To the point: medical education reviews—providing feedback.

Reference:

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PubMed URL

Tags

Clinical domain
CanMEDS Communicator
CanMEDS Scholar

Educational domain
Teaching Method
Formative Assessment
Faculty Development

Background

Feedback is an essential component of clinical learning, however it is often not done properly, not done at all, not perceived to be done even when it is or perceived unhelpful by learner. Feedback is a requirement of accreditation standards.

Purpose

To educate the readers of the journal and to exhort them to improve feedback as it is done particularly badly in Obstetrics and Gynecology.

Type of paper

- Consensus paper
- Opinion paper
- Literature review (not systematic); packaged as a “how to”
Key Points on the Methods

This is not a comprehensive literature review. A few good papers have been missed – however I suspect they would have reached the same conclusions anyway!

Key Outcomes

These are summarized in tables 1&2 which describe: 1. feedback strategies for teachers and 2. tips for the development of a feedback system to help Program Directors

Key Conclusions

The authors conclude...
Feedback is essential. Faculty members need training in it. There is a framework which makes it more effective. The authors also provide a novel approach to “feedback on the fly”.

There is not much new in this paper – however it has been packaged for a different audience.

This is a very practical paper – CE’s could learn from it for their personal teaching practice, and could use the content, particularly the tables, in teaching faculty and trainees how to provide effective feedback. The most helpful parts are the “steps in feedback, and the ‘do’s, don’ts and the words to start the feedback discussion

Spare Keys – other take home points for clinician educators

The authors are all obstetrics and gynecology undergraduate program directors and I suspect they see the most need to train their teachers in feedback. They have the weight of their specialty association behind them.

Of interest, this is published in a specialty journal: it seems to be a relatively recent phenomenon for clinical specialty journals to have a series on education – many of these provide very practical pieces for the clinical teacher and others who do not read the medical education literature.