

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



MedEd Chat @MedEdChat9 hours ago

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



Gary Beck Dallaghan @GLBDallaghan9 hours ago

[@MedEdChat](#) T1 Learner negative or argumentative response [#mededchat](#)



Abhay Dandekar @abhaydandekar9 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](#)



Alliance4ClinEd @Alliance4ClinEd9 hours ago

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



Monica van de Ridder @MvdRidder9 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. <https://t.co/VsJzqQ1p6> [#mededchat](#)



Kristina Dzara, PhD, MMSc @kristinadzara9 hours ago

RT [@MedEdChat](#): Join the [#MedEdChat](#) tonight to discuss [#feedback](#) from the faculty's perspective! [#meded](#) [#facdev](#) [@acgme](#) [@iamse](#) [@TheCgea](#) [@TheN...](#)



Abhay Dandekar [@abhaydandekar9 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 [@MvdRidder9 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 [@kristinadzara9 hours ago](#)

Hello Kristina here from Boston checking in for [#mededchat](#) [@GLBDallaghan](#) [@MedEdChat](#) [@MvdRidder](#)



Kristina Dzara, PhD, MMSc [@kristinadzara9 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 [@kristinadzara9 hours ago](#)

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



Kristina Dzara, PhD, MMSc [@kristinadzara9 hours ago](#)

RT [@MedEdChat](#): Topic 1: What are the main reasons faculty are reluctant in giving [#feedback](#)? [#MedEdChat](#) [#meded](#) [#facdev](#)



Kristina Dzara, PhD, MMSc [@kristinadzara9 hours ago](#)

RT [@GLBDallaghan](#): [@MedEdChat](#) T1 Learner negative or argumentative response [#mededchat](#)



SDRME [@SDRME Meded9 hours ago](#)

T1 This article found four reasons: time constraints, faculty related issues, educational issues, & logistics <https://t.co/RLZO5plKkY> [#mededchat](#) [#feedback](#)



Abhay Dandekar [@abhaydandekar9 hours ago](#)

T1 : reluctance can also be bidirectional as the learner may too have reluctance [#mededchat](#) [#MedEd](#)



MedEd Chat [@MedEdChat9 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 [@kristinadzara9 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 [@kristinadzara9 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 [@MedEdChat9 hours ago](#)

[#mededchat](#) Here is the Pelgrim article <https://t.co/uZwViWAaRW>



Monica van de Ridder [@MvdRidder9 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 [@abhaydandekar9 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 [@GLBDallaghan9 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 [@EPachecoMD9 hours ago](#)

T1 feeling uncomfortable with real feedback [#mededchat](#)



Kristina Dzara, PhD, MMSc [@kristinadzara9 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 [@kristinadzara9 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 [@MvdRidder9 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 [@kristinadzara9 hours ago](#)
[@GLBDallaghan](#) [@MvdRidder](#) Also if you did not receive adequate feedback when you were a learner. [#MedEdChat](#)



Kristina Dzara, PhD, MMSc [@kristinadzara9 hours ago](#)
RT [@abhaydandekar](#): [@MvdRidder](#) We need to create cultural change where both learners and supervisors crave the opportunity for constructive...



MedEdBot [@MedEdBot9 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 [@MedEdBot9 hours ago](#)
RT [@MedEdChat](#): T1 about to come up in a few moments [#meded](#) [#mededchat](#)



MedEdBot [@MedEdBot9 hours ago](#)
RT [@MedEdChat](#): Topic 1: What are the main reasons faculty are reluctant in giving [#feedback](#)? [#MedEdChat](#) [#meded](#) [#facdev](#)



MedEdBot [@MedEdBot9 hours ago](#)
RT [@abhaydandekar](#): T1 : reluctance can also be bidirectional as the learner may too have reluctance [#mededchat](#) [#MedEd](#)



Alliance4ClinEd [@Alliance4ClinEd9 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/oFvo5MkxSF> [#MedEdChat](#)



MedEd Chat [@MedEdChat9 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 [@MvdRidder9 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 [@MvdRidder9 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 [@MvdRidder9](#) 9 hours ago

Can't agree more...



Vishesh Jain [@lifeofsmilez9](#) 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 [@MedEdChat9](#) 9 hours ago

RT [@lifeofsmilez](#): [@kristinadzara](#) [@abhaydandekar](#) [#mededchat](#) T1 I definitely see this misconception often. As a learner, my go-to preemptio...



Kristina Dzara, PhD, MMSc [@kristinadzara9](#) 9 hours ago

[@MvdRidder](#) [@GLBDallaghan](#) We also dont receive enough feedback from our supervisors, peers, and learners as faculty. Feedback IS bidirectional. [#MedEdChat](#)



Kristina Dzara, PhD, MMSc [@kristinadzara9](#) 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 [@kristinadzara9](#) 9 hours ago

[@Alliance4ClinEd](#) [@abhaydandekar](#) [@MvdRidder](#) Absolutely [#MedEdChat](#)



Alliance4ClinEd [@Alliance4ClinEd9](#) 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 [@kristinadzara9](#) 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 [@kristinadzara9](#) 9 hours ago

RT [@Alliance4ClinEd](#): [@lifeofsmilez](#) [@kristinadzara](#) [@abhaydandekar](#) When you do that have you received specific feedback or simply kudo's for...



MedEd Chat [@MedEdChat9](#) 9 hours ago

T1 This article also points to hesitancy to give implicit [#feedback](#) by supervisors [#mededchat](#) <https://t.co/y0vdGQq76i>



Kristina Dzara, PhD, MMSc @kristinadzara9 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 @MvdRidder9 hours ago

mededchat Agree, and that helps already in creating a different culture....



MedEd Chat @MedEdChat9 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 @MedEdChat9 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 @PedsEndoChick9 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 @DrLiaT19 hours ago

@MedEdChat T1 - concern of the response from students; inadequate training in giving feedback; time constraints. [#mededchat](#)



Monica van de Ridder @MvdRidder9 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 @GLBDallaghan9 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 @SAsherMD9 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](#)



Kristina Dzara, PhD, MMSc [@kristinadzara9 hours ago](#)

RT [@MedEdChat](#): Topic 2: [#facdev](#) about giving [#feedback](#) is not enough to improve skills. What other activities could be organized in or outs...



Dr Lia Thomas [@DrLiaT19 hours ago](#)

[@MedEdChat](#) Lia from DFW [#mededchat](#)



Kristina Dzara, PhD, MMSc [@kristinadzara9 hours ago](#)

[@MedEdChat](#) Simulated feedback sessions in a safe setting to encourage confidence giving and receiving. [#MedEdChat](#)



Alliance4ClinEd [@Alliance4ClinEd9 hours ago](#)

[@MvdRidder](#) [@abhaydandekar](#) Included a link to our book about generational differences in the last tweet. It's brought up in most of the chapters [#mededchat](#)



Monica van de Ridder [@MvdRidder9 hours ago](#)

[@kristinadzara](#) [@GLBDallaghan](#) I think that is an other aspect which could improve the organizational culture around [#feedback](#) [#mededchat](#)



Monica van de Ridder [@MvdRidder9 hours ago](#)

[@Alliance4ClinEd](#) [@lifeofsmilez](#) [@kristinadzara](#) [@abhaydandekar](#) How do you phrase your feedback seeking question? [#mededchat](#)



Gary Beck Dallaghan [@GLBDallaghan9 hours ago](#)

[@SAsherMD](#) [@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](#)



Rosaria Indah [@rosariaindahzak9 hours ago](#)

RT [@MedEdChat](#): T1 This article also points to hesitancy to give implicit [#feedback](#) by supervisors [#mededchat](#) <https://t.co/y0vdGQq76i>



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

[@MvdRidder](#) [@Alliance4ClinEd](#) [@lifeofsmilez](#) [@kristinadzara](#) [@abhaydandekar](#) T2 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 @MvdRidder8 hours ago
[@DrLiaT1](#) [@MedEdChat](#) What are the fears you are referring to? [#mededchat](#)



Monica van de Ridder @MvdRidder8 hours ago
RT [@abhaydandekar](#): [@MvdRidder](#) We need to create cultural change where both learners and supervisors crave the opportunity for constructive...



Gary Beck Dallaghan @GLBDallaghan8 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 @ArjaSateesh8 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 @kristinadzara8 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 @MvdRidder8 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 @abhaydandekar8 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 @GLBDallaghan8 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 [@kristinadzara8 hours ago](#)

RT [@GLBDallaghan](#): [@MvdRidder](#) [@Alliance4ClinEd](#) [@lifeofsmilez](#) [@kristinadzara](#) [@abhaydandekar](#) Nope. On my work performance. Asking for [#feedback](#)...



MedEd Chat [@MedEdChat8 hours ago](#)

RT [@abhaydandekar](#): [@kristinadzara](#) I agree 100% - I think this needs great help to create "micro-sessions" of meaningful feedback to make in...



Monica van de Ridder [@MvdRidder8 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 [@GLBDallaghan8 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 [@kristinadzara8 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 [@MedEdChat8 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 [@MedEdChat8 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 [@abhaydandekar8 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 [@MvdRidder8 hours ago](#)

[@abhaydandekar](#) [@kristinadzara](#) How would you organize these 'micro sessions'? Should they be short refreshers? [#mededchat](#)



MedEd Chat [@MedEdChat8 hours ago](#)

RT Dr Lia Thomas [@DrLiaT1](#) Replying to [@MvdRidder](#) [@MedEdChat](#) People struggle with giving negative feedback; nobody likes to be disliked. [#mededchat](#)



MedEd Chat [@MedEdChat8 hours ago](#)

RT [@abhaydandekar](#): [@Alliance4ClinEd](#) [@lifeofsmilez](#) [@kristinadzara](#) It should hopefully go beyond that - I think it can be quite constructive...



Abhay Dandekar [@abhaydandekar8 hours ago](#)

[@MvdRidder](#) [@kristinadzara](#) '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](#)



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

[@MvdRidder](#) [@abhaydandekar](#) 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](#)



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

RT [@abhaydandekar](#): [@MvdRidder](#) [@kristinadzara](#) 'micro' sessions can refer to the method of delivering feedback in a time limited fashion OR t...



Monica van de Ridder [@MvdRidder8 hours ago](#)

[@MedEdChat](#) [@DrLiaT1](#) 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](#)



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

[@MedEdChat](#) [@DrLiaT1](#) [@MvdRidder](#) I would love to reframe this from "negative" to "formative" feedback. We are all on improvement journeys and it is not easy. [#MedEdChat](#)



Abhay Dandekar [@abhaydandekar8 hours ago](#)

[@MvdRidder](#) 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](#)



MedEd Chat [@MedEdChat8 hours ago](#)

Topic 3: From your own experience (vs theory), what are the essential components that each [#feedback](#) message should include? [#MedEdChat](#) [#meded](#)



Monica van de Ridder @MvdRidder8 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 @MvdRidder8 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 @GLBDallaghan8 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 @kristinadzara8 hours ago

RT @GLBDallaghan: T3 Personally feel #feedback should be actionable and specific....note what behavior needs to be improved then inquire wi...



Kristina Dzara, PhD, MMSc @kristinadzara8 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 @kristinadzara8 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 @MvdRidder8 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 @ArjaSateesh8 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 @abhaydandekar8 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



MedEd Chat @MedEdChat8 hours ago

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 rww 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



MedEd Chat [@MedEdChat8 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...



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 feedba...



Monica van de Ridder [@MvdRidder8 hours ago](#)

[@GLBDallaghan](#) 1/2! 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](#)



MedEd Chat [@MedEdChat8 hours ago](#)

RT [@MvdRidder](#): [@GLBDallaghan](#) 1/2! think when I ask the learner to tell me what goes well, I like to know WHY they think it goes well, when...



Monica van de Ridder [@MvdRidder8 hours ago](#)

[@GLBDallaghan](#) T3. 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](#)

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 feedba...



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 [@lorenlas18 hours ago](#)

RT [@MedEdChat](#): RT [@NinaBrowner](#) T2 I think as faculty we receive feedback rarely (except for annual rww w/ chairs). As PD I think it's impo...



MedEd Chat [@MedEdChat8 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 [@DrLiaT18 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 [@MvdRidder8 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 [@MvdRidder8 hours ago](#)

[@MedEdChat](#) [@NinaBrowner](#) T3. Could you elaborate a little bit on what you mean with the open appreciation? [#mededchat](#)



MedEd Chat [@MedEdChat8 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_kaminsky8 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 [@MvdRidder8 hours ago](#)

If I had not met [@GLBDallaghan](#) and [@kristinadzara](#) at [@GeneralistMedEd](#) and [@AAMCtoday](#) I would not have participated...



Kristina Dzara, PhD, MMSc [@kristinadzara8 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 [@MvdRidder8 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 [@kristinadzara8 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 [@MvdRidder8 hours ago](#)

[@abhaydandekar](#) Totally agree.. checking their perceptions...[#mededchat](#)



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

[@MvdRidder](#) [@GLBDallaghan](#) [@GeneralistMedEd](#) [@AAMCtoday](#) Glad to have you as part of the [#MedEd](#) [#MedTwitter](#) community [@MvdRidder!](#) [@GLBDallaghan](#) [#MedEdChat](#)



Sharon Thornton [@SharonAston88 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 [@HospiceEthics8 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 [@MedEdBot8 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 [@amitns8 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 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](#)



AFMR @AFMRResearch6 hours ago

What the AFMR community think about this? [#AcademicTwitter](#) [#MedEdchat](#) [#MedEd](#) [#medstudenttwitter](#) [#medtwitter](#)



MedEdBot @MedEdBot6 hours ago

RT @AFMRResearch: What the AFMR community think about this? [#AcademicTwitter](#) [#MedEdchat](#) [#MedEd](#) [#medstudenttwitter](#) [#medtwitter](#) <https://t.co/O...>



Vanessa Vides @Nessa_Gitelman5 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 @jprunuske5 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 @klausvon5 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 @alvarezzzy5 hours ago

RT @MedEdChat: T3 Here is the Warm et al (2018) article link: <https://t.co/iUXSrpKoZe> [#mededchat](#)



Emma Woolley @EmmaMedEd3 hours ago

RT @MedEdChat: Topic 1: What are the main reasons faculty are reluctant in giving [#feedback?](#) [#MedEdChat](#) [#meded](#) [#facdev](#)



Vanessa Balo @balo_vanessa2 hours ago

When you get home after two hours of microbiology practicals [#MedEdchat](#) [#Biomedical](#) <https://t.co/QBRJhBXgu>



Kal Winston @zakka2 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 hours ago

RT @MedEdChat: T3 Here is the Warm et al (2018) article link: <https://t.co/iUXSrpKoZe> [#mededchat](#)



Krishna Regmi @Krishnaregmi1862 hours ago

RT @GLBDallaghan: T2 This blog provides quick reminders about giving [#feedback](#)...the best of all is [#7](#) - practice [#mededchat](#) <https://t.co/...>



Krishna Regmi @Krishnaregmi1862 hours ago

RT @MedEdChat: Join the [#MedEdChat](#) tonight to discuss [#feedback](#) from the faculty's perspective! [#meded](#) [#facdev](#) @acgme @iamse @TheCgea @TheN...



Krishna Regmi @Krishnaregmi1862 hours ago

RT @MedEdChat: What goes through your mind before giving [#feedback](#)? Join the [#MedEdChat](#) Thursday - 9PM NYC to discuss! [#meded](#) [#facdev](#) <https://t.co/...>

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[@kristinadzara](#) 94



[@Alliance4ClinEd](#) 92



[@lifeofsmilez](#) 90



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[@GLBDallaghan](#) 67



[@DrLiaT1](#) 50

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[@Krishnaregmi186](#) 5



[@Alliance4ClinEd](#) 4



[@DrLiaT1](#) 3



[@AriaSateesh](#) 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