Workshop 2: Feedback 201: Moving Beyond a Model

Description: This workshop is intended for faculty who have had basic faculty training in giving feedback to trainees, (i.e., learned a model for giving feedback and practiced using the model, or "Feedback 101"). Rather than teaching and practicing a singular model, this "Feedback 201" workshop will examine several existing models and will encourage discussion about which of the models work best in different training situations. Practice will involve the application of three different models to a case.

Learning Objectives:

1. To compare and contrast existing models for giving feedback to trainees.
2. To examine factors that impact the choice of model(s) in giving feedback.
3. To practice applying feedback models to a feedback case.

Target audience: Faculty who already have been trained in a model for giving feedback and who have practiced this model in training (clinical or non-clinical) sessions.

Facilitator:
Dana Dunne, MD, is very active in undergraduate and graduate medical education, serving as Clerkship Director for Internal Medicine, Associate Chair for Education and Academic Affairs for the Department of Medicine, and the Teaching and Learning Center’s Associate for Educator Development. Dr. Dunne was selected as one of six faculty nationally to participate in the annual Stanford Faculty Development Program. Since graduating from the Stanford Program in 2014, she was appointed as the Associate for Educator Development in the YSM Teaching and Learning Center. In this role, Dr. Dunne provides intensive Clinical Educator Development Programs for residents and faculty throughout the year. This workshop is a session especially selected from the Program’s curriculum.

John Encandela, PhD, is Associate Professor of Psychiatry and Associate Director for Curriculum and Educator Assessment at the Yale School of Medicine Teaching and Learning Center. Dr. Encandela is responsible for the evaluation of the medical school curriculum, assessing teaching and learning, and providing feedback as a critical step in the assessment of curriculum. Dr. Encandela is overseeing the Yale School of Medicine Teaching Summary Letters program, which includes providing the Appointment and Promotions Committee with formal documentation of clinician educators’ teaching contributions. Dr. Encandela is recognized as an expert in developing programs to provide effective feedback to trainees and delivers educational sessions on this topic. He received the 2017 AAMC Northeast Group on Educational Affairs Award for Innovation in Medical Education. Dr. Encandela has been a leader in the development of diversity and inclusion curriculum at the Yale School of Medicine and serves on the Dean’s Subcommittee on Social Justice, Diversity and Inclusion.

John Moriarty, MD, FACP, is Associate Professor of Medicine (General Medicine) and the Program Director for the Yale Primary Care Residency Program. As a program director, Dr. Moriarty oversees the clinical and educational structure of the primary care residency providing
outstanding clinical and learning environments for faculty, residents and students. Dr. Moriarty is the Vice Chair of the Alliance for Academic Internal Medicine Education Committee with a leading role in enhancing national educational policy for internal medicine. Dr. Moriarty’s scholarly interests include outcome metrics for graduate medical education programs, enhancing ambulatory education in geriatric principles and developing models to improve feedback.