

Feedback That Fuels Growth

A structural playbook for equitable evaluation and belonging.



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Agenda

- Goals
- The Feedback Landscape at Geisel
- Assessment-Based Feedback
- From Assessment to Action
- From Technique to Culture
- Tracking Feedback
- The Big Picture – national data on mid-clerkship feedback

Goals

After this workshop, you will be able to:

- Articulate how Geisel collects feedback across various mechanisms/spaces
- Describe the characteristics of effective, actionable feedback and distinguish it from feedback approaches that undermine student learning and development.
- Apply a structured framework for delivering feedback that includes setting expectations, eliciting self-assessment, citing specific observed behaviors, and collaboratively developing next steps.
- Identify at least one practical strategy for tracking and documenting feedback to support consistent, equitable evaluation across a rotation.
- Recognize how timely, specific, and ongoing feedback contributes to learner belonging, mistreatment prevention, and student success at Geisel.

Landscape of Feedback at Geisel: Feedback From Students

Feedback about course content and curriculum:

- Course evaluations
- Clerkship evaluations
- End of Year Survey
- Graduation Questionnaire (AAMC)
- Year 2 Questionnaire (AAMC)

Feedback about learning environment and teaching effectiveness:

- Faculty evaluations
- Clerkship Learning environment evaluations
- End of Year Survey
- Graduation Questionnaire (AAMC)
- Year 2 Questionnaire (AAMC)

Feedback about student services:

- End of Year Survey
- Graduation Questionnaire(AAMC)
- Year 2 Questionnaire (AAMC)

Landscape of Feedback at Geisel: Feedback to Students in Clerkships

- Mid-clerkship Feedback:
 - Provided directly to the student about halfway through rotation
 - Calibrates student's self-assessment against faculty observations
 - Clarifies expectations for the remainder of clerkship
- Student Performance Evaluation:
 - Summarizes student's performance in the clerkship and becomes part of formal MSPE

Assessment-Based Feedback Tips



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No Assessment, No Feedback



**Feedback is the
communication of an
assessment**



Assessment
requires direct
observation



Standards must
be defined up
front



Assessment
identifies both
strengths and
gaps



Assessment *for*
learning, not just
of learning



Close the loop
quickly

References: Van Hell et al, 2009

What does good feedback look like?



GOOD FEEDBACK

Uses a professional tone

Is constructive

Provides specific action items

Provides suggestions

Is not personal

Demonstrates empathy

Student Expectations of Feedback



Alignment

Ensure feedback is aligned to both teaching and assessment

Ensure verbal feedback doesn't skew expectations for SPE



Making feedback explicit

Remind students that feedback is ongoing and can be verbal and brief, or written



Written feedback

If providing "Rarely Does" ratings on SPE ensure narrative statements around ratings

Utilize the SPE

- **Know the tool**
 - Be familiar with the SPE objectives and the behaviors each rating is meant to reflect
 - Understand where the SPE fits as the primary tool for documenting direct observation
- **Rate from evidence, not impression**
 - Base ratings on specific observed behaviors, not on general impression or a single strong/weak moment
 - Watch for halo effect and recency bias — don't let one interaction color the whole rating
- **Timeliness**
 - Complete the SPE as close to the observation as possible, while behaviors are still fresh and specific
- **Connect to verbal feedback**
 - Use the SPE as the anchor for the verbal conversation, so written and verbal feedback reinforce (not contradict) each other

Feedback to Avoid

- **Avoid Vague Feedback - “Good job”**
 - **Solution: Linking Feedback to assessment** turns "good job" into actionable data — specific, descriptive observations ("your differential omitted cardiac causes") are only possible when you've assessed against some criteria
- **Avoid Secondhand Feedback – "The residents said you seemed disengaged”**
 - **Solution: Assessment requires direct observation** — feedback grounded in what *you* assessed firsthand ("during rounds yesterday, you didn't examine the patient before presenting") is credible and specific
- **Avoid Delayed Feedback – End-of-rotation surprises**
 - **Solution: Assessment happens continuously, so feedback can too** — timely feedback lets the learner connect it to a specific patient encounter and correct course while there's still time in the clerkship

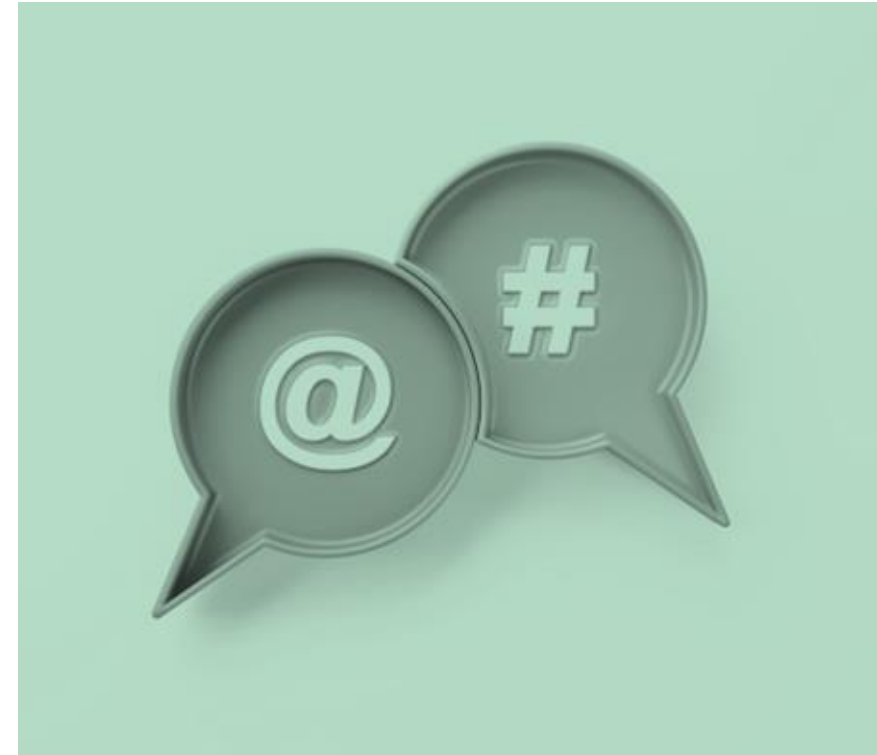
From Assessment to Action: Written Feedback

- **Capture it in the moment — keep good notes**
 - Jot brief, specific observations during the encounter ("patient said X; student replied Y")
 - Note-taking signals that feedback is grounded in observation, keeps it specific, and boosts credibility when you can reference exact moments
- **Use the SPE as your assessment anchor**
 - Documenting observations based on the SPE criteria ties feedback to consistent assessment measures
 - Feedback works best as a supported, sequential process rather than a series of unrelated events
- **Frame next steps as SMART goals**
 - Convert the identified gap into a goal that is Specific, Measurable, Achievable, Relevant, and Time-bound

References: Moroz et al (2019), Thomas & Arnold (2011),

From Assessment to Action: Face to Face Feedback

Set the stage	Tell them it's feedback, set expectations early
Ask first	Elicit self-assessment before speaking
Be specific	Cite directly observed behaviors with examples
Attend to emotion	Learners can't hear feedback when overwhelmed
Make a plan	Action steps, not just critique



From Technique to Culture



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Why *How* Beats *What*

- Teacher/resident feedback significantly predicts students' self-regulated learning
- Indirectly, through educator-student interaction and sense of belonging
- Sense of belonging alone mediates 14.71% of the total effect of feedback on self-regulated learning

Feedback → Belonging → Self-regulated learning

Thus, how feedback is delivered and experienced relationally carries more weight than the information content itself

How Relationship Quality Shapes Feedback Outcomes

SUPPORTIVE RELATIONSHIP

Learners engaged with both encouraging and constructive feedback, even critical feedback.

"I felt respected and taken seriously...he spoke to me as an equal, as a learner."

UNSUPPORTIVE RELATIONSHIP

Learners were less likely to seek or accept feedback, including positive feedback.

A resident was unresponsive to a request for help; when positive feedback came, the learner judged it as "unprofessional."

It was the valence of the relationship – not the valence of the feedback – that predicted whether students engaged.

Wong et al., 2022

Ask-Tell-Ask, Revisited: Building Belonging Into the Conversation



Ask

Elicit self-assessment first



Tell

Specific, observed behavior



Ask

Collaborative next steps

Asking first positions the learner as a participant

Feedback on observed behavior is perceived as significantly more instructive than unobserved feedback

Specificity signals genuine attention

Shared ownership matters

Ask-Tell-Ask in Practice

Scenario: a third-year learner presented a patient with new-onset chest pain during rounds. The presentation was well organized but omitted a cardiac risk-factor assessment before the differential.



"Before I jump in, how do you think that presentation went? Anything you'd add or change?"

Self-assessment:

Learner identifies the gaps themselves, lowering the stakes



"Your HPI was thorough and well-sequenced. I noticed you moved to your differential without pulling in his risk factors. That would help prioritize where ACS falls on that list."

Specific & observed:

references the actual presentation, not effort/ability



"What would you want to do differently next time you're building a differential?"

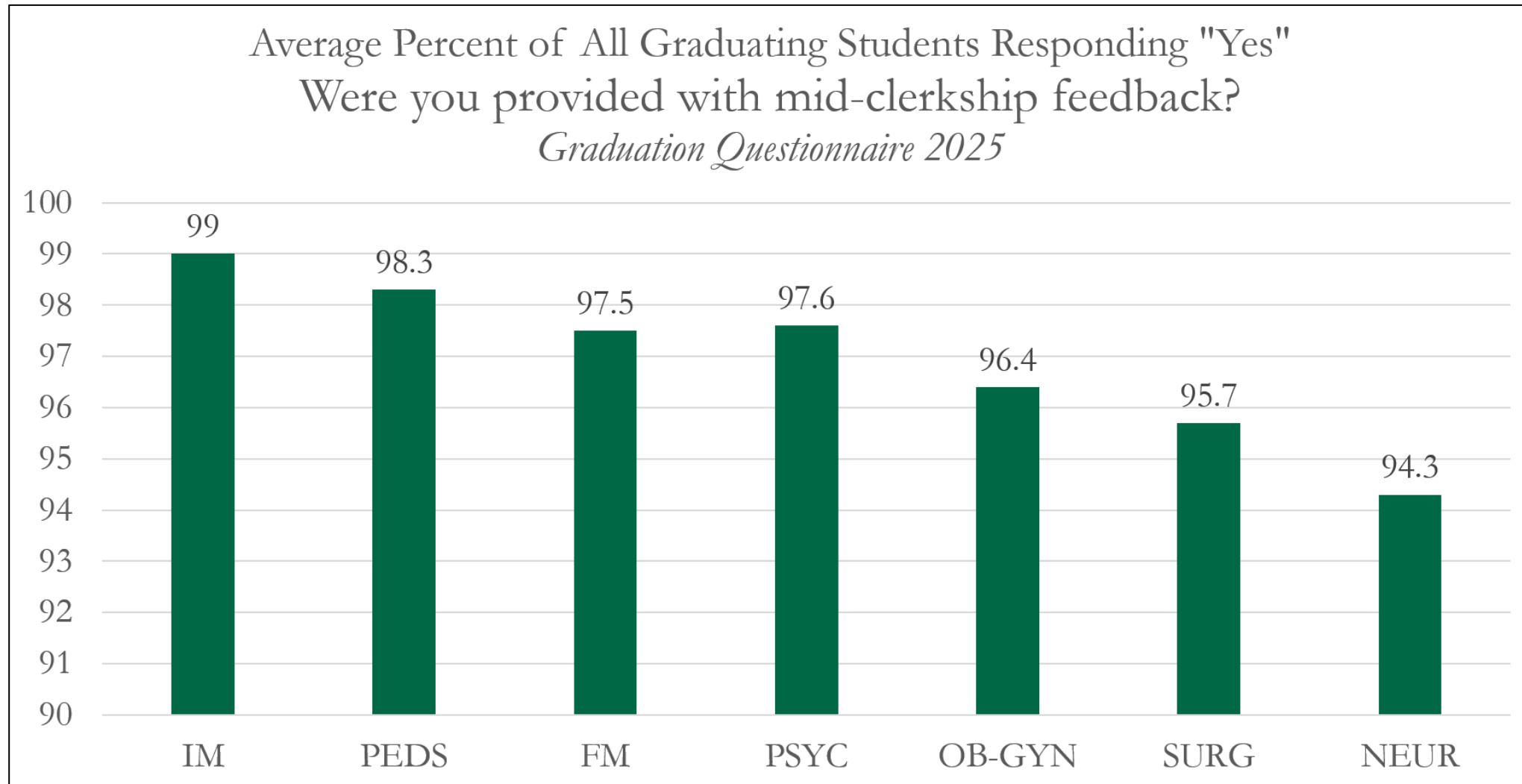
Learner owns their plan:

student proposes a risk-factor checklist built into their HPI

Tips for Tracking Feedback

- A single well-run Ask-Tell-Ask conversation tells a learner they're seen. A rotation where that happens consistently and equitably is what tells them they belong.
- Tracking:
 - Voice memos
 - Google Doc/Microsoft Template
 - Mote (mobile app)
 - Notion (mobile app)

National Data on Mid-Clerkship Feedback



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