**Annotated Bibliography**

# Giving Effective Feedback

**Sean P. Kelly, MD and Amy Ship, MD**


- Ende J. Feedback in clinical medical education. *JAMA*1983; 250(6): 777-781.
  *Hailed as the classic article on the principles of providing effective feedback, Ende provides a framework for the feedback process, distinguishes between feedback and evaluation, and emphasizes the importance of focusing on observable behaviors of the trainees rather than on the trainees themselves.*

- Quilligan S. Communication skills teaching: The challenge of giving effective feedback. *The Clinical Teacher* 2007;4:100-105.
  *This paper explores why giving effective feedback is difficult, and then offers ways to overcome obstacles to having a constructive yet balanced discussion with the learner.*

- Selections from the "Teaching on the Run" series, published by The Medical Journal of Australia
  *The Medical Journal of Australia features a series of succinct and practical articles on undergraduate and postgraduate clinical teaching. Aptly named "Teaching on the Run," PDFs may be accessed freely at www.mja.com.au. Articles of particular interest are:*
  - Vickery AW, Lake FR. Teaching on the run tips 10: Giving feedback. *Med J Aust* 2005; 183 (5): 267-268.
  - Lake FR and Ryan G. Teaching on the run tips 11: The junior doctor in difficulty. *Med J Aust* 2005; 183(9):475-476.

- Hicks PJ, et al. To the point: Medical education reviews – dealing with student difficulties in the clinical setting. *American Journal of Obstetrics and Gynecolgy* 2005;193:1915-1922.
  *This paper reviews several types of difficulties encountered by physician educators and suggests strategies for preventing, assessing, and working effectively with challenging students in the clinical setting. Specific attention is directed to the impaired learner.*

- Steinert Y, Levitt C. Working with the "problem" resident: Guidelines for definition and intervention. *Family Medicine* 1993; 25:627-632.
  *This article describes a framework for identifying residents' problems and outlines strategies for intervention. The authors consider what teacher and systems factors may contribute to the problem, and advise that the resident should be involved in every step of the feedback and intervention process.*

- Lucas JH, Stallworth JR. Providing difficult feedback: TIPS for the problem learner. *Family Medicine* 2003;35(8):544-546.
  *Authors Lucas and Stallworth present a mnemonic (TIPS – type, identify, perception, and strategies) to help clinical teachers remember how to approach learners with specific difficulties and give them feedback.*