

Name: _____ Degree: _____
Specialty: _____
Address: _____
Phone: _____ Email (Required): _____

Learning Objectives: Participants will be able to:

1. Discuss the utility of formative feedback
2. Identify features of effective formative and summative feedback
3. Utilize strategies to deal with challenging learners

Commitment to Excellence in Medical Education: Faculty Development Series

Vicki Ramsey-Williams, M.D.

Principles of Effective Feedback

Date of Session: September 2017

Please check the appropriate answer and follow instructions below to obtain CME credit.

1. Formative feedback should be given
 - a. Any time before summative feedback
 - b. As early as possible
 - c. At a point in the course which is early enough to allow for the student to enact change
 - d. Only once during the course
 - e. In a group setting
2. Select the correct sequence of events when giving formative feedback
 - a. Be as thorough as possible to give the student maximal information
 - b. Represent an overall assessment (good/fair...)
 - c. Should be postponed when the student is angry or stressed until they are ready to hear what you have to say
 - d. Should NEVER be given based on third party observations
 - e. Should cover one or a few major points but not point out every small imperfection
4. When meeting with an angry learner with inappropriate behavior, one should
 - a. Avoid delaying feedback by starting to discuss the behavior at the site where it is observed
 - b. Give the student alternative means to handle the situation which caused the anger
 - c. Tell the student to go home and come back tomorrow to discuss the behavior
 - d. Warn the student that they can be subject to failure or expulsion
 - e. NEVER tell the learner that they are

Did the educational content cover the described objectives: Yes No

What knowledge, competency or skill was learned from this material?

To receive CME Credit, you must obtain at least 60% (3/5).