

2020-12-17: Quantity vs. Quality: The More the Better with Clinical Feedback?

The following links were shared during the chat:

- Medical Education: Giving Feedback to Doctors in Training <https://www.bmj.com/content/366/bmj.l4523>
- Giving Feedback in Clinical Settings <https://www.bmj.com/content/337/bmj.a1961>
- What Is Feedback in Clinical Education? <https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2923.2007.02973.x#.X9wTCS9Xs0k.twitter>
- Giving Feedback to Medical Students and Trainees: Rules and Realities <https://pmj.bmj.com/content/92/1092/627>
- Variables that Affect the Process and Outcome of Feedback, Relevant for Medical Training: A Meta-review <https://pubmed.ncbi.nlm.nih.gov/26077214/>



MedEd Chat (hosted by ACE) @MedEdChat9 hours ago

Topic 1: What kind of [#feedback](#) to you offer learners in patient care settings? [#mededchat](#) [#meded](#)



Iris Thiele Isip Tan MD, MSc @endocrine_witch9 hours ago

RT @MedEdChat: Topic 1: What kind of [#feedback](#) to you offer learners in patient care settings? [#mededchat](#) [#meded](#)



Kristina Dzara, PhD, MMSc @KristinaDzara9 hours ago

Kristina here checking in for [#MedEdChat](#)! Mostly lurking tonight, but happy to support our [#MedEd](#) community! @MedEdChat @GLBDallaghan <https://t.co/yP48qtdacT>



Kristina Dzara, PhD, MMSc @KristinaDzara9 hours ago

RT @MedEdChat: Topic 1: What kind of [#feedback](#) to you offer learners in patient care settings? [#mededchat](#) [#meded](#)



Kristina Dzara, PhD, MMSc @KristinaDzara9 hours ago

RT @OEFD_RFHS_UM: Tonight at 8pm CST - clinical [#feedback](#) on the [#MedEdChat](#) hosted by @MedEdChat



Gary Beck Dallaghan @GLBDallaghan9 hours ago

T1 From what [#medstudents](#) have told me over the years, much of the [#feedback](#) they receive is "good job" or "read more"...nothing specific to help them improve [#MedEdChat](#)



UNCMED2021 @uncmed20219 hours ago

Happening now!



Alliance4ClinEd @Alliance4ClinEd9 hours ago

T1 This point is what [#feedback](#) should be: Effective feedback is relevant, specific, and focused on objective behaviours <https://t.co/3GNjX3R3ur> [#MedEdChat](#)

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



[@MedEdChat](#) [#mededchat](#). T1. Mostly 'feedback-on -the-fly': short, balanced(pos+neg), practical, and easy to digest.

MedEd Chat (hosted by ACE) [@MedEdChat9](#) hours ago



RT [@Alliance4ClinEd](#): T1 This point is what [#feedback](#) should be: Effective feedback is relevant, specific, and focused on objective behaviour...

Peds Endo Chick [@PedsEndoChick9](#) hours ago



[@MedEdChat](#) Michelle here from relatively warm MO :) [#MedEdChat](#)

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



[@MvdRidder](#) [@MedEdChat](#) T1 Do you think the balanced piece is effective? I've read that this so-called [#feedback](#) sandwich may not be necessary [#MedEdChat](#)

Laura Bookman [@DaktaLaura9](#) hours ago



[@MedEdChat](#) T1 [#mededchat](#) Usually ask the medical student how it went after we see a patient together in clinic then respond to that

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



[@GLBDallaghan](#) [#mededchat](#). According to how I define feedback, 'good job' is a compliment, not feedback.

Alliance4ClinEd [@Alliance4ClinEd9](#) hours ago



T1 Another good rationale for solid feedback - Without feedback, good practice is not reinforced, poor performance is not corrected, and the path to improvement not identified. <https://t.co/Ubj12MhKla> [#MedEdChat](#)

Kristina Dzara, PhD, MMSc [@KristinaDzara9](#) hours ago



RT [@Alliance4ClinEd](#): T1 Another good rationale for solid feedback - Without feedback, good practice is not reinforced, poor performance is...

Peds Endo Chick [@PedsEndoChick9](#) hours ago



[@MedEdChat](#) I don't interact much directly with learners in the patient setting, as I'm still a learner myself, but I try to give them feedback on more objective things... notes, presentations, etc. We're informal when we work together, which makes it challenging to give feedback [#MedEdChat](#)

Peds Endo Chick [@PedsEndoChick9](#) hours ago



[@GLBDallaghan](#) Pretty much the feedback I get as a fellow too ;) [#MedEdChat](#)



Gary Beck Dallaghan @GLBDallaghan9 hours ago
@DaktaLaura @MedEdChat T1 How do the students respond? Are they able to self-assess reasonably well? #mededchat



MedEd Chat (hosted by ACE) @MedEdChat8 hours ago
RT @Alliance4ClinEd: T1 Another good rationale for solid feedback - Without feedback, good practice is not reinforced, poor performance is...



MedEdBot @MedEdBot8 hours ago
RT @MedEdChat: The #mededchat topic & questions will be announced in a moment...for now, please introduce yourselves #meded



MedEdBot @MedEdBot8 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 @MedEdBot8 hours ago
RT @MedEdChat: T1 about to come up in a few moments #meded #mededchat



Gary Beck Dallaghan @GLBDallaghan8 hours ago
@PedsEndoChick @MedEdChat T1 Don't you think the more objective items are going to have more impact? With those examples, it would be easy enough to identify what was done well or what needs corrected/adjusted...even informally #mededchat



MedEdBot @MedEdBot8 hours ago
RT @MedEdChat: Topic 1: What kind of #feedback to you offer learners in patient care settings? #mededchat #meded



MedEdBot @MedEdBot8 hours ago
RT @KristinaDzara: Kristina here checking in for #MedEdChat! Mostly lurking tonight, but happy to support our #MedEd community! @MedEdCha...



Charlotte Chaiklin, MD @CChaiklin8 hours ago
@GLBDallaghan @MvdRidder @MedEdChat I think it depends on what the learner's expectations are about the feedback. As a current learner, I want to know how I can improve with clear means for improvement and don't necessarily want the #feedback sandwich. #MedEdChat



MedEd Chat (hosted by ACE) @MedEdChat8 hours ago
RT @MvdRidder T1 Agree. FB sandwich is not much support for it. The neg is squeezed in between two positives, and does not get much attention. However giving both pos and negative is important. Evidence for order of feedback(pos-neg vs. neg-pos) is not well documented. #MedEdChat



Alliance4ClinEd @Alliance4ClinEd8 hours ago

@CChaiklin @GLBDallaghan @MvdRidder @MedEdChat T1 Do you feel that you receive specific enough feedback regularly to know what you did right or what needs to be improved? #mededchat



MedEd Chat (hosted by ACE) @MedEdChat8 hours ago

Topic 2: When needing to provide corrective #feedback, how do you do that? Is it in the moment or do you set aside time later? #mededchat #meded



Paul Haidet @myheroistrane8 hours ago

I like to offer feedback as a prescription, and aimed at empowering deliberate practice... “Ok, so what I want you to work on to take it to the next level is _____” #mededchat



MedEd Chat (hosted by ACE) @MedEdChat8 hours ago

RT @myheroistrane: I like to offer feedback as a prescription, and aimed at empowering deliberate practice... “Ok, so what I want you to wo...



Laura Bookman @DaktaLaura8 hours ago

@MedEdChat T2 #mededchat During and after we see the patient in clinic



Emily Shaffer, DO @DrMissWV8 hours ago

@GLBDallaghan @MvdRidder @MedEdChat I agree. Trying to find a positive to buffer a piece of critical feedback can be very awkward for both parties. It also feels disingenuous which damages

trust. In terms of “balance” the key here is to have # interactions allow for more dynamic + authentic feedback #mededchat



Gary Beck Dallaghan @GLBDallaghan8 hours ago

T1 For corrective feedback I like @daktalaura 's approach of asking how it went then help them identify what went wrong #mededchat



MedEd Chat (hosted by ACE) @MedEdChat8 hours ago

RT @DrMissWV: @GLBDallaghan @MvdRidder @MedEdChat I agree. Trying to find a positive to buffer a piece of critical feedback can be very awk...



Paul Haidet @myheroistrane8 hours ago

1/2 Have been messing around the past few years with the idea of empowering good quality self feedback to power deliberate practice - Anders Ericsson would say that it takes a strong mental representation to provide the foundation #mededchat



MedEd Chat (hosted by ACE) @MedEdChat8 hours ago

RT @myheroistrane: 1/2 Have been messing around the past few years with the idea of empowering good quality self feedback to power delibera...



Monica van de Ridder @MvdRidder8 hours ago

T1. #MededChat What is feedback in clinical education? <https://t.co/w9F5Ue41Tt>



Charlotte Chaiklin, MD @CChaiklin8 hours ago

@Alliance4ClinEd @GLBDallaghan @MvdRidder @MedEdChat T1: Not always. In medical school, I was intimidated by feedback and would sit silently listening. My view of feedback has changed and now I specifically ask my attendings for objective ways to improve. #MedEdChat



MedEd Chat (hosted by ACE) @MedEdChat8 hours ago

RT @MvdRidder: T1. #MededChat What is feedback in clinical education? <https://t.co/w9F5Ue41Tt>



MedEd Chat (hosted by ACE) @MedEdChat8 hours ago

RT @CChaiklin: @Alliance4ClinEd @GLBDallaghan @MvdRidder @MedEdChat T1: Not always. In medical school, I was intimidated by feedback and wo...



Paul Haidet @myheroistrane8 hours ago

2/2 Like a musician with an idea of what the piece SHOULD sound like as they start practicing ... what would it look like if we gave learners a mental representation of good communication/case presentation/critical thinking/etc and then turned them loose to practice? #mededchat



MedEd Chat (hosted by ACE) @MedEdChat8 hours ago

RT @myheroistrane: 2/2 Like a musician with an idea of what the piece SHOULD sound like as they start practicing ... what would it look lik...



Omar @Omar_username8 hours ago

RT @MedEdChat: RT @MvdRidder T1 Agree. FB sandwich is not much support for it. The neg is squeezed in between two positives, and does not g...



Gary Beck Dallaghan @GLBDallaghan8 hours ago

@myheroistrane T2 We actually could learn a lot from music instruction and how to provide better, detailed #feedback #mededchat



Monica van de Ridder @MvdRidder8 hours ago

@GLBDallaghan @DaktaLaura #mededchat T2. I work well with Pendleton's rules. It has both positive and negative (corrective) in it, it gives learner opportunity to self-reflect, and teacher opportunity, to tailor message to learner, and it stimulates the dialogue.



Charlotte Chaiklin, MD [@CChaiklin8](#) 8 hours ago

[@MedEdChat](#) T2: I think the best way to approach corrective [#feedback](#) is one on one with a struggling learner and to frame the conversation from a place of concern and desire to help. [#MedEdChat](#)



MedEd Chat (hosted by ACE) [@MedEdChat8](#) 8 hours ago

RT [@MvdRidder](#): [@GLBDallaghan](#) [@DaktaLaura](#) [#mededchat](#) T2. I work well with Pendleton's rules. It has both positive and negative (corrective...



MedEd Chat (hosted by ACE) [@MedEdChat8](#) 8 hours ago

RT [@CChaiklin](#): [@MedEdChat](#) T2: I think the best way to approach corrective [#feedback](#) is one on one with a struggling learner and to frame th...



MedEd Chat (hosted by ACE) [@MedEdChat8](#) 8 hours ago

Topic 3: Can you give a learner too much [#feedback](#)? Why or why not? [#mededchat](#) [#meded](#)



Monica van de Ridder [@MvdRidder8](#) 8 hours ago

[@CChaiklin](#) [@MedEdChat](#) T2. [#mededchat](#). The difficulty with the word corrective is that it is not a 'neutral' word, and because of this, learners might have a hard time taking it, and providers have a hard time giving it. Feedback language is very important...



Monica van de Ridder [@MvdRidder8](#) 8 hours ago

RT [@MedEdChat](#): Topic 3: Can you give a learner too much [#feedback](#)? Why or why not? [#mededchat](#) [#meded](#)



Laura Bookman [@DaktaLaura8](#) 8 hours ago

[@CChaiklin](#) [@MedEdChat](#) Agree I'm their coach not their judge I want them to succeed [#mededchat](#) T2



Charlotte Chaiklin, MD [@CChaiklin8](#) 8 hours ago

If you struggle like I do with giving and soliciting feedback, this article is gold. [#MedEd](#)



Monica van de Ridder [@MvdRidder8](#) 8 hours ago

[@MedEdChat](#) T3. We don't know what is the right amount of feedback, but giving too much feedback can make learners too much dependent on your feedback. [#mededchat](#)



Gary Beck Dallaghan [@GLBDallaghan8](#) 8 hours ago

[@MvdRidder](#) [@MedEdChat](#) T3 Wouldn't you agree also that too much [#feedback](#) could potentially be discouraging? Especially as you noted the language used is cutting. [#MedEdChat](#)



MedEd Chat (hosted by ACE) @MedEdChat8 hours ago

RT Variables that affect the process and outcome of feedback, relevant for medical training: a meta-review <https://t.co/pho2fzFPXA> #MedEdChat



Charlotte Chaiklin, MD @CChaiklin8 hours ago

@MvdRidder @MedEdChat T2: #mededchat. 100% agree - probably best if we always call it feedback regardless of the content.



Laura Bookman @DaktaLaura8 hours ago

@MedEdChat T3 #meded #mededchat Definitely less is more



Emily Shaffer, DO @DrMissWV8 hours ago

@myheroistrane Excellent point! Defining specific action items w/ clearly defined expectations RE

f/u key for feedback using a coaching coaching-model ; very useful for early trainees & those who receive corrective feedback on issues of significance Bc it fosters accountability #mededchat



Jake Prunuske, MD, MSPH @jprunuske8 hours ago

RT @DrMissWV: @myheroistrane Excellent point! Defining specific action items w/ clearly defined

expectations RE f/u key for feedback usi...



Paul Haidet @myheroistrane8 hours ago

@GLBDallaghan Yes, and music teachers all know that students get good during the practice, not the lesson. The purpose of the lesson is to create a mental representation and motivate & empower practice, but we don't teach that way in #meded #mededchat



Jake Prunuske, MD, MSPH @jprunuske8 hours ago

RT @CChaiklin: @MedEdChat T2: I think the best way to approach corrective #feedback is one on one with a struggling learner and to frame th...



MedEd Chat (hosted by ACE) @MedEdChat8 hours ago

RT Monica van de Ridder @MvdRidder Replying to @GLBDallaghan @MedEdChat Yes there is definitely this psycholigal aspect to it as well. Especially when it is focused on points of improvement, this can easily lead to a negative spiral. #mededchat



Jake Prunuske, MD, MSPH @jprunuske8 hours ago

RT @myheroistrane: 1/2 Have been messing around the past few years with the idea of empowering good quality self feedback to power delibera...



Gary Beck Dallaghan @GLBDallaghan8 hours ago

T3 So if we are in agreement that less is more for #feedback....how do we assure the feedback given is quality feedback? #mededchat



Jake Prunuske, MD, MSPH @jprunuske8 hours ago

RT @GLBDallaghan: T3 So if we are in agreement that less is more for [#feedback](#)....how do we assure the feedback given is quality feedback?...



Alliance4ClinEd @Alliance4ClinEd8 hours ago

T3 This SHARP 5-point is similar to other types of [#feedback](#) approaches....but I do like it, particularly the Plan Ahead portion <https://t.co/CVr1Qpf7sl> [#mededchat](#)



Jake Prunuske, MD, MSPH @jprunuske8 hours ago

Need to observe/measure the behavior again, and again, and watch for changes. No improvement? Question both learner and the effectiveness of the feedback [#mededchat](#)



MedEd Chat (hosted by ACE) @MedEdChat8 hours ago

RT @Alliance4ClinEd: T3 This SHARP 5-point is similar to other types of [#feedback](#) approaches....but I do like it, particularly the Plan Ahe...



Laura Bookman @DaktaLaura8 hours ago

@GLBDallaghan we get feedback from the students at the end of the rotation Feedback on feedback [#meded](#) [#mededchat](#) T3



MedEd Chat (hosted by ACE) @MedEdChat8 hours ago

RT @jprunuske: Need to observe/measure the behavior again, and again, and watch for changes. No improvement? Question both learner and the...



Gary Beck Dallaghan @GLBDallaghan8 hours ago

@DaktaLaura T3 How do you act on that feedback? More [#facdev](#)? Goals for improved ratings on the next course? [#mededchat](#)



Charlotte Chaiklin, MD @CChaiklin8 hours ago

@MedEdChat T3: You can definitely give too much feedback and overwhelm folks. Ideally, feedback is focused on one specific goal at a time. That way the learner can focus on and meet their goal, feel empowered, and be ready for the next step. [#MedEdChat](#)



MedEd Chat (hosted by ACE) @MedEdChat8 hours ago

Topic 4: If the quality of [#feedback](#) learners receive is superficial, what kind of [#facdev](#) do you provide? What accountability is there to ensure faculty are improving their feedback? [#mededchat](#) [#meded](#)



MedEd Chat (hosted by ACE) @MedEdChat8 hours ago

RT @CChaiklin: @MedEdChat T3: You can definitely give too much feedback and overwhelm folks. Ideally, feedback is focused on one specific g...



Antonio Ocejo @ja_ocejo8 hours ago

RT @CChaiklin: If you struggle like I do with giving and soliciting feedback, this article is gold. #MedEd



Emily Shaffer, DO @DrMissWV8 hours ago

@MvdRidder @MedEdChat I don't know how I feel about this idea of becoming "too dependent on

your feedback". Not all are on equal ground RE understanding of how to self-reflect/enact

change as a trainee in med (ex. 1st gen). Some req a little external validation to thrive. Is that bad? #mededchat



Peds Endo Chick @PedsEndoChick8 hours ago

@MedEdChat Only in the sense of being overly critical so as to demoralize them. Which is why

positive feedback is good too #MedEdChat



Laura Bookman @DaktaLaura8 hours ago

@MedEdChat T4 #mededchat #meded we're given one minute teaching tips almost every week at the beginning of grand rounds I think BWH has those too @KristinaDzara right?



Gary Beck Dallaghan @GLBDallaghan8 hours ago

T4 I have a friend at the Univ of Colorado who sends #feedback pearls each week in her email to clinical preceptors for the pediatrics clerkship #mededchat



Monica van de Ridder @MvdRidder8 hours ago

@MedEdChat T4. #mededchat I think we need to start realizing that faculty (or our own feedback skills) only improve through deliberate practice. One FacDev session of 2 hours is not enough to improve feedback skills. Faculty need feedback kn feedback.



MedEd Chat (hosted by ACE) @MedEdChat8 hours ago

RT @MvdRidder: @MedEdChat T4. #mededchat I think we need to start realizing that faculty (or our own feedback skills) only improve through...



Benjamin Schnapp, MD MEd @schnappadap8 hours ago

@MedEdChat T3 You risk burying your most important feedback in your less important feedback if you give too much at once. Agree with trying to stick with one point - this is hard when trying to address learner's concerns as well as your concerns! #mededchat



MedEd Chat (hosted by ACE) @MedEdChat8 hours ago

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



Paul Haidet [@myheroistrane8 hours ago](#)

T4 the dirty little secret is that faculty could often use work, particularly with something like communication skills, on that which we would have them give feedback about. [#mededchat](#)

Emily Shaffer, DO [@DrMissWV8 hours ago](#)



[@GLBDallaghan](#) Hi there. I'm not entirely in agreement. I think it's just critical to limit the# of issues addressed/feedback interaction Bc • items may mean the person giving feedback = not being 100% fair/objective • cognitive load theory But freq of interactions [#mededchat](#)

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



[@GLBDallaghan](#) T3. [#mededchat](#) to me good feedback describes: 1. Observed behavior, 2. Desired behavior, 3. Gap between 1 and 2, 4. Rationale why the gap needs to be closed, and 5. Strategies on how to close the gap. Even by doing this, it is not a guarantee that feedback is effective.

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



[@DrMissWV](#) [@GLBDallaghan](#) [#mededchat](#) T3. Do you mind clarifying your last point a little more?

MedEd Chat (hosted by ACE) [@MedEdChat8 hours ago](#)



[#MedEdChat](#) will be off the next two weeks due to the holiday season. Join us again in 2021 as we kick off the new year January 7th at 9 PM NYC/Eastern!

MedEd Chat (hosted by ACE) [@MedEdChat8 hours ago](#)



That's a wrap...I will post the [#mededchat](#) transcript tomorrow morning on <https://t.co/mJivoK9NyX>. Thanks everyone for participating! [#meded](#)

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



[@myheroistrane](#) T4. [#mededchat](#). Very important. Our feedback language is crucial!

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



[@PedsEndoChick](#) [@MedEdChat](#) Yes, and many people forget that you can learn a lot from positive feedback as well. Learners are not always aware what they are doing well! [#mededchat](#)

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



RT [@CChaiklin](#): [@MedEdChat](#) T3: You can definitely give too much feedback and overwhelm folks. Ideally, feedback is focused on one specific g...

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



RT [@jprunuske](#): Need to observe/measure the behavior again, and again, and watch for changes. No improvement? Question both learner and the...



Lonika #wearyourmask Sood @sood_lonika8 hours ago
[@GLBDallaghan](#) Learn all the things .. [@dcgranzyme](#) #MedEdChat <https://t.co/htdKKaUF90>



pik mukherji @ercowboy8 hours ago
 RT @MvdRidder: [@GLBDallaghan](#) T3. #mededchat to me good feedback describes: 1. Observed behavior, 2. Desired behavior, 3. Gap between 1 and...



Monica van de Ridder @MvdRidder8 hours ago
[@CChaiklin](#) [@Alliance4ClinEd](#) [@GLBDallaghan](#) [@MedEdChat](#) #mededchat I always think when learners are in the stage of asking for feedback, especially the stage asking feedback on points for improvement, only then they are able to use feedback to their full advantage!



Jen Williams @DrJenWilliams8 hours ago
[@MedEdChat](#) T2: Using the debriefing with good judgement framework (via [@GetCuriousNow](#)) helps to ensure feedback is framed best for targeting the real underlying issue & helps avoid assumptions. #mededchat #meded #medicaleducation



Monica van de Ridder @MvdRidder8 hours ago
[@DrMissWV](#) [@GLBDallaghan](#) [@MedEdChat](#) #mededchat. We also forget that learners have different feedback preferences: some do better with positive, others prefer negative, and a third group reacts best to balanced feedback...



Emily Shaffer, DO @DrMissWV8 hours ago
[@MvdRidder](#) [@GLBDallaghan](#) Cognitive load? I mean that much the same as cognitive load theory informs us that our _____ are only able to obtain & process for retention x amount of information w/in _____ a given window of time. Overload a lecture w/ too many disparate concepts _____ learning outcomes 1/ #mededchat



Monica van de Ridder @MvdRidder8 hours ago
[@DrMissWV](#) [@GLBDallaghan](#) Agree! Thank you. #mededchat!



MedEdBot @MedEdBot7 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 @MedEdBot7 hours ago
 RT @MedEdChat: That's a wrap...I will post the #mededchat transcript tomorrow morning on <https://t.co/mJivoK9NyX>. Thanks everyone for parti...



Charlotte Chaiklin, MD @CChaiklin7 hours ago
RT @MvdRidder: @CChaiklin @Alliance4ClinEd @GLBDallaghan @MedEdChat #mededchat I always think when learners are in the stage of asking for...

The #MedEdChat Influencers

Top 10 Influential



[@GLBDallaghan](#) 100



[@MedEdChat](#) 94



[@myheroistrane](#) 66



[@CChaiklin](#) 65



[@MvdRidder](#) 59



[@DrMissWV](#) 45



[@Alliance4ClinEd](#) 36



[@DaktaLaura](#) 32



[@PedsEndoChick](#) 28



[@jprunuske](#) 24

Prolific Tweeters



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 [@DrMissWV](#) 5

 [@myheroistrane](#) 5

 [@jprunuske](#) 5

 [@Alliance4ClinEd](#) 4

Highest Impressions

 [@MedEdChat](#) 209.3K

 [@KristinaDzara](#) 25.5K

 [@MedEdBot](#) 18.2K

 [@GLBDallaghan](#) 16.7K

 [@endocrine_witch](#) 11.5K

 [@myheroistrane](#) 8.7K

 [@jprunuske](#) 6.7K

 [@MvdRidder](#) 5.6K

 [@DrMissWV](#) 4.8K

 [@ercowboy](#) 4.6K