

Zelenski AB, Tischendorf JS, Kessler M, Saunders S, MacDonald MM, Vogelmann B, Zakowski L. Beyond “read more”: an intervention to improve faculty written feedback to learners. *J Grad Med Educ.* 2019;11(4):468–471.

Supplemental Material

COACH Program Faculty Development Session

Clarify learning Outcomes and provide Actionable feedback with Coaching to Help learners succeed

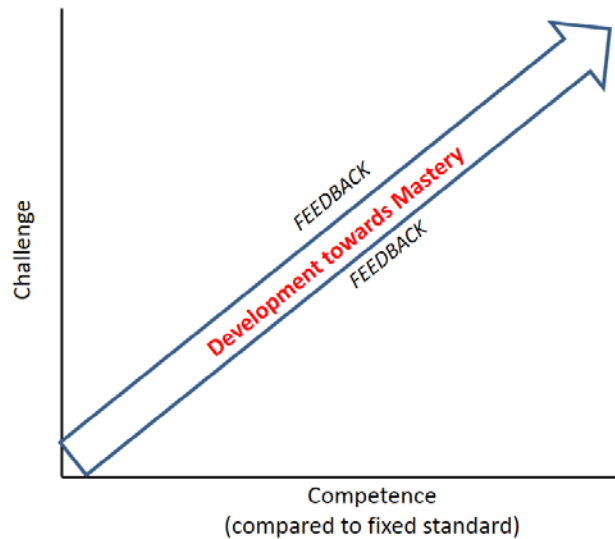
www.medicine.wisc.edu/COACH

A. Goals for session

Understand how feedback can be an effective teaching tool
Review a framework for giving effective feedback
Self-critique previous written feedback
Use a case to formulate feedback using the framework

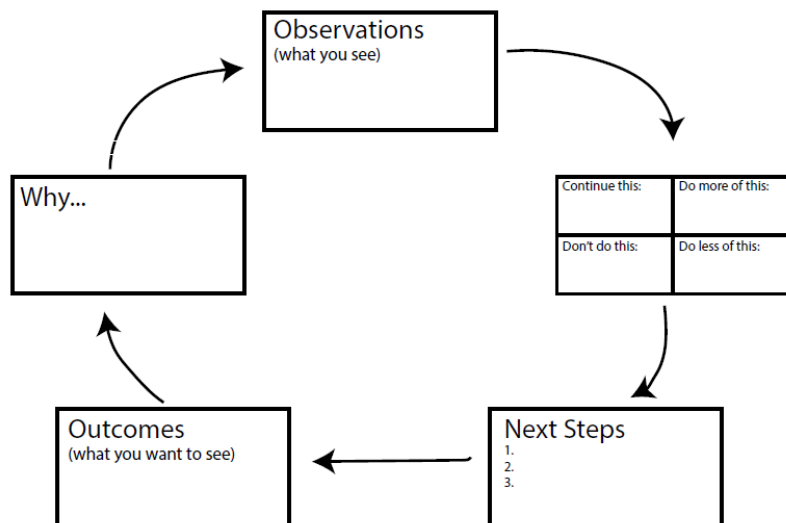
B. Introduction

Presentation of educational theory:



C. Review of feedback framework

Zelenski AB, Tischendorf JS, Kessler M, Saunders S, MacDonald MM, Vogelmann B, Zakowski L. Beyond “read more”: an intervention to improve faculty written feedback to learners. *J Grad Med Educ.* 2019;11(4):468–471.



Zelenski AB, Tischendorf JS, Kessler M, Saunders S, MacDonald MM, Vogelman B, Zakowski L. Beyond “read more”: an intervention to improve faculty written feedback to learners. *J Grad Med Educ.* 2019;11(4):468–471.

D. Review narrative explanation of feedback model

1. **Observe behaviors** and divide into positive feedback and areas for growth
2. Use the **Four box model** to provide this feedback:

Continue this:	Do more of this:
Don't do this:	Do less of this:

Your “this” should be very specific:

Focus on **demonstrated actions and behaviors** rather than on the person

Focus on **descriptions** instead of judgment

3. Provide **next steps** as **specific directions and tasks** for growth, instead of generalities
4. Identify the **specific outcomes** you would like to see as a result of the tasks
5. Tell the learner **why** this is important

E. Faculty self-critique previous written feedback

Each attendee receives and reviews a paper copy of past feedback they have written about students, residents, and fellows and discusses in pairs whether these comments align with the framework.

F. Review case and use the framework to write feedback

CASE: A second year resident has just completed a two-week rotation with you, and you want to give some feedback. He is punctual, completes work on time, agreeable and cheerfully accepts all your suggestions. He communicates politely with patients and openly accepts ideas from staff. The staff find him to be readily available, but in new situations he comes to you for answers and rarely looks up information or commits to an answer himself.

You have noted that his presentations and notes rehash prior evaluations with little verification on his part. His H&Ps are general and not targeted to the illness at hand, with few pertinent negatives and limited insight into the natural history of the patient’s disease. He reviews the prior charted symptoms and signs, but does not seem to know enough to look for other sequelae of the illness or side effects of the medications. In a few instances, he has used Up-to-Date as a reference. You have suggested during the last two weeks that he read more and think more deeply about his cases.

One recent exemplifying case was a Vietnamese immigrant transferred from an outside hospital with recurrent pneumonia unresponsive to azithromycin and ceftriaxone. The resident continued the same antibiotics overnight, and when you questioned him, he was fairly convinced the patient had community-acquired pneumonia.

Zelenski AB, Tischendorf JS, Kessler M, Saunders S, MacDonald MM, Vogelmann B, Zakowski L. Beyond “read more”: an intervention to improve faculty written feedback to learners. *J Grad Med Educ.* 2019;11(4):468–471.

Describe the positive actions and behaviors with specific directions and outcomes for growth:

1. **Observe** behaviors and divide into positive feedback and areas for growth

2. Use the **Four Box Model** to provide this feedback:

This is what you are doing well and should continue:

This is what I see you doing some of the time, and you should do more of:

However, I would like to see you do less of this:

And don't do this:

3. Provide **next steps** as **specific directions and tasks** for growth, instead of generalities

Allow me to offer you the following next steps:

a. _____

b. _____

c. _____

4. Identify the **specific outcomes** you would like to see as a result of the tasks

Once you have completed these next steps, I would like to you to show me this:

_____ *as a result.*

5. Tell the learner why this is important: *The reason why I think this is important is:*
