2020-02-13: Giving Feedback: The Faculty Perspective

The following links were shared during the chat:

- Challenges of Providing Timely Feedback to Residents: Faculty Perspectives [pdf](https://pdfs.semanticscholar.org/50f0/fa4807db29eea0153373872fc53370f631bf.pdf)
- Unearthing Faculty and Trainee Perspectives of Feedback in Internal Medicine: the Oral Case Presentation as a Model [link](https://link.springer.com/article/10.1007/s11606-019-05134-z)
- Factors Influencing Trainers’ Feedback-giving Behavior: A Cross-sectional Survey [link](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4230419/)
- Mind the Gap: Generational Differences in Medical Education [link](http://allianceforclinicaleducation.org/resources2/)
- 7 Tips for Giving Great Feedback [link](https://www.inc.com/deborah-petersen/how-to-give-good-feedback.html)
- Feedback on Feedback as a Faculty Development Tool [link](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6008015/)

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**MedEd Chat** @MedEdChat 9 hours ago

Topic 1: What are the main reasons faculty are reluctant in giving feedback? #MedEdChat #meded #facdev

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**Gary Beck Dallaghan** @GLBDallaghan 9 hours ago

@MedEdChat T1 Learner negative or argumentative response #mededchat

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**Abhay Dandekar** @abhaydandekar 9 hours ago

T1- often it is simply a lack of time to offer deep and meaningful feedback when the educational experience with the learner has been sporadic or in a small dose. #mededchat

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**Alliance4ClinEd** @Alliance4ClinEd 9 hours ago

T1 For clinicians often times it is not enough time between patients to give adequate feedback #mededchat

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**Monica van de Ridder** @MvdRidder 9 hours ago

T1 Here a nice article about characteristics of feedback providers. Pelgrim et al (2014) wrote an article on factors influencing trainers feedback giving behavior. [link](https://t.co/VSjjzqQ1p6) #mededchat

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**Kristina Dzara, PhD, MMSc** @kristinadzara 9 hours ago

RT @MedEdChat: Join the #MedEdChat tonight to discuss feedback from the faculty’s perspective! #meded #facdev @acgme @iamse @TheCgea @TheN...
Abhay Dandekar @abhaydandekar 9 hours ago
T1- the clinical learning environment may also not lend itself to creating priority and incentives for thoughtful feedback #mededchat

Monica van de Ridder @MvdRidder 9 hours ago
T1. I notice that often our clinicians mention they are 'afraid' of giving 'negative' feedback. Do you recognize that? #mededchat

Kristina Dzara, PhD, MMSc @kristinadzara 9 hours ago
Hello Kristina here from Boston checking in for #mededchat @GLBDallaghan @MedEdChat @MvdRidder

Kristina Dzara, PhD, MMSc @kristinadzara 9 hours ago
RT @MedEdChat: Welcome to the #mededchat (US) I am your moderator for the next hour @alliance4clined Thanks to @MvdRidder for tonight's to...

Kristina Dzara, PhD, MMSc @kristinadzara 9 hours ago
RT @MedEdChat: The #mededchat topic & questions will be announced in a moment...for now, please introduce yourselves #meded

Kristina Dzara, PhD, MMSc @kristinadzara 9 hours ago
RT @GLBDallaghan: @MedEdChat T1 Learner negative or argumentative response #mededchat

SDRME @SDRME_Meded 9 hours ago
T1 This article found four reasons: time constraints, faculty related issues, educational issues, & logistics https://t.co/RLZO5plKkY #mededchat #feedback

Abhay Dandekar @abhaydandekar 9 hours ago
T1 : reluctance can also be bidirectional as the learner may too have reluctance #mededchat #MedEd

MedEd Chat @MedEdChat 9 hours ago
RT @SDRME_Meded: T1 This article found four reasons: time constraints, faculty related issues, educational issues, & logistics https://t.co...
Kristina Dzara, PhD, MMSc @kristinadzara 9 hours ago
T1: Some faculty may not feel confident in their ability to give feedback in a way that feels safe to the learner but also appropriately formative #mededchat @GLBDallaghan @MvdRidder

Kristina Dzara, PhD, MMSc @kristinadzara 9 hours ago
RT @abhaydandekar: T1- often it is simply a lack of time to offer deep and meaningful feedback when the educational experience with the lea...

MedEd Chat @MedEdChat 9 hours ago
#mededchat Here is the Pelgrim article https://t.co/uZwViWAaRW

Monica van de Ridder @MvdRidder 9 hours ago
@abhaydandekar T1. When you have seen the learner not so many time, how much is that a hindrance for good feedback? #mededchat

Abhay Dandekar @abhaydandekar 9 hours ago
@MvdRidder We need to create cultural change where both learners and supervisors crave the opportunity for constructive feedback as an opportunity for improvement #MedEd #mededchat

Gary Beck Dallaghan @GLBDallaghan 9 hours ago
@kristinadzara @MvdRidder T1 I saw that mentioned as a reason in an article. It makes sense if you’ve not spent enough time with the learner or are new at being faculty #mededchat

Enrique Pacheco @EPachecoMD 9 hours ago
T1 feeling uncomfortable with real feedback #mededchat

Kristina Dzara, PhD, MMSc @kristinadzara 9 hours ago
@abhaydandekar Feedback can be given even after a brief observation or experience! It is a misconception that some faculty have & I think it holds them back from providing feedback. Even limited feedback from multiple faculty helps learners become accustomed to receiving feedback. #MedEdChat

Kristina Dzara, PhD, MMSc @kristinadzara 9 hours ago
RT @GLBDallaghan: @kristinadzara @MvdRidder T1 I saw that mentioned as a reason in an article. It makes sense if you’ve not spent enough...

Monica van de Ridder @MvdRidder 9 hours ago
@abhaydandekar T1. Totally agree. When you feel the learner is reluctant to receive it, it makes it harder to give #feedback. But I also think that the learners feels it when faculty feels reluctant to give it. #mededchat
Kristina Dzara, PhD, MMSc @kristinadzara 9 hours ago
@GLBDallaghan @MvdRidder Also if you did not receive adequate feedback when you were a learner. #MedEdChat

Kristina Dzara, PhD, MMSc @kristinadzara 9 hours ago
RT @abhaydandekar: @MvdRidder We need to create cultural change where both learners and supervisors crave the opportunity for constructive...

MedEdBot @MedEdBot 9 hours ago
RT @MedEdChat: We will assume that all of your tweets during #mededchat are your own during this hour unless otherwise stated #meded

MedEdBot @MedEdBot 9 hours ago
RT @MedEdChat: T1 about to come up in a few moments #meded #mededchat

MedEdBot @MedEdBot 9 hours ago
RT @MedEdChat: Topic 1: What are the main reasons faculty are reluctant in giving #feedback? #MedEdChat #meded #facdev

Alliance4ClinEd @Alliance4ClinEd 9 hours ago
@abhaydandekar @MvdRidder T1 I think the Generation Y & Z learners will force the issue. They want explicit #feedback more than Gen-X did https://t.co/oFvo5MkxF

MedEd Chat @MedEdChat 9 hours ago
RT @Alliance4ClinEd: @abhaydandekar @MvdRidder T1 I think the Generation Y & Z learners will force the issue. They want explicit #feedback...

Monica van de Ridder @MvdRidder 9 hours ago
@kristinadzara @GLBDallaghan I t is true... But I often think that faculty have the 'protection' of their role. They are expected to do it, because they are the teachers and the experts. #mededchat. We sometimes forget to make this expectation clear...

Monica van de Ridder @MvdRidder 9 hours ago
RT @SDRME_Meded: T1 This article found four reasons: time constraints, faculty related issues, educational issues, & logistics https://t.co...
Monica van de Ridder @MvdRidder 9 hours ago
Can’t agree more....

Vishesh Jain @lifeofsmilez 9 hours ago
@kristinadzara @abhaydandekar #mededchat T1 I definitely see this misconception often. As a learner, my go-to preemption is something like “I know we haven’t spent much time together, but even one small thing would help.” This...sometimes works. Similarly, asking for feedback on a specific issue may help.

MedEd Chat @MedEdChat 9 hours ago
RT @lifeofsmilez: @kristinadzara @abhaydandekar #mededchat T1 I definitely see this misconception often. As a learner, my go-to preemption...

Kristina Dzara, PhD, MMSc @kristinadzara 9 hours ago
@MvdRidder @GLBDallaghan We also don't receive enough feedback from our supervisors, peers, and learners as faculty. Feedback IS bidirectional. #MedEdChat

Kristina Dzara, PhD, MMSc @kristinadzara 9 hours ago
RT @Alliance4ClinEd: @abhaydandekar @MvdRidder T1 I think the Generation Y & Z learners will force the issue. They want explicit #feedback...

Kristina Dzara, PhD, MMSc @kristinadzara 9 hours ago
@Alliance4ClinEd @abhaydandekar @MvdRidder Absolutely #MedEdChat

Alliance4ClinEd @Alliance4ClinEd 9 hours ago
@lifeofsmilez @kristinadzara @abhaydandekar When you do that have you received specific feedback or simply kudo’s for a job well done? #MedEdChat

Kristina Dzara, PhD, MMSc @kristinadzara 9 hours ago
RT @MvdRidder: @abhaydandekar T1. Totally agree. When you feel the learner is reluctant to receive it, it makes it harder to give #feedback...

Kristina Dzara, PhD, MMSc @kristinadzara 9 hours ago
RT @Alliance4ClinEd: @lifeofsmilez @kristinadzara @abhaydandekar When you do that have you received specific feedback or simply kudo’s for...

MedEd Chat @MedEdChat 9 hours ago
T1 This article also points to hesitancy to give implicit #feedback by supervisors #medchat https://t.co/y0vdGQq76i
Kristina Dzara, PhD, MMSc @kristinadzara 9 hours ago
RT @MedEdChat: T1 This article also points to hesitancy to give implicit #feedback by supervisors #mededchat https://t.co/y0vdGQq76i

Monica van de Ridder @MvdRidder 9 hours ago
# mededchat Agree, and that helps already in creating a different culture....

MedEd Chat @MedEdChat 9 hours ago
Topic 2: #facdev about giving #feedback is not enough to improve skills. What other activities could be organized in or outside the clinical setting to help faculty in giving feedback? #MedEdChat #meded

MedEd Chat @MedEdChat 9 hours ago
RT @MvdRidder I still think that when you as an expert see that something goes right or wrong, and you give feedback to the person that you don’t know well, should not impact the quality of the #feedback message. It might influence how the message is received... #mededchat

Peds Endo Chick @PedsEndoChick 9 hours ago
@MedEdChat T1 they don’t know how to deliver “constructive feedback” or don’t feel that they had enough exposure to offer helpful feedback. #mededchat

Dr Lia Thomas @DrLiaT 19 hours ago
@MedEdChat T1 - concern of the response from students; inadequate training in giving feedback; time constraints. #mededchat

Monica van de Ridder @MvdRidder 9 hours ago
@Alliance4ClinEd @abhaydandekar T1. Interesting one I have never thought about the generational differences and feedback receiving, or asking for feedback? Do you have reference? #mededchat

Gary Beck Dallaghan @GLBDallaghan 9 hours ago
T2 @COMSEPediatrics colleagues of mine and I have been discussing the need for accountability for action after #facdev workshops. Maybe that would help faculty apply #feedback techniques #mededchat

Shellie Asher, MD @SAsherMD 9 hours ago
@MedEdChat T2 I would love to know how to connect #feedback with outcomes. If people knew it made a difference, I believe they would make it a priority. #mededchat
RT @MedEdChat: Topic 2: #facdev about giving #feedback is not enough to improve skills. What other activities could be organized in or outs...

Lia from DFW #mededchat

Simulated feedback sessions in a safe setting to encourage confidence giving and receiving. #MedEdChat

Included a link to our book about generational differences in the last tweet. It's brought up in most of the chapters #mededchat

I think that is an other aspect which could improve the organizational culture around #feedback #mededchat

How do you phrase your feedback seeking question? #mededchat

T2 It could be done if there are specific skills you expect learners to attain on rotation or over time. The kicker is documenting progress and the feedback provided in a meaningful, longitudinal manner #mededchat

T1 This article also points to hesitancy to give implicit #feedback by supervisors #mededchat https://t.co/y0vdGQq76i

As someone who’s relatively new in my role I simply ask how do you think I’m doing? What could I do to improve/be more efficient? #mededchat
Monica van de Ridder @MvdRidder 8 hours ago
@DrLiaT1 @MedEdChat What are the fears you are referring to? #mededchat?

Monica van de Ridder @MvdRidder 8 hours ago
RT @abhaydandekar: @MvdRidder We need to create cultural change where both learners and supervisors crave the opportunity for constructive...

Gary Beck Dallaghan @GLBDallaghan 8 hours ago
@kristinadzara @MedEdChat Have you tried this type of training for #feedback? If so, how did it go? #mededchat

Sateesh Arja, M.B.B.S., MHPE, MSPH @ArjaSateesh 8 hours ago
@MedEdChat #mededchat T1 time is the main constraint for providing feedback. But providing meaningful feedback is more important. When learners perceive feedback is valuable, the learners might show up. Feedback need to be specific rather than vague and should be provided within time frame.

speakup @speakup057391538 hours ago
RT @mirandahuffman: @MedEdChat T3: best way to avoid bias is having multiple evaluators and multiple assessments. Avoiding any high-stakes...

Kristina Dzara, PhD, MMSc @kristinadzara 8 hours ago
RT @GLBDallaghan: @MvdRidder @Alliance4ClinEd @lifeofsmilez @kristinadzara @abhaydandekar T2 As someone who’s relatively new in my role I s...

Monica van de Ridder @MvdRidder 8 hours ago
@GLBDallaghan @Alliance4ClinEd @lifeofsmilez @kristinadzara @abhaydandekar Do you mean you are asking other colleagues for feedback on your feedback giving skills? #mededchat

Abhay Dandekar @abhaydandekar 8 hours ago
@kristinadzara I agree 100% - I think this needs great help to create "micro-sessions" of meaningful feedback to make incremental changes #MedEdChat

Gary Beck Dallaghan @GLBDallaghan 8 hours ago
@MvdRidder @Alliance4ClinEd @lifeofsmilez @kristinadzara @abhaydandekar Nope. On my work performance. Asking for #feedback is necessary at all levels of our lives. It's not just for #learners #mededchat
Kristina Dzara, PhD, MMSc @kristinadzara 8 hours ago
RT @GLBDallaghan: @MvdRidder @Alliance4ClinEd @lifeofsmilez @kristinadzara @abhaydande
kar Nope. On my work performance. Asking for #feedback...

Monica van de Ridder @MvdRidder 8 hours ago
T2. I always wonder how often do faculty observe each other’s feedback conversations in the
clinical setting? Has anybody ever done this? #mededchat

Gary Beck Dallaghan @GLBDallaghan 8 hours ago
T2 This blog provides quick reminders about giving #feedback....the best of all is #7 practice #mededchat https://t.co/xlxz7Q1Jml

Kristina Dzara, PhD, MMSc @kristinadzara 8 hours ago
@GLBDallaghan @MvdRidder @Alliance4ClinEd @lifeofsmilez @abhaydandekar Agree and we
forget to do it but it is good practice. And of course then reflect upon the feedback. And follow
up on the feedback. It is not easy. #MedEdChat

MedEd Chat @MedEdChat 8 hours ago
RT Nina Browner, MD @NinaBrowner Replying to @MedEdChat T1 I think faculty feel that
feedback has to take lots of time but sometimes just timely encouragement or saying “that was a
great …” is enough #mededchat

MedEd Chat @MedEdChat 8 hours ago
RT @GLBDallaghan: T2 This blog provides quick reminders about giving #feedback....the best of
all is #7 practice #mededchat https://t.co/...

Abhay Dandekar @abhaydandekar 8 hours ago
@Alliance4ClinEd @lifeofsmilez @kristinadzara It should hopefully go beyond that - I think it can
be quite constructive for an observer in outlining the framing, context, content, and planned
follow-up of the feedback session #MedEd #mededchat

Monica van de Ridder @MvdRidder 8 hours ago
@abhaydandekar @kristinadzara How would you organize these ‘micro sessions’? Should they
be short refreshers? #mededchat?
People struggle with giving negative feedback; nobody likes to be disliked. #mededchat

It should hopefully go beyond that - I think it can be quite constructive...

'micro' sessions can refer to the method of delivering feedback in a time limited fashion OR to the refreshers that can help refresh and motivate faculty #MedEd #mededchat

I would keep them as brief as possible. You can practice giving and receiving directed feedback in 5 or 10 minutes if focused. Not all #facdev initiatives have to be an hour. #MedEdChat

I wonder how much this is a misconception, because I have seen students being very grateful for receiving honest feedback on points for improvement. Especially when it is actionable.. #mededchat

I would love to reframe this from “negative” to “formative” feedback. We are all on improvement journeys and it is not easy. #MedEdChat

Yes - I have participated in both roles in helping observe feedback and also being observed while I deliver to a learner. Very helpful and additive to a nurturing learning environ #MedEd #mededchat

Topic 3: From your own experience (vs theory), what are the essential components that each #feedback message should include? #MedChat #meded
Monica van de Ridder @MvdRidder 8 hours ago
RT @abhaydandekar: @MvdRidder Yes - I have participated in both roles in helping observe feedback and also being observed while I deliver t...

Monica van de Ridder @MvdRidder 8 hours ago
T2. Good example of an activity on how to make feedback better. Warm et al. (2018) https://t.co/P6x1TCK8Qi #mededchat

Gary Beck Dallaghan @GLBDallaghan 8 hours ago
T3 Personally feel #feedback should be actionable and specific....note what behavior needs to be improved then inquire with the learner possible steps to improve #mededchat

Kristina Dzara, PhD, MMSc @kristinadzara 8 hours ago
RT @GLBDallaghan: T3 Personally feel #feedback should be actionable and specific....note what behavior needs to be improved then inquire with the learner possible steps to improve #mededchat

Kristina Dzara, PhD, MMSc @kristinadzara 8 hours ago
RT @MvdRidder: T2. Good example of an activity on how to make feedback better. Warm et al. (2018) https://t.co/P6x1TCK8Qi #mededchat

Kristina Dzara, PhD, MMSc @kristinadzara 8 hours ago
RT @MedEdChat: Topic 3: From your own experience (vs theory), what are the essential components that each #feedback message should include?...

Monica van de Ridder @MvdRidder 8 hours ago
@kristinadzara @MedEdChat @DrLiaT1 But is feedback in general not serve the purpose of 'formative'? Except for the information after an exam (pass/fail), that is summative... #mededchat

Sateesh Arja, M.B.B.S., MHPE, MSPH @ArjaSateesh 8 hours ago
@MedEdChat #Mededchat T3 feedback should consists of strengths, weaknesses, corrective information or alternative information and future plan of action (joint plan of action). #meded

Abhay Dandekar @abhaydandekar 8 hours ago
T3- Feedback should be contextual, based upon observed behaviors, action-oriented toward improvement, reflective, and bi-directional. These traits make the subsequent sessions build tremendously on the prior feedback #MedEdChat #MedEd
RT @abhaydandekar: T3- Feedback should be contextual, based upon observed behaviors, action-oriented toward improvement, reflective, and bi...

MedEd Chat @MedEdChat8 hours ago
T3 Here is the Warm et al (2018) article link: https://t.co/iUXSrpKoZe #mededchat

Monica van de Ridder @MvdRidder8 hours ago
T3. Lately, I start to incorporate the 'why' in the feedback as a central component. Why should the gap between observed behavior and standard be closed...#mededchat

Gary Beck Dallaghan @GLBDallaghan8 hours ago
@MvdRidder T3 Could you explain more? #mededchat

Monica van de Ridder @MvdRidder8 hours ago
@abhaydandekar Just to clarify, when you say bi-directional, do you mean, having a dialogue? #mededchat

MedEd Chat @MedEdChat8 hours ago
RT @NinaBrowner T2 I think as faculty we receive feedback rarely (except for annual rvw w/ chairs). As PD I think it's important to give thoughtful feedback to faculty on specific topics or uplift them with awards to promote the culture of receiving & giving feedback #mededchat

Abhay Dandekar @abhaydandekar8 hours ago
T3: I also try (but do not always remember this) to see if the learner can share back what the feedback and actionable items were to confirm their understanding #MedEd #mededchat

Paul Haidet @myheroistrane8 hours ago
Too much telling and not enough asking never works well, whether in a classroom, rounding on the wards, or giving feedback. Use questions to create opportunities for insight. This is the key skill for feedback. #MedEdChat

Gary Beck Dallaghan @GLBDallaghan8 hours ago
@abhaydandekar T3 That is an important step to ensure the learner is clear on actions they need to take...which is why we should help them come up with solutions that they can apply #mededchat
RT @myheroistrane: Too much telling and not enough asking never works well, whether in a classroom, rounding on the wards, or giving feedback...

Abhay Dandekar @abhaydandekar8 hours ago
@MvdRidder Yes, and I try and elicit feedback from learners about my own performance and set the stage for this from the beginning #mededchat

Karen Price @brookmanknight8 hours ago
RT @myheroistrane: Too much telling and not enough asking never works well, whether in a classroom, rounding on the wards, or giving feedback...

Monica van de Ridder @MvdRidder8 hours ago
@GLBDallaghan 1/2 I think when I ask the learner to tell me what goes well, I like to know WHY they think it goes well, when I explain what I think did go well, I elaborate a lot WHY it did go well, and I explain my standard. The same with the points for improvement. #mededchat

Monica van de Ridder @MvdRidder8 hours ago
@GLBDallaghan 2/2. By explaining the WHY behind your reasoning, you relate to the affective side or learning, instead of only the cognitive side. This is an opinion. No evidence... #mededchat

MedEd Chat @MedEdChat8 hours ago
RT @MvdRidder: @GLBDallaghan 1/2 I think when I ask the learner to tell me what goes well, I like to know WHY they think it goes well, when...

MedEd Chat @MedEdChat8 hours ago
We have about 5 more minutes left in our discussion. Please feel free to give some final thoughts #meded #mededchat

AdenaEM @Adena_EM_DrMP8 hours ago
RT @myheroistrane: Too much telling and not enough asking never works well, whether in a classroom, rounding on the wards, or giving feedback...

MedEd Chat @MedEdChat8 hours ago
RT @NinaBrowner T3 Open appreciation of unique strength/characteristics to whom I give feedback & then thinking about whether it's a coaching session or evaluation session (since my position is a program director) & weaving said strengths into my coaching or feedback #mededchat
Loren @lorenlas 18 hours ago
RT @MedEdChat: RT @NinaBrowner T2 I think as faculty we receive feedback rarely (except for annual revw w/ chairs). As PD I think it’s impo...

MedEd Chat @MedEdChat 8 hours ago
RT @MvdRidder: @GLBDallaghan T3. 2/2. By explaining the WHY behind your reasoning, you relate to the affective side or learning, instead of...

Dr Lia Thomas @DrLia 18 hours ago @MedEdChat T3 #mededchat What went well and what needs to be improved. Provide specific examples of the changes you wish to see.

Monica van de Ridder @MvdRidder 8 hours ago
Thank you all for participating #mededchat. I tell definitely share the transcript with my colleagues @MSUMD and @SpectrumHealth. Changing the culture is so important. Giving feedback should become something ‘normal’.

Monica van de Ridder @MvdRidder 8 hours ago @MedEdChat @NinaBrowner T3. Could you elaborate a little bit on what you mean with the open appreciation? #mededchat

MedEd Chat @MedEdChat 8 hours ago
Join us again next week at 9 pm Thursday. Thanks again to @MvdRidder for the topic. Join us next week when @BJBRoman & @DawnelleS from @admsep will be guest hosting #meded #mededchat

Jen Kaminsky @jen_kaminsky 8 hours ago
RT @MedEdChat: Topic 3: From your own experience (vs theory), what are the essential components that each #feedback message should include?...

Monica van de Ridder @MvdRidder 8 hours ago
If I had not met @GLBDallaghan and @kristinadzara at @GeneralistMedEd and @AAMCtoday I would not have participated....

Kristina Dzara, PhD, MMSc @kristinadzara 8 hours ago
RT @MedEdChat: Join us again next week at 9 pm Thursday. Thanks again to @MvdRidder for the topic. Join us next week when @BJBRoman & @Daw...
Monica van de Ridder @MvdRidder 8 hours ago
RT @abhaydandekar: @MvdRidder Yes, and I try and elicit feedback from learners about my own performance and set the stage for this from the...

Kristina Dzara, PhD, MMSc @kristinadzara 8 hours ago
RT @MvdRidder: Thank you all for participating #mededchat. I tell definitely share the transcript with my colleagues @MSUMD and @SpectrumHe...

Monica van de Ridder @MvdRidder 8 hours ago
@abhaydandekar Totally agree.. checking their perceptions...#mededchat

Kristina Dzara, PhD, MMSc @kristinadzara 8 hours ago
@MvdRidder @GLBDallaghan @GeneralistMedEd @AAMCtoday Glad to have you as part of the #MedEd #MedTwitter community @MvdRidder! @GLBDallaghan #MedEdChat

Sharon Thornton @SharonAston8 8 hours ago
RT @myheroistrane: Too much telling and not enough asking never works well, whether in a classroom, rounding on the wards, or giving feedba...

Tim Kirk @HospiceEthics 8 hours ago
RT @myheroistrane: Too much telling and not enough asking never works well, whether in a classroom, rounding on the wards, or giving feedba...

MedEdBot @MedEdBot 8 hours ago
RT @MedEdChat: Join us again next week at 9 pm Thursday. Thanks again to @MvdRidder for the topic. Join us next week when @BJBRoman & @Daw...

Amit Singh @amitns 8 hours ago
I had read somewhere that science more importantly enabled better questions to be asked than getting the answer which will always be a work in progress. Yes, questions remain the key to develop a conversation, insight follows sometimes.

Yihan Yang @YihanYangMD7 8 hours ago
@MedEdChat T3 - I start by asking for self reflection on what went well/could be improved and why, including goals that learner identified before observation period. -Then I give my observations of strengths/improvements and why. -Shared decision making about next steps. #MedEdchat
What the AFMR community think about this? #AcademicTwitter #MedEdchat #MedEd #medstudenttwitter #medtwitter

RT @AFMResearch: What the AFMR community think about this? #AcademicTwitter #MedEdchat #MedEd #medstudenttwitter #medtwitter https://t.co/O...

Vanessa Vides @Nessa Gitelman 5 hours ago
RT @myheroistrane: Too much telling and not enough asking never works well, whether in a classroom, rounding on the wards, or giving feedba...

Jake Prunuske, MD, MSPH @jprunaske 5 hours ago
RT @myheroistrane: Too much telling and not enough asking never works well, whether in a classroom, rounding on the wards, or giving feedba...

Klaus B von Pressentin @klausvon 5 hours ago
RT @myheroistrane: Too much telling and not enough asking never works well, whether in a classroom, rounding on the wards, or giving feedba...

al’ai alvarez, MD @alvarezzzy 5 hours ago
RT @MedEdChat: T3 Here is the Warm et al (2018) article link: https://t.co/iUXSrpKoZe #mededchat

Emma Woolley @EmmaMedEd 3 hours ago
RT @MedEdChat: Topic 1: What are the main reasons faculty are reluctant in giving #feedback? #MedEdChat #meded #facdev

Vanessa Balo @balo vanessa 2 hours ago
When you get home after two hours of microbiology practicals #MedEdchat #Biomedical https://t.co/QBRjhbXqu

Kal Winston @zakkal 2 hours ago
RT @myheroistrane: Too much telling and not enough asking never works well, whether in a classroom, rounding on the wards, or giving feedba...

Krishna Regmi @Krishnaregmi1862 2 hours ago
RT @MedEdChat: T3 Here is the Warm et al (2018) article link: https://t.co/iUXSrpKoZe #mededchat
RT @GLBDallaghan: T2 This blog provides quick reminders about giving #feedback....the best of all is #7 - practice #mededchat https://t.co/...

RT @MedEdChat: Join the #MedEdChat tonight to discuss #feedback from the faculty’s perspective! #meded #facdev @acgme @iamse @TheCgea @TheN...

RT @MedEdChat: What goes through your mind before giving #feedback? Join the #MedEdChat Thursday - 9PM NYC to discuss! #meded #facdev https...

The #MedEdChat Influencers

Top 10 Influential

@MvdRidder 100
@abhaydandekar 95
@kristinadzara 94
@Alliance4ClinEd 92
@lifeofsmilez 90
@MedEdChat 79
@GLBDallaghan 67
@DrLiaT1 50
@DawnelleS 34
@BJBRoman 34
Prolific Tweeters

@kristinadzara 32
@MvdRidder 29
@MedEdChat 23
@abhaydandekar 11
@GLBDallaghan 11
@MedEdBot 6
@Krishnaregmi186 5
@Alliance4ClinEd 4
@DrLiaT1 3
@ArjaSateesh 2

Highest Impressions

@MedEdChat 176.8K
@kristinadzara 167.0K
@GLBDallaghan 15.9K
@MedEdBot 10.4K
@brookmanknight 5.3K
@abhaydandekar 5.2K
@MvdRidder 3.5K
@Alliance4ClinEd 1.9K

@klausvon 1.7K

@myheroistrane 1.5K