I definitely agree. And we also need to teach students/residents abou...



Marty Muntz [@mmteacherdoc8 hours ago](#)

[@GLBDallaghan](#) [@MedEdChat](#) Or avoid certain “coded comments” - such as “punctual” and “completed tasks assigned to him/her”. Kiss of death. [#mededchat](#)



MedEd Chat [@MedEdChat8 hours ago](#)

RT [@myheroistrane](#): T2: need to consider the relational context in which eval comments occur: weaker relationship = students more likely to...



Alliance4ClinEd [@Alliance4ClinEd8 hours ago](#)

[@myheroistrane](#) [@MedEdChat](#) T2 With the struggles identify preceptors can you think of any solutions to strengthen the physician to learner relationship? [#mededchat](#)



Marty Muntz [@mmteacherdoc8 hours ago](#)

[@Alliance4ClinEd](#) [@COMSEPediatrics](#) Wow - if we do this and [#MakeUSMLEPassFail](#), we'll truly transform [#meded](#). [#mededchat](#)



MedEd Chat [@MedEdChat8 hours ago](#)

[@mmteacherdoc](#) [@BJBRoman](#) [@Alliance4ClinEd](#) [@GLBDallaghan](#) T2 Perhaps a greater change needs to occur then at the [#GME](#) level to ensure program directors are on the same page. Otherwise it will always be business as usual. [#mededchat](#)



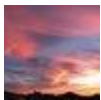
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Brenda Roman [@BJBRoman8 hours ago](#)

[@Alliance4ClinEd](#) [@myheroistrane](#) [@MedEdChat](#) This is where a longitudinal longer term relationship is important [#mededchat](#)



Paul Haidet [@myheroistrane8 hours ago](#)

I think it's also difficult for many clinicians (operating at unconscious competence level) to write useful comments, because it is hard to articulate what is specifically wrong; they just know that it's wrong. [#mededchat](#)



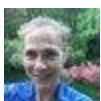
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RT [@myheroistrane](#): I think it's also difficult for many clinicians (operating at unconscious competence level) to write useful comments, be...



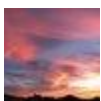
MedEd Chat [@MedEdChat8 hours ago](#)

T3: What can be done to help preceptors bring "hidden code" into the light of direct, honest comments? [#mededchat](#) [#meded](#)



Celeste Royce [@croyce627 hours ago](#)

[@Alliance4ClinEd](#) [@myheroistrane](#) [@MedEdChat](#) [#mededchat](#) T2 longitudinal relationships, getting to know one another off the clock. as the preceptor, sharing what motivates you, what your passions are both in and out of medicine.



Paul Haidet [@myheroistrane7 hours ago](#)

[@mmteacherdoc](#) [@Alliance4ClinEd](#) [@COMSEPediatrics](#) [#Mededchat](#) There's this too: <https://t.co/NbGJjMGLSz>



Jennifer K. Chen, MD FAAP [@DrJenChen4kids7 hours ago](#)

[@MedEdChat](#) T2: Still relatively new to writing comments, so I had no idea it was “bad” to put things like “helpful to team” or “cares about their patients” compared to other descriptors. Unfortunately not every [#medstudent](#) meets those baseline descriptions! [#mededchat](#)



Gary Beck Dallaghan [@GLBDallaghan7 hours ago](#)

[@MedEdChat](#) T3 I think [@mmteacherdoc](#) put it very succinctly in that we need to shift the focus of assessment of learning to assessment for learning. Also, if the ultimate goal is the well-being of the patient, wouldn't every [#medstudent](#) and resident want honest feedback? [#mededchat](#)



Marty Muntz [@mmteacherdoc7 hours ago](#)

[@MedEdChat](#) [@BJBRoman](#) [@Alliance4ClinEd](#) [@GLBDallaghan](#) Agree to a certain degree. But speaking mainly as a UME person, it's pretty easy for us to blame the GME folks. What if we all changed our practice in UME? GME would be comparing apples to apples. [#mededchat](#)



Celeste Royce [@croyce627 hours ago](#)

[@myheroistrane](#) do you think it that aspect also is due to time constraints- we don't have time to reflect on our own practice, let alone reflect, interpret, and communicate our thoughts on learners' performance. [#mededchat](#)



Alliance4ClinEd [@Alliance4ClinEd7 hours ago](#)

[@DrJenChen4kids](#) [@MedEdChat](#) T2 So do you think a resource of helpful hints in writing narrative comments would come in handy? Is it different depending on the specialty? [#mededchat](#)



Alliance4ClinEd [@Alliance4ClinEd7 hours ago](#)

RT [@croyce62](#): [@myheroistrane](#) do you think it that aspect also is due to time constraints- we don't have time to reflect on our own practice...



Brenda Roman [@BJBRoman7 hours ago](#)

[@MedEdChat](#) T3. Reward good teaching-which is actually good learning for our students instead of the focus on clinical productivity. [#mededchat](#)



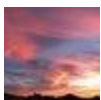
Leigh Patterson [@LeighPatterson7 hours ago](#)

[@Alliance4ClinEd](#) I have had good responses from faculty but need to follow further out months to see if takes. I have had good success with residents. We are trying to track with GQ data but too far out from intervention [#mededchat](#)



Jennifer K. Chen, MD FAAP [@DrJenChen4kids7 hours ago](#)

[@Alliance4ClinEd](#) [@MedEdChat](#) I think some principles are applicable to every specialty, eg examples of a specific patient interaction, describing behavior on rounds (engaged vs indifferent), if the learner was able to answer questions at an appropriate level, etc [#mededchat](#)



Paul Haidet [@myheroistrane7 hours ago](#)

T3 training can help; [@acgme](#) has been running courses to help with this. [#mededchat](#) <https://t.co/Wf2K6EP6KK>



Brenda Roman [@BJBRoman7 hours ago](#)

[@Alliance4ClinEd](#) [@myheroistrane](#) [@MedEdChat](#) [@admsep](#) [@COMSEPediatrics](#) T3. Unfortunately it is a universal problem and simply the fact that education, in any world, is undervalued [#mededchat](#)



Marty Muntz [@mmteacherdoc](#) 7 hours ago

[@GLBDallaghan](#) [@MedEdChat](#) I thought [@angeladuckw](#) hit it right on the head at [#AAMC18](#). Med school is the first time many students are not “top of their class/shining star.” Hard to hear/consider/use constructive comments well for some. We haven’t taught this well, I don’t think. [#mededchat](#)



MedEd Chat [@MedEdChat](#) 7 hours ago

RT [@mmteacherdoc](#): [@GLBDallaghan](#) [@MedEdChat](#) I thought [@angeladuckw](#) hit it right on the head at [#AAMC18](#). Med school is the first time many st...



Paul Haidet [@myheroistrane](#) 7 hours ago

[@croyce62](#) Absolutely. All of this happens in a systemic context, and every system is designed to get the results it gets. [#mededchat](#)



Leigh Patterson [@LeighPatterson](#) 7 hours ago

[@MedEdChat](#) T3 we need to engage around generational differences with both [#learners](#) and [#faculty](#). Both groups must ask themselves “what did the other hear me say/not say?” [#MedEdChat](#)



Paul Haidet [@myheroistrane](#) 7 hours ago

Yup. We already have narrative based medicine... perhaps it’s time for narrative based education... [#mededchat](#)



Jennifer K. Chen, MD FAAP [@DrJenChen4kids](#) 7 hours ago

[@MedEdChat](#) T3: Verbal feedback is important - gives you a chance to see how the learner reacts and hopefully avoid potential misunderstanding. The learner shouldn’t be surprised by what they read in written evals. [#mededchat](#)



Marty Muntz [@mmteacherdoc](#) 7 hours ago

RT [@myheroistrane](#): T3 training can help; [@acgme](#) has been running courses to help with this. [#mededchat](#) <https://t.co/Wf2K6EP6KK>



Alliance4ClinEd [@Alliance4ClinEd](#) 7 hours ago

[@LeighPatterson](#) [@MedEdChat](#) T3 We actually published a nice book on that very topic to help with the generational divide <https://t.co/XyFw3grpIb#mededchat>



Stephanie Starr, MD [@StephRStarr](#) 7 hours ago

RT [@GLBDallaghan](#): [@MedEdChat](#) T3 I think [@mmteacherdoc](#) put it very succinctly in that we need to shift the focus of assessment of learning t...



Stephanie Starr, MD [@StephRStarr](#) 7 hours ago

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MedEd Chat [@MedEdChat](#) 7 hours ago

We have about 5 more minutes left in our discussion. Please feel free to give some final thoughts [#meded](#) [#mededchat](#)



COMSEP [@COMSEPediatrics7 hours ago](#)

RT [@Alliance4ClinEd](#): T2 [#mededchat](#) Some [@COMSEPediatrics](#) members wrote this piece about foregoing grades altogether in clinical [#meded](#)for...



COMSEP [@COMSEPediatrics7 hours ago](#)

RT [@GLBDallaghan](#): [@mmteacherdoc](#) T1 I found this interesting recommendation that builds off of Lou Pangaro's R-I-M-E schema as a way to writ...



COMSEP [@COMSEPediatrics7 hours ago](#)

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COMSEP [@COMSEPediatrics7 hours ago](#)

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COMSEP [@COMSEPediatrics7 hours ago](#)

RT [@Alliance4ClinEd](#): [@LeighPatterson](#) [@MedEdChat](#) T3 We actually published a nice book on that very topic to help with the generational divid...



Gary Beck Dallaghan [@GLBDallaghan7 hours ago](#)

[@MedEdChat](#) [#mededchat](#) Final Thoughts: Seems to me narrative comments lack the specificity of being useful just like behaviorally anchored Likert scales. [#meded](#) has a long way to go to get past this I fear.



MedEd Chat [@MedEdChat7 hours ago](#)

Join us again next week at 9 pm Thursday. Don't forget to suggest topics by DM or email [#meded](#) [#mededchat](#)



Celeste Royce [@croyce627 hours ago](#)

[@Alliance4ClinEd](#) [@LeighPatterson](#) [@MedEdChat](#) [#mededchat](#) T3 feedback was hard to give before the digital generational divide and it will remain difficult when everyone is a digital native. we need to teach teachers to gently give difficult feedback, & teach learners resiliency and maturity to reflect and grow in receiving it



MedEd Chat [@MedEdChat7 hours ago](#)

That's a wrap...I will post the [#mededchat](#) transcript tomorrow morning on <https://t.co/mJivok9NyX> on the Resources page. Thanks everyone for participating! [#meded](#)



Brenda Roman [@BJBRoman7 hours ago](#)

[#mededchat](#) If we-attendings and learners-could encourage deliberate practice that [@angeladuckw](#) discussed, it would go a long way in asking for and receiving meaningful feedback. <https://t.co/X4VTVwqtud>



MedEd Chat [@MedEdChat7 hours ago](#)

RT [@BJBRoman](#): [#mededchat](#) If we-attendings and learners-could encourage deliberate practice that [@angeladuckw](#) discussed, it would go a l...



Gary Beck Dallaghan [@GLBDallaghan7 hours ago](#)

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Marty Muntz [@mmteacherdoc7 hours ago](#)

I think we need to teach growth mindset to our students & residents during orientation week. Then provide opportunities to practice receiving/considering/incorporating feedback over & over before clerkships. Harder to start doing this the longer we wait. [#mededchat](#)



Celeste Royce [@croyce627 hours ago](#)

RT [@BJBRoman](#): [#mededchat](#) If we-attending and learners-could encourage deliberate practice that [@angeladuckw](#) discussed, it would go a l...



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Teresa Hartman [@thartman2u6 hours ago](#)

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Mohammed Alkhalifah [@Alkhalifaa26 hours ago](#)

RT [@BJBRoman](#): [#mededchat](#) If we-attending and learners-could encourage deliberate practice that [@angeladuckw](#) discussed, it would go a l...



Rebecca Lundh [@RebeccaLundhMD3 hours ago](#)

RT [@mmteacherdoc](#): I think we need to teach growth mindset to our students & residents during orientation week. Then provide opportunities t...