

**i** The Alliance for Academic Internal Medicine Faculty Development Toolbox provides peer-reviewed tools to enhance faculty development and engagement.

**Title:** Thanks for the Feedback: An Educator’s Guide to Making the Most of Student Evaluations

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**Institution/Title:** University of Pittsburgh School of Medicine, VA Pittsburgh Healthcare System

**Brief Description:**

Learner evaluations are the most prevalent way in which faculty teaching is evaluated. Over the past few years, the education community has placed increasing emphasis on improving the quality and reliability of evaluations, leading to significant changes in their format and content. However, despite big strides in evaluation quality, faculty remain untrained in how to interpret and grow from these metrics, and important constructive feedback may be clouded by the negative emotions it may engender.

In this session, facilitators will review the types of feedback and discuss the systemic and individual biases that affect the evaluation process. Participants will learn about “feedback triggers”, a variety of ways in which negative reactions can affect an educator’s ability to learn and grow from evaluations. Facilitators will then present a framework for systematically reviewing learner evaluations and lead small groups through real cases to practice gleaning the valuable information.

**Learning Objectives (please provide at least two learning objective):**

1. Learn a systematic approach to reviewing positive and negative learner evaluations
2. Interpret evaluations in the context of setting, team, and educator characteristics
3. Practice identifying feedback triggers in a set of provided evaluations

**Equipment Required:** Projector, computer with powerpoint, (ideally) color-ink printer for handouts

**Total preparation time:** 30 min

**Total time commitment for learner:** 60-90 min session

**Ideal audience size:** 10+. If >15, should plan to break up into small groups of ~10 for case discussion

**Is activity a one-time activity or a series of activities:** One-time

**Intended Faculty Audience:**

<ul style="list-style-type: none"> <li>• Community faculty</li> </ul>	<ul style="list-style-type: none"> <li>• University faculty</li> </ul>
<ul style="list-style-type: none"> <li>• General internist</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist</li> </ul>
<ul style="list-style-type: none"> <li>• New faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Experienced faculty</li> </ul>
<ul style="list-style-type: none"> <li>• Outpatient faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Inpatient faculty</li> </ul>

Comments: This training is applicable to anyone in a teaching role receiving evaluations from learners.

**Delivery Type**

- **Didactic training with small group discussions** ←
- Self-directed
- One-on-one coaching
- Other (please describe): \_\_\_\_\_

**PREPARATION**

**Desired Background/Qualifications for Instructor or Facilitator:** The facilitators should have a strong background as clinician-educators. They should have ample experience receiving and reviewing learner evaluations for both themselves, and ideally other faculty members.

**Preparatory Steps**

Preparations and Considerations	Description
1.	Facilitators would benefit from reading “Thanks for the Feedback” prior to giving this training, to familiarize themselves with the language of the framework
2.	Facilitators may choose to select from their own evaluations to assemble small group cases to walk participants through their own experience of applying the framework in the training. If so, they should pull their evaluations and select those that are most applicable to the discussion.
3.	Prior to the training, facilitators should print enough copies of the framework handout and cases to distribute to each anticipated participant.
4.	
5.	

**ACTIVITY**

Based on the delivery mode(s) selected above, complete the following table(s) below

**Didactic Training**

Steps	Description	Estimated Time	Slide Number
1	Welcome participants and introduce facilitators	1-2 minutes	1-2
2	Example case and introduction to the topic	3 minutes	3-4
3	Review learning objectives and outline	1 minute	5-6
4	Introduction to the different types of feedback	5-6 minutes	7-17
5	Discussion of the educational context	5-6 minutes	18-25

6	Breaking down evaluations based on initial reaction	1-2 minutes	26-29
7	Introduction to feedback triggers	1 minute	30
8	Introduction to truth triggers	1-2 minutes	31-32
9	The role of blind spots in truth triggers	1-2 minutes	33-35
10	Responding to truth triggers	1 minute	36-37
11	Introduction to relationship triggers	1-2 minutes	38-39
12	Responding to relationship triggers	1 minute	40-42
13	Introduction to identity triggers	1 minute	43-44
14	Contributors to identity triggers	2 minutes	45-48
15	Responding to identity triggers	1 minute	49-50
16	Review of the three triggers, time for questions	1-3 minutes	51
17	Introduction to the algorithm	3 minutes	52-57
18	Small group discussions of the example cases	15-20 minutes	58-65
19	Time for questions, debrief, and participants to share their own experiences	5 minutes	
20	Take home points and wrap-up	2 minute	66
Total		54-70 minutes	66 slides

## FOLLOW UP

### Didactic Training

Steps	Description	Estimated Time
Evaluation and Assessment	N/A	N/A
Dissemination of Results	N/A	N/A

## EVALUATION AND OUTCOMES

Source	Description	
AIMW 2019	Relevance of content to your job	4.48 out of 42 responses
	The quality of speaker as a content leader	4.48 out of 42 responses
	Your overall satisfaction with the session	4.40 out of 42 responses

In addition, this training was given at the UPMC Hospitalist faculty meeting and the annual faculty retreat at the University of Pittsburgh Department of General Internal Medicine in Spring 2019.

## FURTHER STUDY/REFERENCES:

Stone, Douglas, and Sheila Heen. Thanks for the Feedback: the Science and Art of Receiving Feedback Well (Even When It Is off Base, Unfair, Poorly Delivered, and Frankly, You're Not in the Mood). Penguin Books, 2015.

