**Instructor’s Guide**

**Feedback for the Resident Teachers**

**Background**

Feedback is a critical interpersonal communications skill that impacts team dynamics and how we work together in a clinical setting. To maximize the benefits, we need a safe and healthy climate to provide this feedback which LCME and ACGME has identified as important part of residency

Reconsider the importance of your professional relationships with learners when giving feedback. Question if you are communicating at your best? Providing feedback that will strengthen relationships with the trainee and foster a teaching environment

**Purpose and Goals**

To provide attendees a basic understanding of the importance of feedback for resident teachers and how to provide feedback in the most approachable and effective way that leads to sustained changes in teaching skills

**Educational Objectives**

By the end of this didactic the learner will be able to:

* Understand the importance resident teaching
* Understand the best way to initiate and provide feedback
* Describe the use of different feedback models
* Utilize different models in an effective way to provide feedback

**Total Module Duration**

30 Minutes

**Required Resources**

Computer capable of running Powerpoint

**Description of Module**

Intended Audience: This module was developed for faculty teachers, attending physicians and residents

Pre-reading:

<https://icenetblog.royalcollege.ca/2018/10/02/the-feedback-formula-part-1-giving-feedback/>

<https://icenetblog.royalcollege.ca/2018/10/23/the-feedback-formula-part-2-receiving-feedback/>

Recommended implementation/timeline:

* Pre-module: Prior to attending the didactic, the pre-reading should be provided to the learners, to allow them to have a frame of reference to what will be discussed
* During the module: Powerpoint presentation by faculty member

**Conclusions**

Teaching during residency, in the clinical setting and in the simulated setting is an important part of developing as a resident. Providing appropriate, timely, and effective feedback to residents is critical to their development as teachers as future attendings and improves their mastery of clinical material. Learning how to best provide this feedback is important as ineffective feedback will not lead to long lasting or meaningful changes

**References**

1) <https://icenetblog.royalcollege.ca/2018/10/02/the-feedback-formula-part-1-giving-feedback/>

2) <https://icenetblog.royalcollege.ca/2018/10/23/the-feedback-formula-part-2-receiving-feedback/>