Learner’s Perspective

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Learner’s Perspective

• How best to receive feedback
  – In the moment
  – Clinic-based
  – Rotation-based
  – Core competency-based

• How best to give feedback
  – To the program/rotation
  – To individual faculty
Receiving Feedback

In the Moment

• **Pre-Deployment Considerations:**
  - **Timing/Mode:** Does this feedback require immediacy?
    • Serious consequences for patient care to be addressed verbally right away vs. stylistic flair reserved for dedicated feedback session or email
  - **Surroundings:** Who else is overhearing this feedback?
    • Conversation in an office vs. in front of patient vs. in front of peers
  - **Context:** Does the learner appear open to receiving feedback in this moment?
    • e.g. discussing procedural skills during clinic (different mindset)
Receiving Feedback

In the Moment

• Delivery Considerations:
  – **Language**
    • Avoiding “you” statements that come off accusatory in favor of neutral, exploratory statements that emphasize mentorship
      • “What are your thoughts on management of ___? The next time you see this type of case I’d like you to pay attention to…”
    • Acknowledges that the learner is a learner and helps alleviate the burden of perfection
  – **Frequency (“the boy who cried wolf”)**
    • How important is this on a scale from 1-10?
Receiving Feedback

Clinic-Based

• Whereas inpatient management is often reviewed retrospectively, management of clinic-based patients is prospective.

• Consequently, learners are at risk of not receiving as much feedback in the outpatient setting.

• Constantly ask the 6 golden words.

What do you want to do?

Northwestern Medicine
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Receiving Feedback

Rotation-Based

• Considerations for formal feedback:
  – Having a **mid-rotation** feedback session or an **early**, scheduled opportunity for the learner to ask questions
    • Expectations clearly stated upfront
  – Having a **verbal** feedback session in which feedback is laid out and the learner has a chance to follow up
    • If online only, learner may be blindsided and, if post-rotation, may not have chance to follow up (**learning opportunity**)
Receiving Feedback

Rotation-Based

• Considerations for training level:
  – While the evaluation form may look alike for all learners, expectations for a junior vs. senior are vastly different
    • Best feedback is within context of training level
  – Crafting a learning plan specific to that learner
    • “What are two academic goals and one personal goal you’d like to achieve on this rotation?”
    • Currently rotating with my PD and my personal goal is autonomy/preparation for independent practice
Receiving Feedback
Core Competency-Based
Giving Feedback
To the Program/Rotation

• Learners should be aware of appropriate avenues for streamlined communication with mindfulness of chain of command.
  • Chief Resident(s)
  • Program Director & Associate Program Director
  • Designated Institutional Official (DIO) / Internal Review Process

• Consolidating thoughts beforehand helps maximize productivity in dedicated sessions during which programs solicit feedback.

• Same as with receiving feedback for yourself: The ACGME survey should not be the first time your thoughts are expressed.
Giving Feedback
To the Individual

- Approach with empathy, as you wish others would do when you’re the recipient
- Provide an action plan vs. simply expressing opinion
- Acknowledge when something is done well and should continue
- “I feel” statements
Thank you!