2020-05-14: Feedback Seeking: The Learner Perspective

The following links were shared during the chat:

- Ten Tips for Receiving Feedback Effectively in Clinical Practice
  [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4116619/](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4116619/)
- Clarifying Students’ Feedback-Seeking Behaviour in Clinical Clerkships
- Giving and Receiving Effective Feedback: A Review Article and How-To Guide
- Reflections on the Looking Glass: A Review of Research on Feedback-Seeking Behavior in Organizations
- How to Use Others’ Feedback to Learn and Grow
  [https://www.youtube.com/watch?v=FQNbaKkYk_Q](https://www.youtube.com/watch?v=FQNbaKkYk_Q)

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**MedEd Chat @MedEdChat** 9 hours ago

Topic 1: What are the main reasons that learners are reluctant to seek feedback?  #MedEdChat  #medstudent  #feedback  #meded

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**Rachel Salas MD @RachelSalasMD** 9 hours ago

@MedEdChat Hello  #medchat  I'm Rachel Salas. Sleep neurologist at Hopkins director of the neuro clerkship and ipe/ipcp

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**Peds Endo Chick @PedsEndoChick** 9 hours ago

@2c_Hirumi @GLBDallaghan Update: I used the QR code in a virtual lecture and toggled to the results. It seemed to work fairly well. Didn't generate a ton of discussion, but proved that I made my argument well :)  #MedEdChat

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**Peds Endo Chick @PedsEndoChick** 9 hours ago

@MedEdChat T1: Fear of criticism. Thinking they don’t need feedback. Thinking they won’t receive good feedback if they ask.  #MedEdChat

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**Alliance4ClinEd @Alliance4ClinEd** 9 hours ago

T1 This study sums up students’ feedback-seeking behaviours on clerkships nicely  [https://t.co/ohmpu5swKs](https://t.co/ohmpu5swKs)  #MedEdChat  #meded

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**Rachel Salas MD @RachelSalasMD** 9 hours ago

#medchat  T1 the May not feel it’s the right time. They wait for the feedback to come to them.

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**MedEd Chat @MedEdChat** 9 hours ago

RT @Alliance4ClinEd: T1 This study sums up students’ feedback-seeking behaviours on clerkships nicely  [https://t.co/ohmpu5swKs](https://t.co/ohmpu5swKs)  #MedEdChat  #m...

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**Jean Bailey, PhD @Jeanmb479** 9 hours ago

T1 Sometimes delivery is not good or helpful  #medchat

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#MedEdChat Transcript produced by the Alliance for Clinical Education
We seem to focus only on how to GIVE feedback. We could really improve by focusing some on teaching learners a process for how to GET feedback. #Mededchat

Mohammedali RT @Alliance4ClinEd: T1 This study sums up students’ feedback-seeking behaviours on clerkships nicely https://t.co/ohmpu5swKs #MedEdChat #m...

Gary Beck Dallaghan T1 Interesting that you say that. This article gives some tips on how to receive feedback https://t.co/BEJiJXMhJG #mededchat

Monica van de Ridder T1. I have noticed that the main reason is that learners often feel 'ashamed' that they have to admit that they don't know/ are not sure about a situation. That makes them hesitant about seeking feedback. They feel so vulnerable. #mededchat

Paul Haidet And I’m not talking about how to solicit feedback, either. I’m talking about how to hear it, how to reflect on it, how to incorporate and learn from it. #mededchat

Monica van de Ridder Hi #MedEdChat Sherine from Austin- internist & educator.

Gary Beck Dallaghan Why does shame have to be associated with seeking to improve oneself? That's what feedback is meant to do. @WillBynumMD could help us understand the shame factor #MedEdChat

Jean Bailey, PhD T1 we need to create a culture of feedback at our institutions. #mededchat

Paul Haidet And I’m not talking about how to solicit feedback, either. I’m talking about how to hear it, how to reflect on it, how t…
Monica van de Ridder @MvdRidder 9 hours ago
@PedsEndoChick @MedEdChat T1. #mededchat The fear of criticism is another reason. I agree. When you seek feedback, how do you 'control' what feedback you are receiving....

Paul Haidet @myheroistrane 9 hours ago
@GLBDallaghan I remember seeing something in the Harvard business review a few years back, too #mededchat

Sherine Salib @DrSherineSalib 9 hours ago
@MedEdChat T1. Learners do not feel sufficiently empowered to seek feedback- and that’s on us as educators! #MedEdChat

Alliance4ClinEd @Alliance4ClinEd 9 hours ago
@Jeanmb47 T1 Exactly. This quote is from the conclusions: Effective #feedback requires that the giver, receiver, and environment be carefully considered. https://t.co/McWUQ5s8nU #MedEdChat

MedEd Chat @MedEdChat 9 hours ago
RT @Alliance4ClinEd: @Jeanmb47 T1 Exactly. This quote is from the conclusions: Effective #feedback requires that the giver, receiver, and...

Monica van de Ridder @MvdRidder 9 hours ago
T1. #mededchat One of my favorite articles on feedback seeking. It clearly explains why feedback seeking can be so difficult for learners, but also for us as faculty. https://t.co/TsXBElClaP

Paul Haidet @myheroistrane 9 hours ago
@MvdRidder @MedEdChat Our culture really isn’t supportive of giving and receiving feedback in a reflective and deep way. #mededchat

Gary Beck Dallaghan @GLBDallaghan 9 hours ago
@DrSherineSalib @MedEdChat T1 Tell me more about this. I'm not sure I see this as a lack of empowerment. Curious. #MedEdChat

MedEd Chat @MedEdChat 9 hours ago
RT @MvdRidder: T1. #mededchat One of my favorite articles on feedback seeking. It clearly explains why feedback seeking can be so difficult...

Rachel Salas MD @RachelSalasMD 9 hours ago
I'm book marking this
Peds Endo Chick @PedsEndoChick9 hours ago @MvdRidder @MedEdChat As a learner, I also struggle with how to give feedback to my teachers--today, my attending called me my first name in front of pts. How do you deal with that power differential? #MedEdChat

Shreeya Popat @SPopatMD9 hours ago @MedEdChat Hello! Shreeya, urology resident in Houston, TX. Wrapping up for the day so will be joining intermittently :) #MedEdChat

Monica van de Ridder @MvdRidder9 hours ago @myheroistrane @MedEdChat T1. #mededchat totally agree. Our culture is almost the most important factor. Feedback seeking is seen as a weakness and not as a strength.

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 that learners are reluctant to seek feedback? #MedEdChat #medstudent #feedback #meded

MedEdBot @MedEdBot9 hours ago RT @Alliance4ClinEd: T1 This study sums up students’ feedback-seeking behaviours on clerkships nicely https://t.co/ohmpu5swKs #MedEdChat #m...

Zainab @zainabo879 hours ago RT @Alliance4ClinEd: T2 Nice blog post with 15 well known learning theories for educators https://t.co/8FTS4J1PZI #MedEdChat

Mohammedali @mohammexalitha19 hours ago RT @MvdRidder: T1. #mededchat One of my favorite articles on feedback seeking. It clearly explains why feedback seeking can be so difficult...

Sherine Salib @DrSherineSalib9 hours ago @GLBDallaghan @MedEdChat T1. In the busy clinical environment, learners may feel that asking for anything “extra” is causing inconvenience. We need to reframe feedback as an essential part of EVERY learners’ growth & embed it as a requirement, making it easier for learners to solicit it. #MedEdChat
Paul Haidet @myheroistrane 9 hours ago
1/2: What I had to figure out in the face of feedback from my first mentor: 1) go in with a notebook. Don’t defend; only ask questions to understand the perspective of the person giving feedback. 2) go off somewhere and emote for a while #Mededchat

Rachel Salas MD @RachelSalasMD 9 hours ago
Putting this on my radar. Thanks for sharing.

Monica van de Ridder @MvdRidder 9 hours ago
@DrSherineSalib @MedEdChat #mededchat T1. Partially as faculty, we don't role model feedback seeking to our learners, and our leaders don't role model it to us....

Gary Beck Dallaghan @GLBDallaghan 9 hours ago
@myheroistrane Kind of like when you get reviewer comments back :0 #MedEdChat

Maya Torain @MayaTorain 9 hours ago
@MedEdChat T1: Some feel as if it's an imposition to ask for feedback and intimidated to solicit themselves. #mededchat

Gary Beck Dallaghan @GLBDallaghan 9 hours ago
@DrSherineSalib @MedEdChat Makes sense. Thanks for clarifying! #MedEdChat

Jean Bailey, PhD @Jeanmb47 8 hours ago
T1 we need to help learners and teachers frame feedback appropriately #mededchat

Paul Haidet @myheroistrane 8 hours ago
2/2: 3) come back (after the emoting is over) and go over the notes 4) give myself permission to ignore stupid feedback, but read everything honestly, dispassionately ... what I found: there was almost no stupid stuff. Way less than I thought in steps 1&2. #mededchat

Gary Beck Dallaghan @GLBDallaghan 8 hours ago
@Jeanmb47 Can you say mindset? #MedEdChat

Paul Haidet @myheroistrane 8 hours ago
@GLBDallaghan EXACTLY like that. #mededchat

Monica van de Ridder @MvdRidder 8 hours ago
@GLBDallaghan @MedEdChat @WillBynumMD T1. #mededchat The 'shame' factor is partially something that is also related to the 'medical' culture. I sometimes have the idea that the shame-aspect is even higher in the USA vs. The Netherlands (opinion). Doctors are so looked up to. That plays a role as well. 1/2
Topic 2: How do you envision stimulating feedback seeking in your learners? #MedEdChat #meded #medstudents

Sherine Salib @DrSherineSalib 8 hours ago
T1. For our medical students, we’ve made feedback a requirement for their clerkship, thereby normalizing feedback. They have to submit a certain number of feedback cards. Embedding it in the culture as a requirement for ALL learners removes any possible stigma. #MedEdChat

RT Mary Rocha, MD, MPH, FAAP @dr_mary24 Replying to @myheroistrane https://t.co/sSDXFSIfqs #MedEdChat

Peds Endo Chick @PedsEndoChick 8 hours ago
@DrSherineSalib @MedEdChat We attempted to do that in residency (hard to make it a requirement, but we encouraged it and had rewards for the cards). It didn’t work so well #MedEdChat

Monica van de Ridder @MvdRidder 8 hours ago
@GLBDallaghan @MedEdChat @WillBynumMD T1. #mededchat When the expectations are very high, it becomes more difficult as a young learner to admit your weaknesses. The competitive nature in medical school among students also plays a role 2/2.

Gary Beck Dallaghan @GLBDallaghan 8 hours ago
T2 From my experience, I have seen students be more willing to seek feedback from me when I’ve put it out there I don’t know things. When they see you vulnerable I think it opens doors #MedEdChat

RT @DrSherineSalib: @MedEdChat T1. For our medical students, we’ve made feedback a requirement for their clerkship, thereby normalizing fe...

Jean Bailey, PhD @Jeanmb478 8 hours ago
T2 we created an app for EPAs, but this resulted in quick, non-specific feedback #MedEdChat

Monica van de Ridder @MvdRidder 8 hours ago
@myheroistrane T1. #mededchat. I love your note on giving yourself the permission to ignore the stupid feedback. Very important.
Gary Beck Dallaghan @GLBDallaghan 8 hours ago @Jeanmb47 T2 Currently analyzing data like that for family med residents using the RIME framework to categorize feedback comments. I'm impressed with the specificity of the comments #MedEdChat

Monica van de Ridder @MvdRidder 8 hours ago @MayaTorain @MedEdChat T1. Mededchat. What do you mean with imposition?

Mohammedali @mohammexalitha 18 hours ago RT @MedEdChat: Topic 2: How do you envision stimulating #feedback seeking in your learners? #MedEdChat #meded #medstudents

Mohammedali @mohammexalitha 18 hours ago RT @DrSherineSalib: @MedEdChat T1. For our medical students, we’ve made feedback a requirement for their clerkship, thereby normalizing fe...

Sherine Salib @DrSherineSalib 8 hours ago @MedEdChat T2. We need to reframe feedback. The term feedback has a negative connotation in many learners’ (& some teachers’ minds). Let’s reframe it - or even rename it altogether. #MedEdChat

Shreeya Popat @SPopatMD 8 hours ago @MedEdChat T1: We distributed surveys to @bcmhouston #urores faculty and residents about post-op feedback. Significant differences in perceived frequency, specificity, and obstacles: both groups described challenges in workflow — pressures to get to next task, charting, etc. #MedEdChat

Shreeya Popat @SPopatMD 8 hours ago @MedEdChat @bcmhouston https://t.co/h9y6CsvmPJ #MedEdChat

Peds Endo Chick @PedsEndoChick 8 hours ago @DrSherineSalib @MedEdChat I conceptually like the practice of having the learner evaluate themselves and provide some guidance in that self reflection. In practice, it’s very uncomfortable and I can never figure out what to say when asked to evaluate myself #MedEdChat

Karen Dickinson @K_DickinsonMD 8 hours ago @MedEdChat T2 promoting a culture of psychological safety. Everyone benefits in thy learning environment #mededchat
Sateesh Arja, M.B.B.S., MHPE, MSPH @ArjaSateesh

@MedEdChat #mededchat T1 Most of the times learners feel feedback doesn’t improve their performance especially when the faculty gives nonspecific and vague feedback. Some students are non motivated which I say very less common reason. #meded

Peds Endo Chick @PedsEndoChick

@SPopatMD @MedEdChat @bcmhouston Oh, yes, timing is challenging for sure. The last couple times my attendings asked me for feedback/to provide me feedback, I was in the middle of charting and trying to finish my work so I could go home after a busy day #MedEdChat

Nina Browner, MD @NinaBrowner

@RachelSalasMD @MedEdChat T2: by teaching faculty that feedback is not something you doll in a big lump at the end of the week/rotation. It’s encouragements, “what if you consider this?” sentences and “it would be hard for me to do/say/find.....” statements sprinkled thru the day w learner #mededchat

Monica van de Ridder @MvdRidder

@MedEdChat T2. #mededchat 1️⃣For me the role modeling is very important. 2️⃣Explaining them in a cognitive way the added value of feedback seeking. 3️⃣Let students share and discuss their vulnerabilities, in this way they learn that ALL learners have them.

Gary Beck Dallaghan @GLBDallaghan

@DrSherineSalib @MedEdChat T2 Coaching seems to be the preferred choice, but that is more than feedback. #mededchat

MedEd Chat @MedEdChat

RT @K_DickinsonMD: @MedEdChat T2 promoting a culture of psychological safety. Everyone benefits in thy learning environment #mededchat

Monica van de Ridder @MvdRidder

@DrSherineSalib @MedEdChat T1. What problem would this solve? #mededchat?

MedEd Chat @MedEdChat

RT @NinaBrowner: @RachelSalasMD @MedEdChat T2: by teaching faculty that feedback is not something you doll in a big lump at the end of the...

Alliance4ClinEd @Alliance4ClinEd

RT @NinaBrowner: @RachelSalasMD @MedEdChat T2: by teaching faculty that feedback is not something you doll in a big lump at the end of the...
Sherine Salib @DrSherineSalib8 hours ago
@MedEdChat T2. When I first work with a new team of learners, I set expectations. One of the expectations is that feedback will be an important part of our work together. I tell them we’ll have 2-way feedback: I give them feedback & they give me feedback. It seems to work! #MedEdChat

Karen Dickinson @K_DickinsonMD8 hours ago
@MedEdChat Strong mentoring and coaching influences are crucial to this process too. The feeling of being invested in by your mentor or coach helps open the feedback process. #mededchat

Mohammedali @mohammexalitha18 hours ago
RT @K_DickinsonMD: @MedEdChat T2 promoting a culture of psychological safety. Everyone benefits in thy learning environment #mededchat

MedEd Chat @MedEdChat8 hours ago
RT @DrSherineSalib: @MedEdChat T2. When I first work with a new team of learners, I set expectations. One of the expectations is that fee...

Deb Simpson @debsimpson38 hours ago
T2 one can stimulate trainee soliciting feedback by asking for it. Evidence has demonstrated that trainees are more likely to ask for feedback if they are honestly asked from a #growthmindset for feedback from faculty. We can do it and it reminds us how hard it is. #MedEdChat

Sateesh Arja, M.B.B.S., MHPE, MSPH @ArjaSateesh8 hours ago
@MedEdChat #mededchat T2 by giving specific feedback and at appropriate time which gives opportunity for the students to improve. Corrective information. Plan of action for the improvement from learner side and also from the faculty side. Joint plan of action #medEd

Gary Beck Dallaghan @GLBDallaghan8 hours ago
@DrSherineSalib @MedEdChat That’s a great way of doing it....particularly because you are letting them know you want feedback as well #MedEdChat

Dan Weber @drdanielweber8 hours ago
@NinaBrowner @RachelSalasMD @MedEdChat Do you feel like the learners recognize this as feedback? It seems if I dont set aside block time and say we’re doing feedback now, I get feedback that there was no feedback on my rotation #mededchat
RT @ArjaSateesh: @MedEdChat #mededchat T2 by giving specific feedback and at appropriate time which gives opportunity for the students to i...

T2. When I first work with a new team of learners, I set expectations. One of the expectations is that fee...

Yes! I am a clinical faculty so my feedback is related to rotation I am with our residents. The team is usually 3-6 people - I count how many time during the day I mentioned something that this resident/ student did well and how many times I asked for advice from them #mededchat

T2 we significantly improved feedback scores on @acgme resident survey by teaching faculty and residents he to make a specific, focused Ask, Clarify if it’s not actionable and say Thanks! It’s our ACT model. No ‘how am I doing’ asks!! @AuroraGME #MedEdChat

But how does that stimulate our students to SEEK feedback?

correcting the weaknesses from both learner and faculty side at the same time reinforcing the strengths #meded

This sounds silly, but I often feel that the best feedback is feedback that is never recognized as feedback at all. (I understand your concern since that is a common question that is asked of students) #MedEdChat

Topic 3: What are good questions that learners could ask to elicit very specific #feedback from you as faculty? #MedEdChat #MedEd #medstudents

This approach works to destigmatize the process of feedback that can be felt by learners. Openness is key and I think it’s so valuable to admit and recognize we are all constantly learning #mededchat
Gary Beck Dallaghan @GLBDallaghan 8 hours ago
@MedEdChat T3 Asking at the end of the day how am I doing will only result in a generic, non-specific response. Perhaps a better way would be to ask for feedback on a particular skill at the beginning of the clinic so the preceptor can be observant. #mededchat

Monica van de Ridder @MvdRidder 8 hours ago
@MedEdChat T3. I think that teaching our learners what questions to ask so that they will receive specific information is a key aspect of teaching learners feedback seeking. That is why I think we need to give specific attention to this topic. #mededchat

Karen Dickinson @K_DickinsonMD 8 hours ago
@MedEdChat The set-dialogue-closure model identifies the takeaways from previous learning event(s) with an operation/procedure. I think this helps focus mind of both learner & trainer & the learner can specifically ask “how did I do on x”, the subject of previous takeaway. #mededchat

Peds Endo Chick @PedsEndoChick 8 hours ago
@GLBDallaghan @MedEdChat Agree! Learners stating that they want to work on x will help guide the feedback. But that does require that the learner be prepared to be introspective. #MedEdChat

MedEd Chat @MedEdChat 8 hours ago
RT @MvdRidder. @MedEdChat T3. I think that teaching our learners what questions to ask so that they will receive specific information is a...

Sateesh Arja, M.B.B.S., MHPE, MSPH @ArjaSateesh 8 hours ago
@MvdRidder @MedEdChat #mededchat T2 It is by making the learners being part of the feedback. Once learners own and think that they are part of plan of action, it might improve. My course module runs for four months. I develop this culture, it helps me. We give feedback at least 3-4 times in 4 months

Karen Dickinson @K_DickinsonMD 8 hours ago
@GLBDallaghan @MedEdChat Agree, I also think that encouraging learners to develop the art of giving constructive thoughtful feedback as well as receiving it will help them in the future. #mededchat

Sherine Salib @DrSherineSalib 8 hours ago
@MedEdChat T2. Things I’ve found make feedback more effective: 1. Using lots of “micro-feedback”: specific, “bite-sized” feedback several times/day. 2. “Sign-posting” /labeling of feedback as such. 3. Following up on things we discussed before. It shows I care & I’m watching. #MedEdChat
The set-dialogue-closure model identifies the takeaways from previous learning event(s) with an operation/pro...

Things I’ve found make feedback more effective: 1. Using lots of “micro-feedback”: specific, “bite-siz...

T3: Examples of specific Qs can be on anything. What’s the one thing I co do to: improve my SDH hx? Broaden my dif dx? Communicate more effectively w my patient? My team? Improve my use of lab tests with diabetic patients? More effectively work with pharmacists? #mededchat

Asking at the end of the day how am I doing will only result in a generic, non-specific response. Perhaps...

How have you practically done the follow up piece? As a busy clinician that has to be challenging. Any tips? #MedEdChat

Things I’ve found make feedback more effective: 1. Using lots of “micro-feedback”: specific, “bite-siz...

But the faculty might say: "not bad at all". A learner that has learned to seek feedback: "On a ten point scale, where am I?” F: "You are a good 7" L: "Can you explain what I need to do to make this an 8?" This makes it hard for faculty to keep it general.
Karen Dickinson @K_DickinsonMD8 hours ago
@MvdRidder @MedEdChat Yes! I agree. The art of gathering and giving feedback requires both parties to be specific and provide actionable advice #mededchat

Monica van de Ridder @MvdRidder8 hours ago
@debsimpson3 T3. #mededchat Students do ask these questions. But is goes wrong when (unmotivated) faculty are not prepared for these questions, and give a general answer with no real information. How can a learner by asking questions turn this conversation into a positive experience?

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

Monica van de Ridder @MvdRidder8 hours ago
RT @DrSherineSalib: @MedEdChat T2. Things I’ve found make feedback more effective: 1. Using lots of “micro-feedback”: specific, “bite-size”...

Karen Dickinson @K_DickinsonMD8 hours ago
@MedEdChat For something so important to professional development I feel we are taught relatively little during training about how to both give and elicit not just feedback, but effective feedback #MedEdchat

Monica van de Ridder @MvdRidder8 hours ago
T3. Setting a goal is so important, it gives focus. #mededchat

Shreeya Popat @SPopatMD8 hours ago
@DrSherineSalib @GLBDallaghan @MedEdChat T1: After the survey I posted about, we instituted an “Education Time Out and Debrief” before and after every case, to make it customary practice. While perceived frequency and difficulty of feedback didn’t change, satisfaction with #MedEd greatly improved! #MedEdChat

Nina Browner, MD @NinaBrowner8 hours ago
@MedEdChat T3; What should I start doing? What should I stop doing? What should I keep doing? #MedEdchat

Deb Simpson @debsimpson38 hours ago
Even harder than asking for specific, actionable feedback is giving it. Providing a “here is where you are now”, “here’s the = performance we’re looking for”, and here are specific steps resources to start. That is really hard! Try it #deliberatepractice #facdev #MedEdChat https://t.co/sVThU4LRgl

#MededChat Transcript produced by the Alliance for Clinical Education
We'll be off next week, but come back in 2 weeks for another chat. Don't forget to suggest topics by DM or email #meded #mededchat

That's a wrap...I will post the #mededchat transcript tomorrow morning on https://t.co/mJivoKroXx on the Resources page. Thanks everyone for participating! #meded

Teaching the feedback seeking elective, taught me that feedback seeking (FBS) is a skill, and we don't teach it our learners. I think feedback will become more effective if we start investing in teaching learners FBS.

Agree about the importance of being specific! I teach novice teachers to use phrases like "I noticed that you did/said X. Next time, I would try Y because...” #MedEdchat

Interesting approach some students are using. “I really want to be ready for new rotation with Dr. ___ (someone current preceptor knows). What should I make sure I'm really good for next rotation (aka students realizing that faculty can be embarrassed too)! #MedEdchat

In a way I agree. It can be very hard to be explicit. However another aspect that makes giving feedback hard, is when you are not sure if it is wanted. When learners seek feedback, that aspect is out of the way, because you are invited to give it.#mededchat

If any one wants more information on this Feedback seeking elective, please DM me. #mededchat

RT @myheroistrane: 2/2: 3) come back (after the emoting is over) and go over the notes 4) give myself permission to ignore stupid feedback...

T3: I simultaneously like this and am completely scared by the prospect of the answer! 😱 #MedEdChat
Monica van de Ridder @MvdRidder 8 hours ago  @SPopatMD @K_DickinsonMD @MedEdChat That is another aspect you need to address when learners are seeking feedback. How do you deal/cope with the information you receive? #mededchat

Paul Haidet @myheroistrate 8 hours ago @MvdRidder That is key; acknowledges that not all feedback has to be acted upon. Also key is being honest with myself and looking at the points from all angles; not just rejecting things out of hand. Good way if practicing scientific equipoise on data about myself. #mededchat

Sherine Salib @DrSherineSalib 8 hours ago  @Alliance4ClinEd @MedEdChat Absolutely! I make notes to make sure I remember. Giving feedback once and not following up is - in my opinion- minimally effective, if at all. It’s part of our accountability as educators towards our learners. #MedEdChat

Sherine Salib @DrSherineSalib 8 hours ago RT @DrSherineSalib: @MedEdChat T2. Things I’ve found make feedback more effective: 1. Using lots of “micro-feedback”: specific, “bite-sized”...

Monica van de Ridder @MvdRidder 8 hours ago  @myheroistrate #mededchat I think it takes a certain courage to do that. I always wonder, how can we teach our learners this. Because this opens also the door to discrediting ‘good’ feedback that is perceived as unwelcome.

MedEdBot @MedEdBot 8 hours ago RT @MedEdChat: Topic 3: What are good questions that learners could ask to elicit very specific feedback from you as faculty? #MedEdChat #...

MedEdBot @MedEdBot 8 hours ago RT @MedEdChat: We have about 5 more minutes left in our discussion. Please feel free to give some final thoughts #meded #mededchat

MedEdBot @MedEdBot 8 hours ago RT @MedEdChat: We'll be off next week, but come back in 2 weeks for another chat. Don’t forget to suggest topics by DM or email #meded #med...

MedEdBot @MedEdBot 8 hours ago RT @MedEdChat: That’s a wrap...I will post the #mededchat transcript tomorrow morning on https://t.co/mJivoKroXx on the Resources page. Tha...
How do you define effective? If the feedback you gave changed learner's thought processes, part of their behavior, or their actions, etc., in a positive manner, despite of you not following through, was this than effective or not?

I love this Deb, such a nice example of role modeling! such a gift to our learners.

I had to figure out in the face of feedback from my first mentor:
1) go in with a notebook. Don’t defend; onl...

That is key; acknowledges that not all feedback has to be acted upon. Also key is being honest with myself an...

The more explicit you are, and the more you formulate in observable behavior the less the feedback lends itself for discussion.

For something so important to professional development I feel we are taught relatively little during training...

Why?

One of my favorite articles on feedback seeking. It clearly explains why feedback seeking can be so difficul...

MS3: what skill do notice the biggest gap between me and a good SubI? What do you think the best way to practice that would be? MS4: ... intern ... etc Upper level resident: ... attending...
David Carless @CarlessDavid
7 hours ago
RT @debsimpson3: Even harder than asking for specific, actionable feedback is giving it. Providing a “here is where you are now”, “here’s...”

Catherine Nameth, PhD @namethca
7 hours ago
@MvdRidder @K_DickinsonMD @MedEdChat Is this a skill and/or a mindset? Feedback seeking seems to include humility from the seeker and also perhaps the expectation of compassion from the giver. #mededchat

Catherine Nameth, PhD @namethca
7 hours ago
@DrSherineSalib @MedEdChat These are effective strategies. Are they verbally communicated or also in writing? #MedEdChat

Melissa Cowan @MelissaCowan13
7 hours ago
RT @MedEdChat: Topic 1: What are the main reasons that learners are reluctant to seek feedback? #MedEdChat #medstudent #feedback #meded

Melissa Cowan @MelissaCowan13
7 hours ago
RT @MedEdChat: Topic 2: How do you envision stimulating #feedback seeking in your learners? #MedEdChat #meded #medstudents

Melissa Cowan @MelissaCowan13
7 hours ago
RT @MedEdChat: Topic 3: What are good questions that learners could ask to elicit very specific #feedback from you as faculty? #MedEdChat #...

Catherine Nameth, PhD @namethca
7 hours ago
@MedEdChat An example of asking for feedback if observed: Given what you observed today, what did I do well, and what is one thing I can improve for next time? #feedback #MedEdChat

Catherine Nameth, PhD @namethca
7 hours ago
@DrSherineSalib @MedEdChat This is an excellent example of mirroring. #feedback #MedEdChat

Monica van de Ridder @MvdRidder
7 hours ago
@fanseel @CarlessDavid Thank you for bringing this to my attention! #mededchat

Sherine Salib @DrSherineSalib
7 hours ago
@namethca @MedEdChat Both- I communicate these strategies verbally & in written form at the start of each new rotation. It’s part of the expectation-setting with my learners. I wrote about some of those strategies: https://t.co/3hvCRJ6n1l #MedEdChat #MedEd
Catherine Nameth, PhD @namethca 7 hours ago
@ArjaSateesh @MedEdChat Agreed. Receiving vague feedback is not helpful & may increase learner confusion or anxiety. #MedEdChat #feedback

Catherine Nameth, PhD @namethca 7 hours ago
@Jeanmb47 What tweaks might you make to the app so people give & receive specific, actionable, valuable feedback? #feedback #MedEdChat

Monica van de Ridder @MvdRidder 7 hours ago
@MedEdChat Thank you @GLBDallaghan for organizing the chats. It is as always thought provoking and inspiring...#mededchat

Catherine Nameth, PhD @namethca 7 hours ago
@GLBDallaghan Humility when teaching can be beneficial for learners. #feedback #MedEdChat

Catherine Nameth, PhD @namethca 7 hours ago
@DrSherineSalib @GLBDallaghan @MedEdChat Instead of asking for something in addition, how can #feedback be part of the conversation? #MedEdChat

Catherine Nameth, PhD @namethca 7 hours ago
@MedEdChat Learners may be reluctant to seek #feedback because of fear - they have had a negative, non-growth, possibly demeaning past experience related to #feedback. This makes a compassionate educator’s role even trickier. #MedEdChat

Catherine Nameth, PhD @namethca 7 hours ago
@DrSherineSalib @MedEdChat Agree that verbal & written #feedback can complement each other & can be optimal for learner. But only if feedback is kind, true, & necessary. #MedEdChat

Julie Williamson, DO @JWilliamsonDO 7 hours ago
RT @debsimpson3: Even harder than asking for specific, actionable feedback is giving it. Providing a “here is where you are now”, “here’s... 

Alessia Bevilacqua @AlessiaBev 7 hours ago
RT @MvdRidder: T1. #mededchat One of my favorite articles on feedback seeking. It clearly explains why feedback seeking cna be so difficul...
Monica van de Ridder @MvdRidder 6 hours ago
@namethca @K_DickinsonMD @MedEdChat #mededchat what do you think? I have to think about it. I think it definitely is a skill. I also think there is a mindset component to it as well. I don’t think it is only mindset.

Tineromijn @tromijn 15 hours ago
RT @MvdRidder T1. #mededchat One of my favorite articles on feedback seeking. It clearly explains why feedback seeking can be so difficult...

AfyaPot @AfyaPot 5 hours ago
In case series of 214 #COVID19 up 36.4% patients had neurologic symptoms. More common in those with severe infection (45.5%) according to respiratory status Include; cerebrovascular events, impaired consciousness & muscle injury #Neurology #MedEdchat #https://t.co/v0DOZRbn51 #https://t.co/1APNKD0fea

Nina Riggins @NinaRiggins 5 hours ago
RT @RachelSalasMD: Here is the announcement - let's get the neuro educators in the conversation @AANMember https://t.co/Svub1flf6j

Kinga Laura Eliasz @k_for_kinga 4 hours ago
@MedEdChat T1: Feedback is an opportunity for growth but also setback, if not delivered & received/perceived to be respectful, meaningful, credible. Feedback seeking opens one’s ego up for display & being talked at rather than talked is a major barrier in feedback “conversations” #MedEdchat

Dr O E Idowu @idowuoe 4 hours ago
RT @MvdRidder: T1. #mededchat One of my favorite articles on feedback seeking. It clearly explains why feedback seeking can be so difficult...

Kinga Laura Eliasz @k_for_kinga 4 hours ago
@MedEdChat T2: with the relationship btw the feedback giver & receiver. In medicine this relationship is complex: there is education, supervision, power, trust, friendship, promotion, vulnerability, shame, all wrapped up. Credible yet objective coaching could be an approach (2/2) #MedEdchat

Dr Harriet Dunbar-Morris PFHEA @HE_Harriet 4 hours ago
RT @debsimpson3: Even harder than asking for specific, actionable feedback is giving it. Providing a “here is where you are now”, “here’s...
Kinga Laura Eliasz @k_for_kinga 4 hours ago
@MedEdChat T3: The feedback receiver should first reflect (reduces the danger of reliance on feedback), then learn to frame the question as to ‘why’ they are coming to that person to give them specific input. Framing with ‘why’ in mind @simonsinek — creates meaningfulness #MedEdchat #MedEd

Shanda Blackmon, MD @ShandaBlackmon 4 hours ago
RT @K_DickinsonMD: @MedEdChat The set-dialogue-closure model identifies the takeaways from previous learning event(s) with an operation/pro...

Qpercom 🙏 #ThankYouFrontliners @Qpercom 4 hours ago
RT @MvdRidder: T1. #mededchat One of my favorite articles on feedback seeking. It clearly explains why feedback seeking can be so difficul...

Kinga Laura Eliasz @k_for_kinga 4 hours ago
@MedEdChat I love @MedEdChat #MedEdchat #MedTwitter #MedEd #MedEdForum @AAMCtoday 👩🏾⚕️ 👩🏼⚕️ 👨🏿⚕️ 👨🏼⚕️ https://t.co/Rk6VZXlYMk

JonnyAchesonArt @JonnyAchesonArt 3 hours ago
#doctors #nurses #physio #physiotherapy #OccupationalTherapy #parkinsons #parkinsonsnurses #FOAmEd #MedEd #MedEdchat #Administration #Admin #nhs #HCAHealthcare #healthcare #HealthcareHeroes #NHSheroes #Medical #medicine #NHSclap #NHSThankYou #NHSStudentNurs eHeroes #hospital

Marese Bermingham @Marese_CiT 3 hours ago
RT @debsimpson3: Even harder than asking for specific, actionable feedback is giving it. Providing a “here is where you are now”, “here’s...
SystematicReviewBot @EvidenceRobot2 hours ago
RT @AfricanSurgery: Adding Blood to St Thomas Solution Does Not Improve Mortality in Pediatric Cardiac Surgery; A Meta-analysis of a Homoge...

MerciehDaniels. @merciehdaniels2 hours ago
RT @AfricanSurgery: Adding Blood to St Thomas Solution Does Not Improve Mortality in Pediatric Cardiac Surgery; A Meta-analysis of a Homoge...

John Dermo @JDermo an hour ago
RT @debsimpson3: Even harder than asking for specific, actionable feedback is giving it. Providing a “here is where you are now”, “here’s...

Andrew H. Shute @andrew_h_shute38 minutes ago
Please share your stories about the positive things that your program did/is doing to protect and support you, your team, and your patients during this pandemic. #orthotwitter #surgery #residency #MedTwitter #MedStudentTwitter #MedEd #MedEdchat

Britt D.K. Gratreak 🖖 @brittbrains37 minutes ago
RT @andrew_h_shute: Please share your stories about the positive things that your program did/is doing to protect and support you, your tea...

OrthoTweets @TweetsOrtho37 minutes ago
RT @andrew_h_shute: Please share your stories about the positive things that your program did/is doing to protect and support you, your tea...

MedEdBot @MedEdBot34 minutes ago
RT @andrew_h_shute: Please share your stories about the positive things that your program did/is doing to protect and support you, your tea...

The #MedEdChat Influencers

Top 10 Influential

@MedEdChat 100

@MvdRidder 81

#MedEdChat Transcript produced by the Alliance for Clinical Education
@PedsEndoChick 7

Highest Impressions

@MedEdChat 161.4K
@GLBDallaghan 18.6K
@MedEdBot 17.9K
@myheroistrane 12.6K
@K_DickinsonMD 11.3K
@CarlessDavid 8.2K
@abbyCCim 8.2K
@ikokaziKE 6.2K
@MvdRidder 6.1K
@RachelSalasMD 4.3K