

FEEDBACK

Giving and Receiving Best Practices

Thomas Hahn, MD & Juia Yates, LCSW

WAFP 2025 Student & Resident
Leadership Summit

Disclosures

No disclosures

Objectives

At the end of this session, the participants will be able to:

- 1. Recognize constructive vs deconstructive feedback**
- 2. Give high quality feedback**
- 3. Identify triggers that make it challenging to receive feedback**

**Why is
feedback
important
as a
medical
learner?**



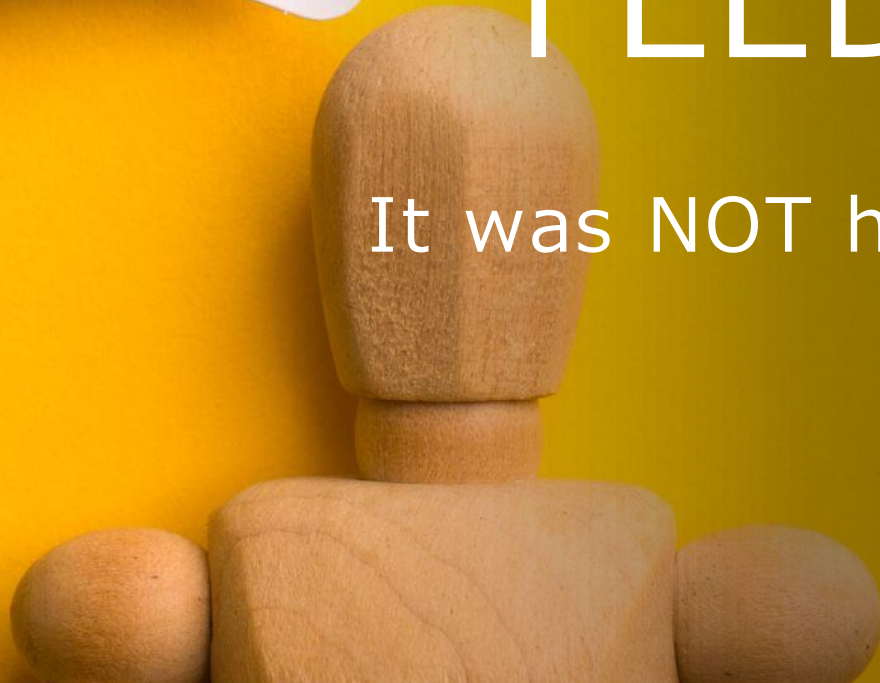
FEEDBACK:

Most Helpful You've Received... Why?



FEEDBACK...

It was NOT helpful, WHY?



Constructive

VS

Deconstructive

Constructive Feedback:

- Uses fact to support first-hand observations
- Addresses actionable behaviors vs personal traits or emotions
- Does not assume intent
- Offers clear tangible steps to maintain, improve, and grow a skill set
- Gives examples of best practice recommendations
- Is time sensitive and specific

Deconstructive Feedback:

- General comments unsupported by observation, not linked to actionable behaviors, and given without specific examples (praise fits here too!)
- Emotional in content, blames/finds fault, assumes intent
- No guidance for continued or future behavioral change, improvement, or growth
- Vague and reactionary

Giving Feedback...

Why should
we?

What makes
it hard?

Clear expectations

Feedback in the SBI model

Specific, behavioral, what's the impact

Feedback is timely and frequent

We observed it

What we would say in person matches what we write

We give options and create safe spaces

Overcoming fear of hurting feelings by giving feedback

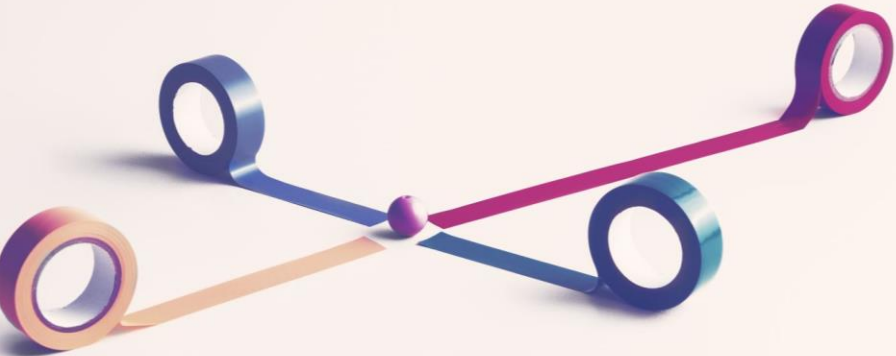
Expectations: set expectations around regular feedback & highlighting importance of growth rather than being correct.

High quality content: give feedback that is constructive, 100% honest, 100% respectful, timely. Balance strengths with areas of growth 5:1.

Timing/environment: ask for permission, be aware of confidentiality.

Start with receiver insight: use the ask-tell-ask approach to see what insight the receiver has into areas for growth and then expand upon these insights.

Think about respect: Giving honest feedback shows you have respect for someone else.



LET'S
PRACTICE...

Constructive
Feedback using
the SBI Model

Construct the Deconstructive

Be more confident

Work on communication

You need to care more

You are always so cheerful and positive

Great job

I wouldn't send my family member to you

The background of the slide is a vibrant blue, densely populated with numerous speech bubbles of various colors including red, yellow, pink, white, and grey. Each speech bubble contains a large, dark blue question mark, creating a visual metaphor for questions and uncertainty.

RECEIVING FEEDBACK

This is the most important but
why is it so difficult?

Reactions to Feedback

Truth triggers (wrong vs learning)

Perception triggers (self vs outside perception)

Relationship triggers (who vs what)

Identity triggers (aware of emotions)



Being with Feedback...

Receiving feedback can be difficult. Here are things that can help:

Collect yourself (breathe, name emotions, recite mantras that establish your safety/worth-"I can make space for this")

Listen, listen, listen!


Ask questions and be curious. Ask for examples and remember to listen.

Detach yourself and imagine the feedback is being said for about someone else.

Recover. Take a time-out if needed to process

Engage. Look for truths, growth areas from feedback. Reengage with the giver to acknowledge what you heard, accept, and can commit to. You can share your views too.

The focus is on learning: We will make mistakes (all of us)



The goal is growth, not unrealistic perfection



We get to be real and make it vs fake it until you make it

Grow Mindset

What can you do as a learner if you get deconstructive feedback?



Identify triggers.



Ask for specific behavioral examples



Meet with a mentor to review feedback to find learning points.



You might need to let some of the feedback go if it is truly not helpful.

Role Play: Let's set the scene

Observe and pay attention to:

- Constructive vs deconstructive feedback
- Are any reactions/triggers to the feedback evident?



Take Home Points



Feedback culture: Emphasize learning & improving, set the expectation for regular feedback.



Giving feedback: Give timely behavior-based constructive feedback for strengths and areas for growth.



Receiving feedback: The feedback receiver holds the most power. Determine how you can best extract the learning points from feedback.



Asking for feedback: Ask for feedback about specific behaviors.

QUESTIONS?



Resources

Stone, D., & Heen, S. (2015). *Thanks for the feedback*. Portfolio Penguin.