

# Virginia Tech Carilion School of Medicine

## FREE\* Newsletter

\*(Faculty Resources for Educational Excellence)

### VTCSOM Office of Faculty Affairs & Continuing Professional Development

Office of Professional  
Development (OPD)

Office of Continuing Medical  
Education (CME)

Center for Simulation,  
Research & Patient Safety  
(CSRPS)

*Dan Harrington, MD*  
Senior Dean, Academic Affairs

*Bruce Johnson, MD*  
Associate Dean, Faculty Affairs

*David Musick, PhD*  
Assistant Dean, Faculty  
Development

*Shari Whicker, EdD, MEd*  
Director, TEACH  
Medical Education & Faculty  
Development Specialist

**Phone: (540) 581-0317**

**Web:**  
[http://medicine.vtc.vt.edu/faculty  
affairs/professional\\_developm  
ent/](http://medicine.vtc.vt.edu/faculty_affairs/professional_development/)

[http://www.carilionclinic.org/offi  
ce-continuing-professional-  
development](http://www.carilionclinic.org/office-continuing-professional-development)

Vol. 3, No. 9  
**September 2015**

#### Quote of the Month

“The single biggest problem  
in communication is the  
illusion that it has taken  
place.”

– **George Bernard Shaw**

## Feedback: The Best Gift you Can Give to Your Learners

Feedback can be defined as “information about one’s performance received from an external source.”<sup>1</sup> Feedback to learners as part of their health professions training is critically important. It provides learning opportunities, reinforcing what learners are doing well (and should continue) and identifying what should be improved. Formative feedback helps ensure competence upon graduation.

The literature suggests there is often a disconnect between the quantity and quality of feedback faculty believe they are giving and that which learners feel they are receiving. While faculty report giving “extensive” feedback on a daily basis, learners often report receiving “little or no” feedback. We also see this, firsthand, when we review institutional surveys. What is the cause of this disconnect and what can we do to address it?

Understanding why faculty might not give more (honest) feedback to learners can help guide faculty development efforts.<sup>2</sup> After all, most have been thoroughly trained in their profession and are beyond competent at providing patient care, but may have never been trained as teachers. Lack of time, insecurity in giving effective feedback, uncertainty of learner performance, and/or expectations and fear of ramifications of providing truthful feedback are some of the reasons faculty list for why they don’t give more honest feedback.

It can also be argued that learners are equally responsible for their education and thus must play a role in the feedback they receive.<sup>3</sup> Do learners ask for feedback? Do they realize when they are getting it? Do they hear it when it is provided? Do they respond to it and use it in their work toward competence? There are many questions and a great deal to learn about how to effectively provide and receive feedback.

**Do you want to learn more?** Mark your calendars!! TEACH’s **1st annual Education Day** will be held on October 28, 2015. The focus of the day will be on **Feedback!**

**8:00-9:00 am:** *Students, Residents, and Fellows of Carilion Clinic, Virginia Tech Carilion School of Medicine, and Jefferson College of Health Sciences*

**Location:** **M203** VTCSOM

**12:00-1:00 pm:** *Faculty of Carilion Clinic, Virginia Tech Carilion School of Medicine, and Jefferson College of Health Sciences* (lunch provided for the first 75)

**Location:** **M210** VTCSOM

**1:00-2:00 pm:** *Invited educational leadership faculty of Carilion Clinic, Virginia Tech Carilion School of Medicine, and Jefferson College of Health Sciences*

**Location:** **M210** VTCSOM

\*\*\*\*\*  
References:

1. Ende J. Feedback in clinical medical education. JAMA. 1983;250(6):777-781
2. Quilligan S (2007) Communication skills teaching: the challenge of giving effective feedback. The Clinical Teacher, 4, 100-105.
3. Nothnagle M, et al. Struggling to Be Self-Directed: Residents’ Paradoxical Beliefs About Learning. Academic Medicine 2011; 86 (12):1539-1544.