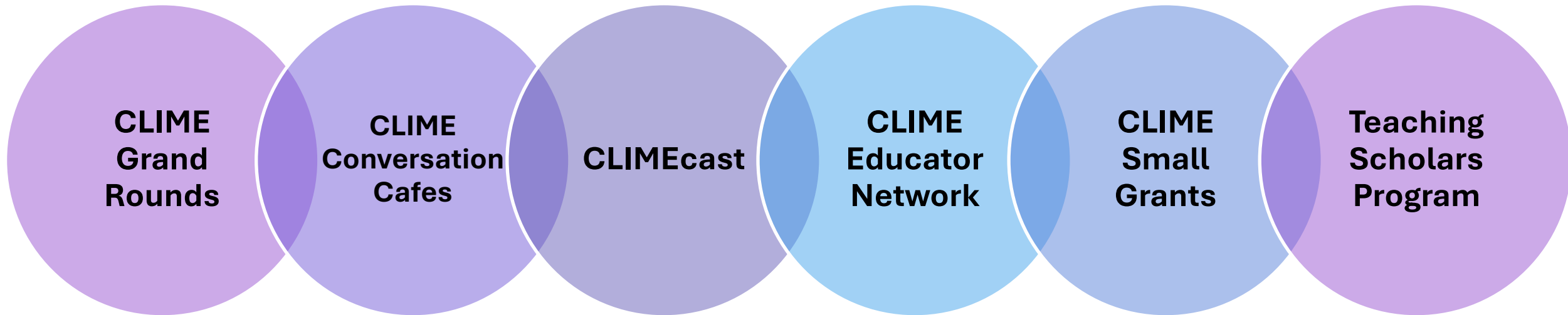


UW SCHOOL OF MEDICINE
CLINICAL TEACHING
CERTIFICATE 2025 - 2026

WELCOME!



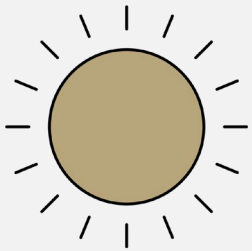
Join our community of educators!



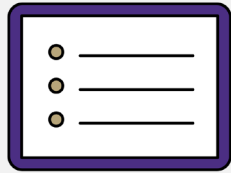
Learn more! <https://clime.washington.edu/>

More opportunities

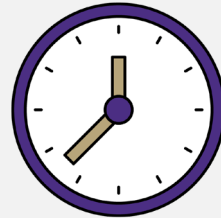
1.0



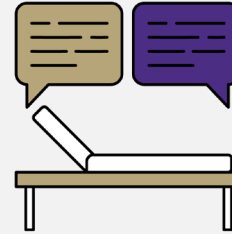
Learning Climate



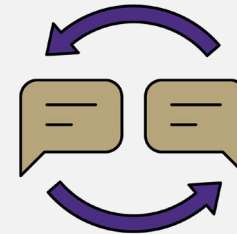
Understanding and Retention



Teaching Efficiently



Teaching in the Presence of Patients

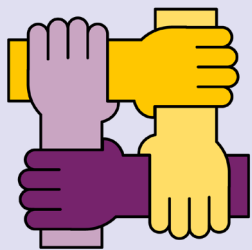


Feedback



Assessment

2.0



Bias and Belonging



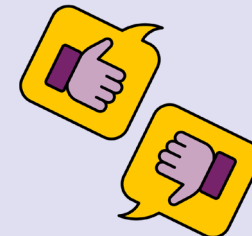
Communication Skills



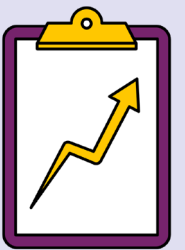
Humanistic Approach



Learners in Difficulty



Challenging Feedback



Meaningful Assessment

CME Accreditation



The University of Washington School of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

The University of Washington School of Medicine designates this activity for a maximum of *18 AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Text **13398** to 833-394-7078 for 2 hours of CME Credit

Email Amanda Garza agarza16@uw.edu with questions

Suggestions

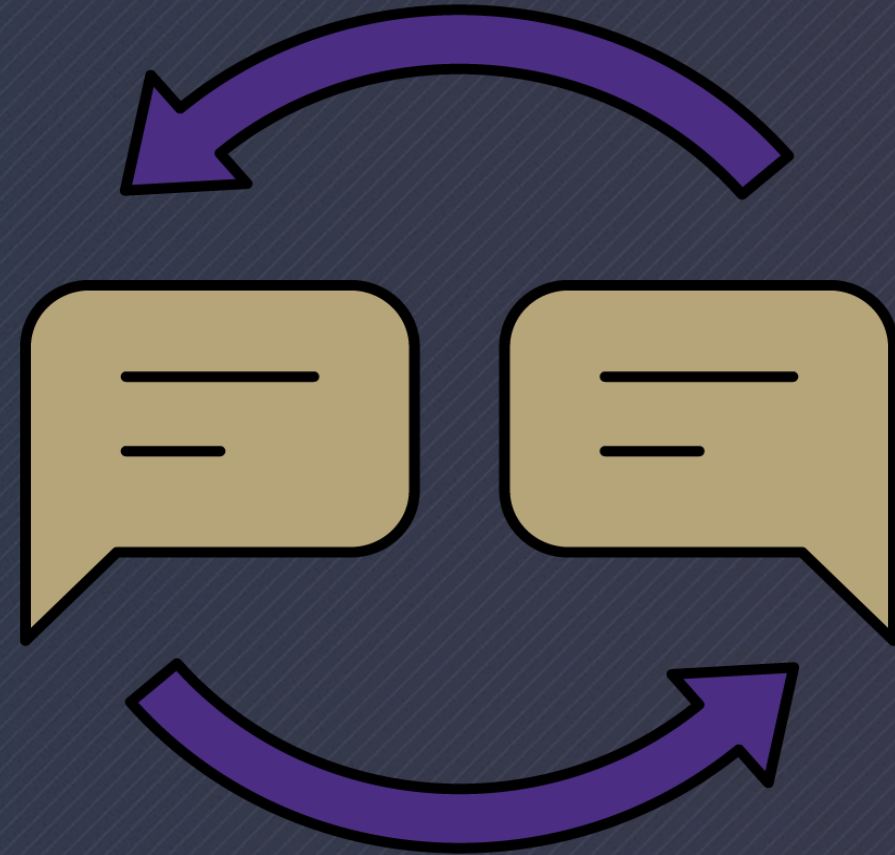
- Participate as you are able...
- Be kind and generous to each other in the room and... be kind and generous to those not in the room
- Listen with curiosity and suspend judgment AND share your own thoughts with honesty and candor
- Expect and accept that there may not be closure

Feedback

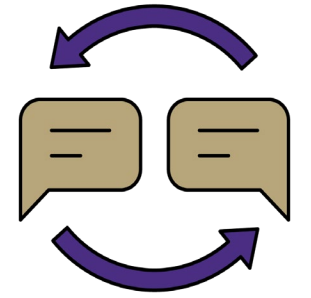
Certificate Core Faculty Leaders:

Katherine Michaelsen, MD, MASc

Liz Schackmann, MD, MS



Agenda



**Review – what do we mean by feedback?
What purpose?**

**The Foundations:
Coaching relationship and
Growth mindset**

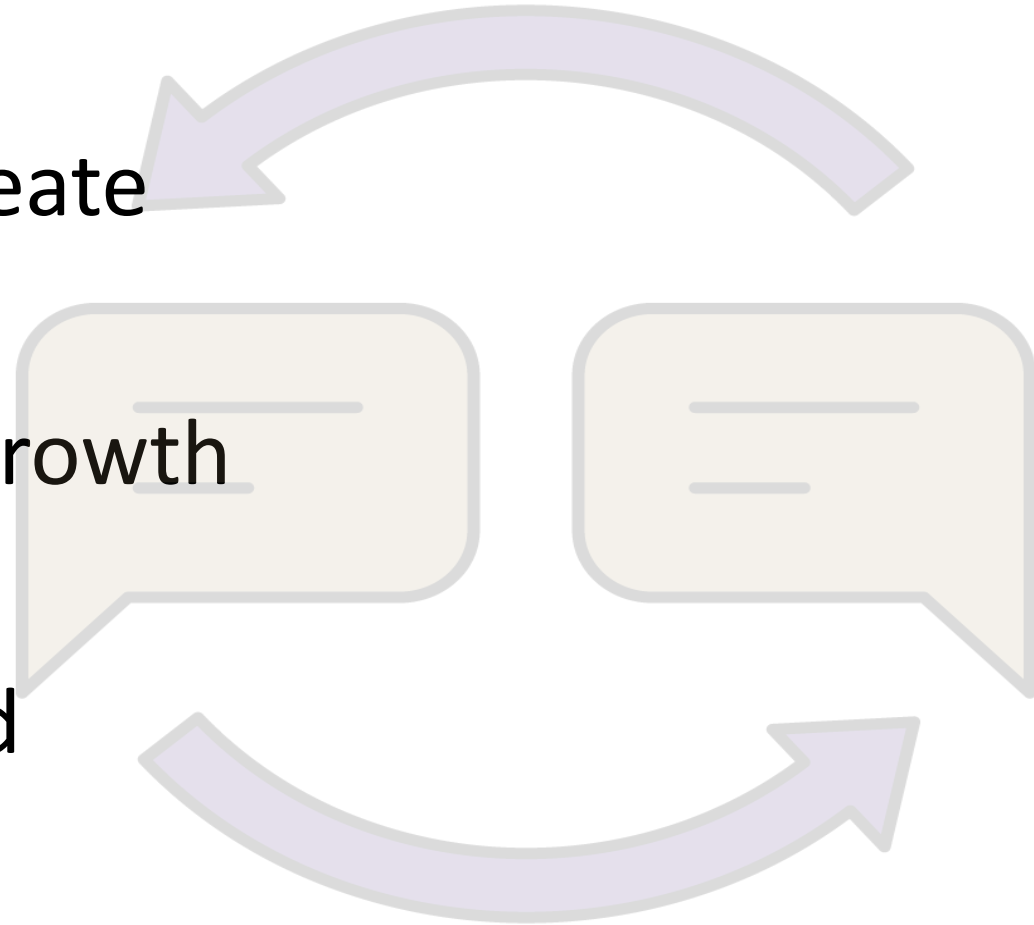
**Shared learning goals:
Getting on the same page!**

Observation and Assessment

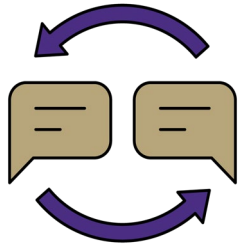
**Feedback Discussion
Challenging Discussions**

Feedback - Learning Objectives

1. Collaborate with learners to create shared learning goals.
2. Emphasize “coaching” and a “growth mindset.”
3. Effectively use constructive and reinforcing feedback.



Feedback: What we will talk about today



Formative feedback

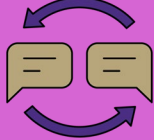

Summative feedback next month:



Assessment

1. Use competency-based frameworks to assess the knowledge, skills, and attitudes of learners.
2. Write accurate assessments that reflect the competency of learners.
3. Identify language commonly used that reflects bias based on identity, including gender identity, sexual orientation, BIPOC status.

Feedback: What we will talk about today

Feedback 	Assessment 
Appraisal of knowledge/skills/attitudes demonstrated now	General appraisal of overarching knowledge/skills/attitudes using competency-based framework
Purpose: improve specific knowledge/skill/attitude	Purpose: assessing competency, document achievement
Informal, Verbal	Written
Iterative	Emphasis on final assessment
Role: Coach	Role: Evaluator

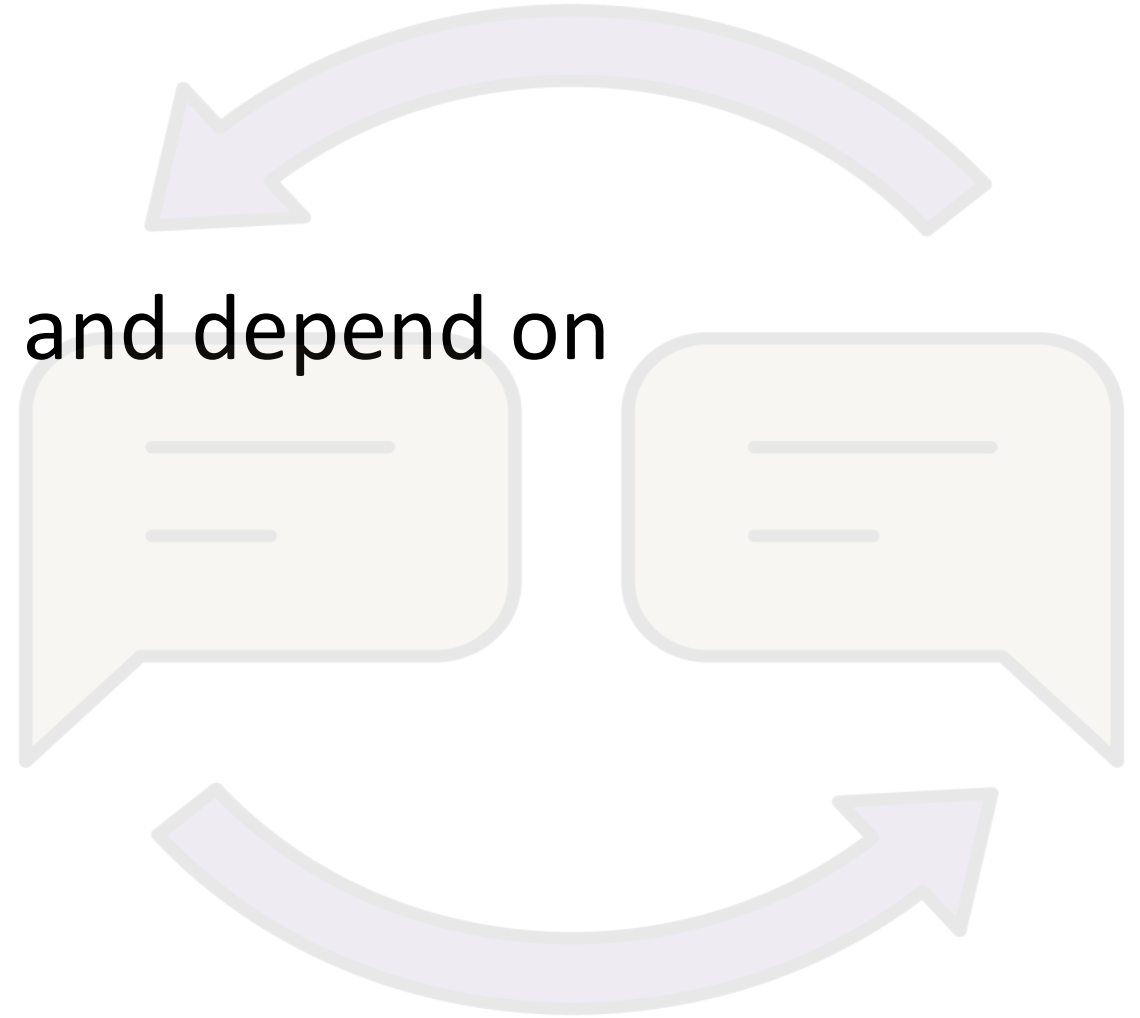
Feedback – What Purpose?

Limited in our ability to assess our own performance

→ Feedback essential for developing accurate self-appraisal, self-monitoring, and improvement

Feedback Training – Why is it important?

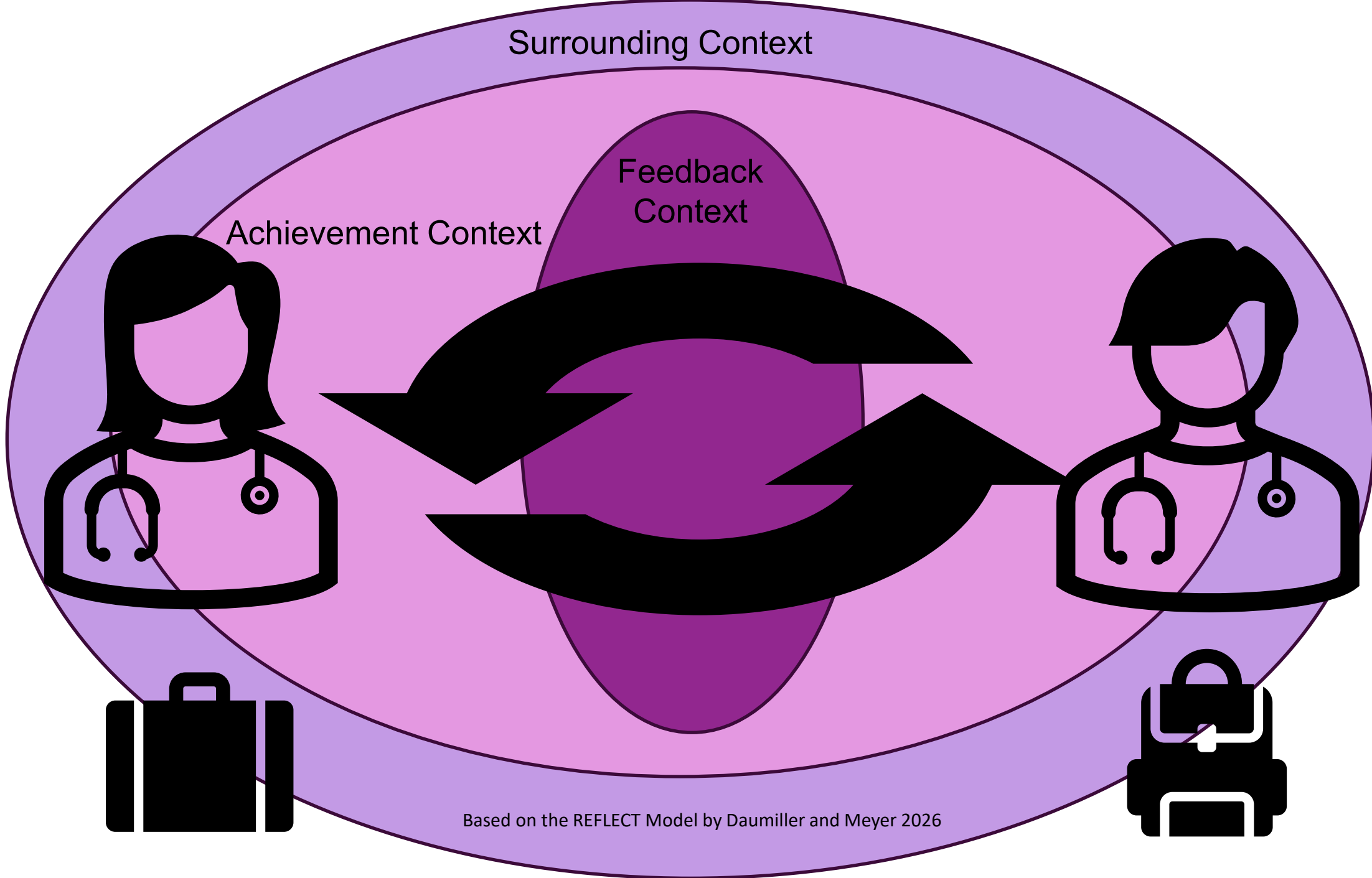
Benefits of feedback... variable and depend on several factors



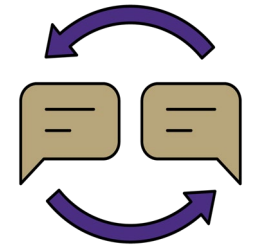
In the chat...



What is one word that describes a key element for successful feedback?



Based on the REFLECT Model by Daumiller and Meyer 2026



Clinical Teaching Framework

Before

PLANNING

- Welcoming
- Preparation
- Orientation
- Priming
- Goal-setting

During

DIAGNOSING THE PATIENT AND THE LEARNER

- Observe
- Model
- Learner and patient centered
- Share the encounter

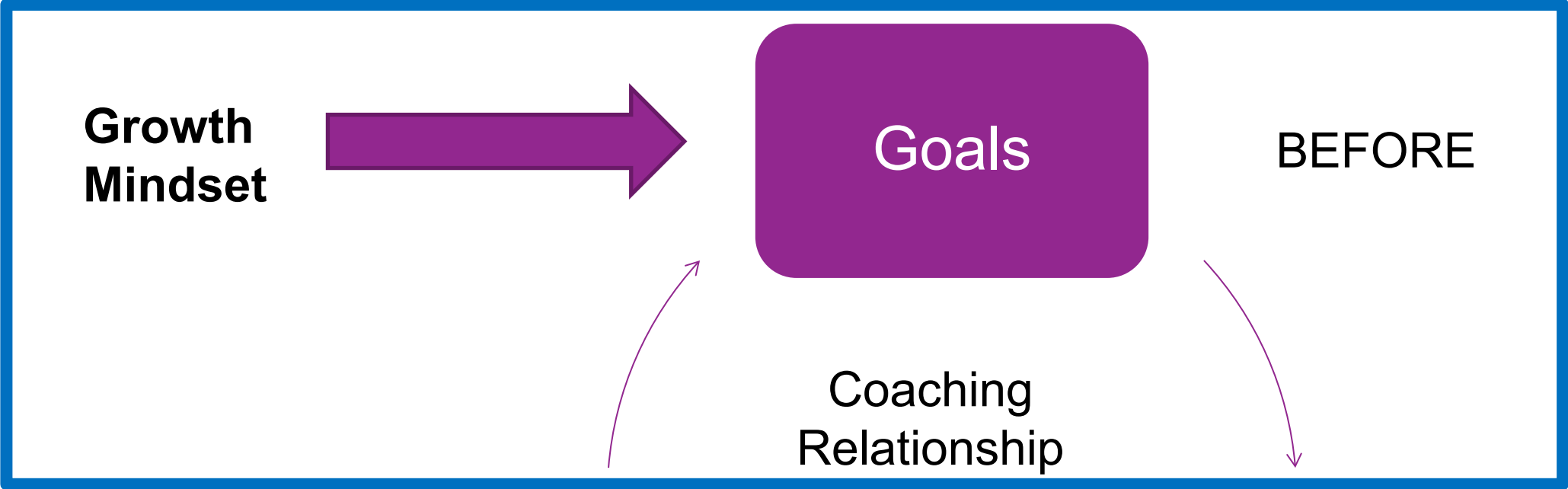
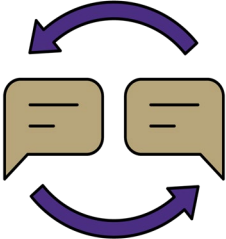
After

REFLECTING

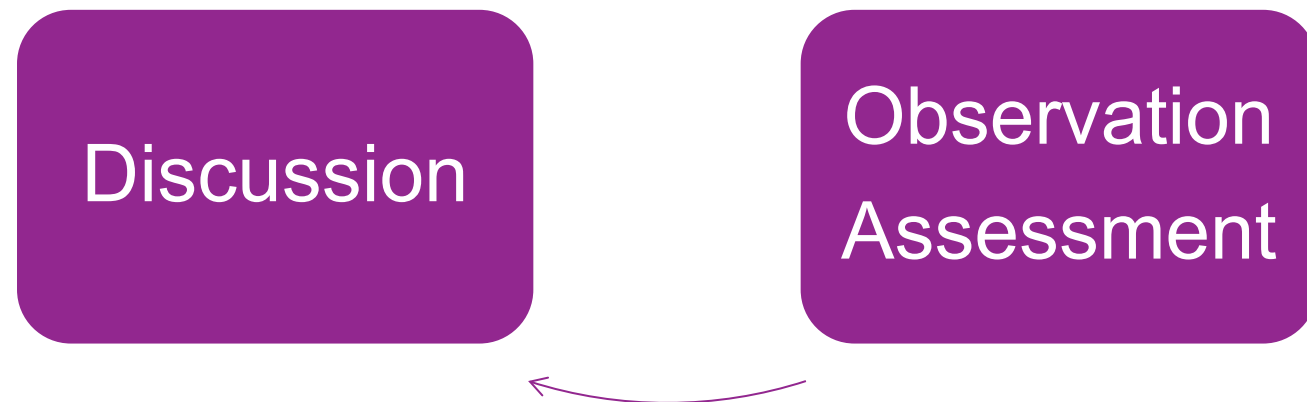
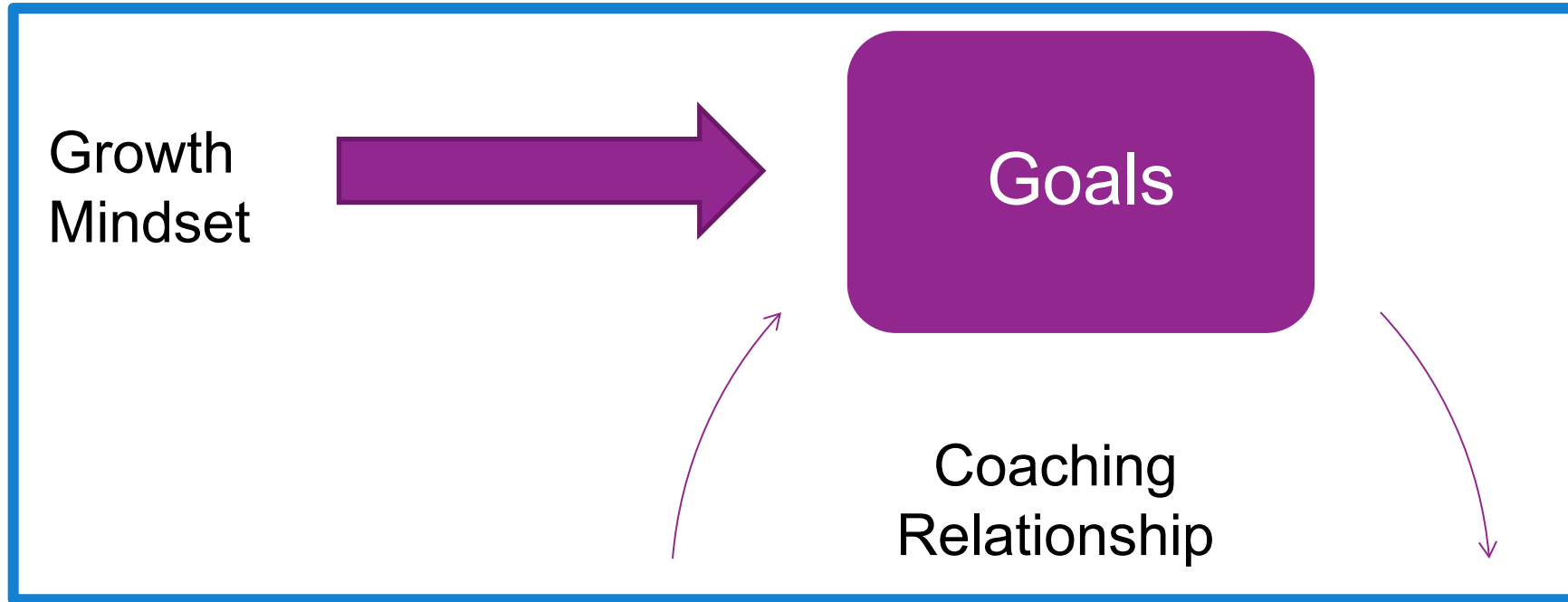
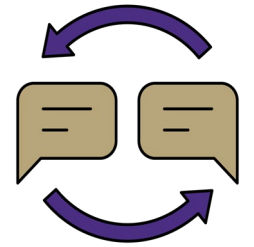
- Discussion
- Reflection
- Reinforcing
- Planning
- Feedback
- One Minute Preceptor

Ongoing needs assessment, relationship building, climate setting

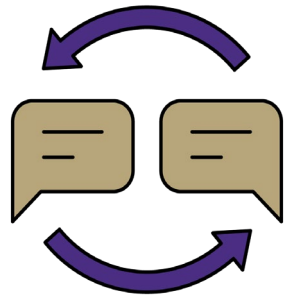
Feedback: Key Ingredients



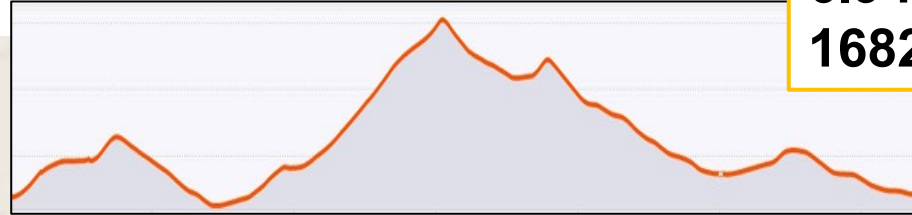
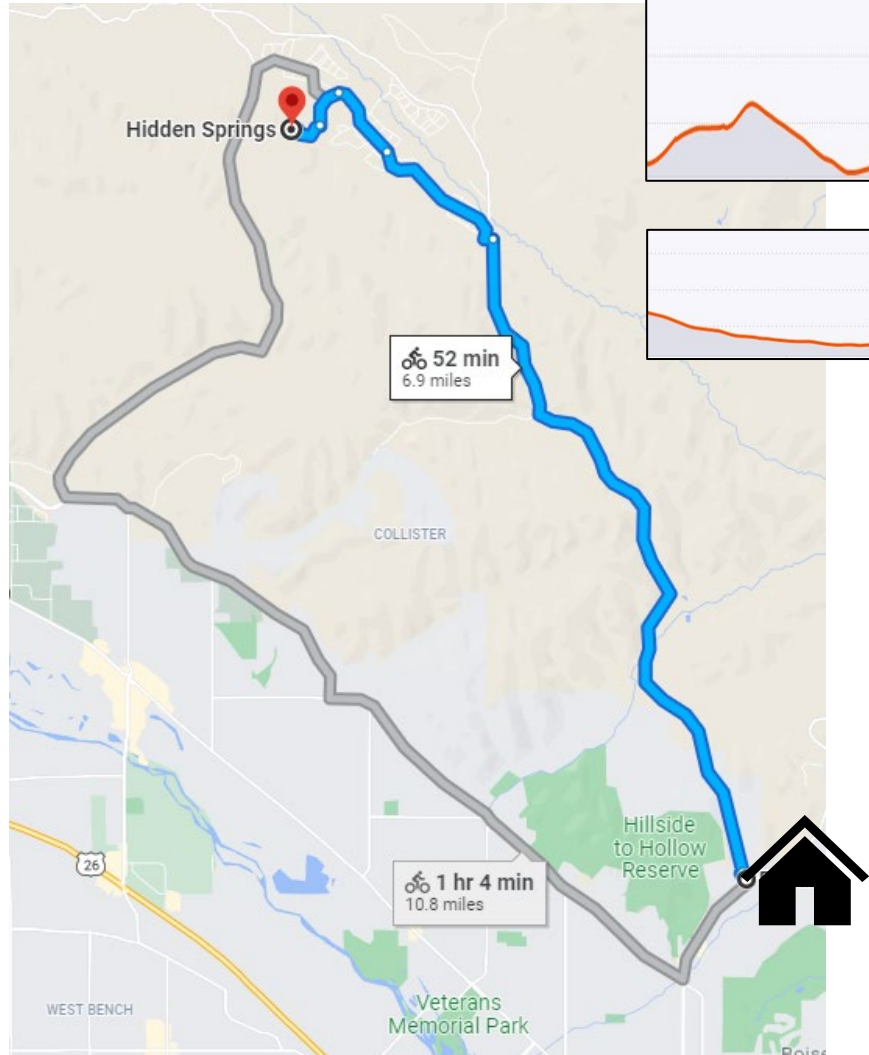
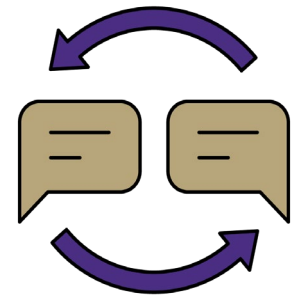
Feedback: Key Ingredients



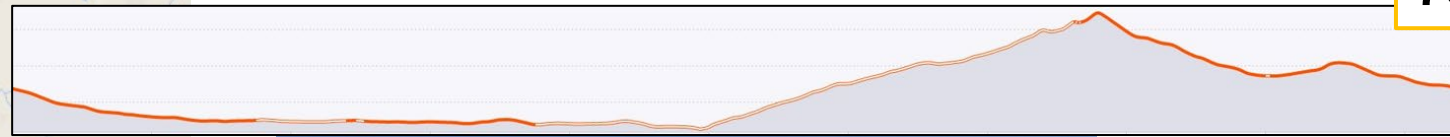
Coaching



Coaching



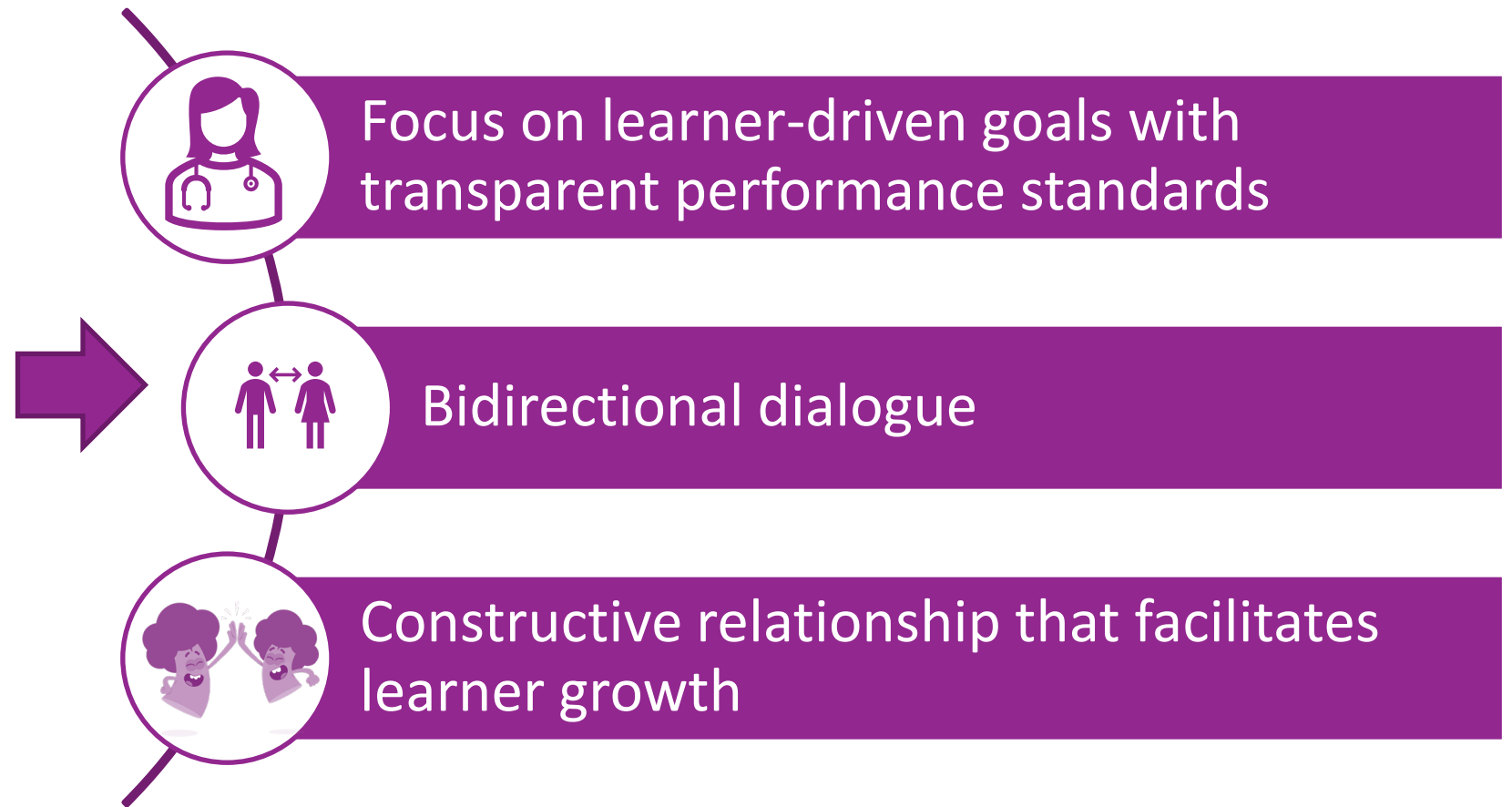
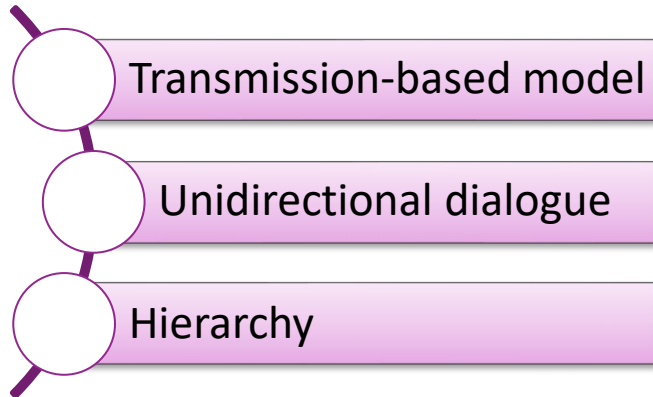
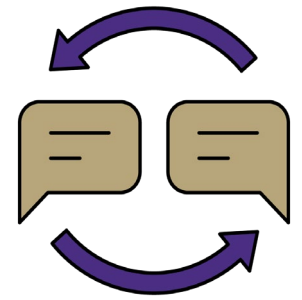
6.9 miles
1682 ft gain



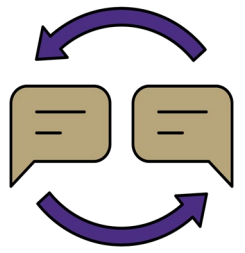
10.8 miles
786 ft gain



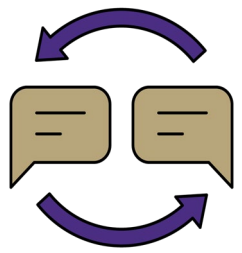
Successful Feedback Delivery - Evolution



Coaching Relationship: In Practice

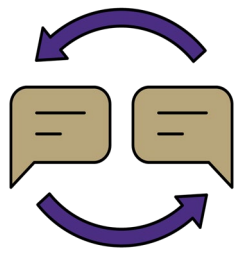


Coaching Relationship: In Practice



- Identify your role
- Shared philosophy of growth and development
- Performance improvement based on direct observation and individualized plans
- Longitudinal relationship

Coaching Relationship: In Practice



Role

60%

Dialogue

40%

Bidirectional

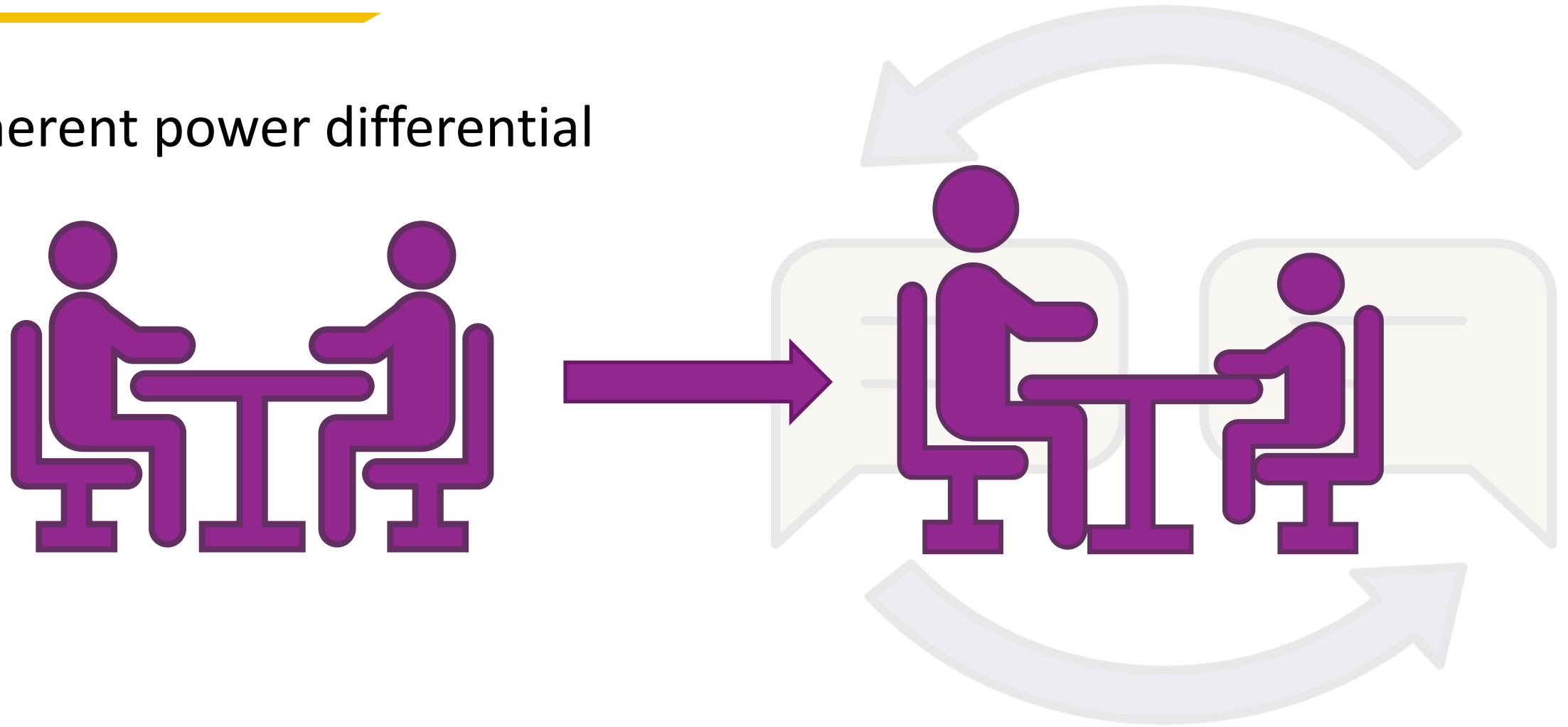
Ask clarifying questions

Encourage reflection

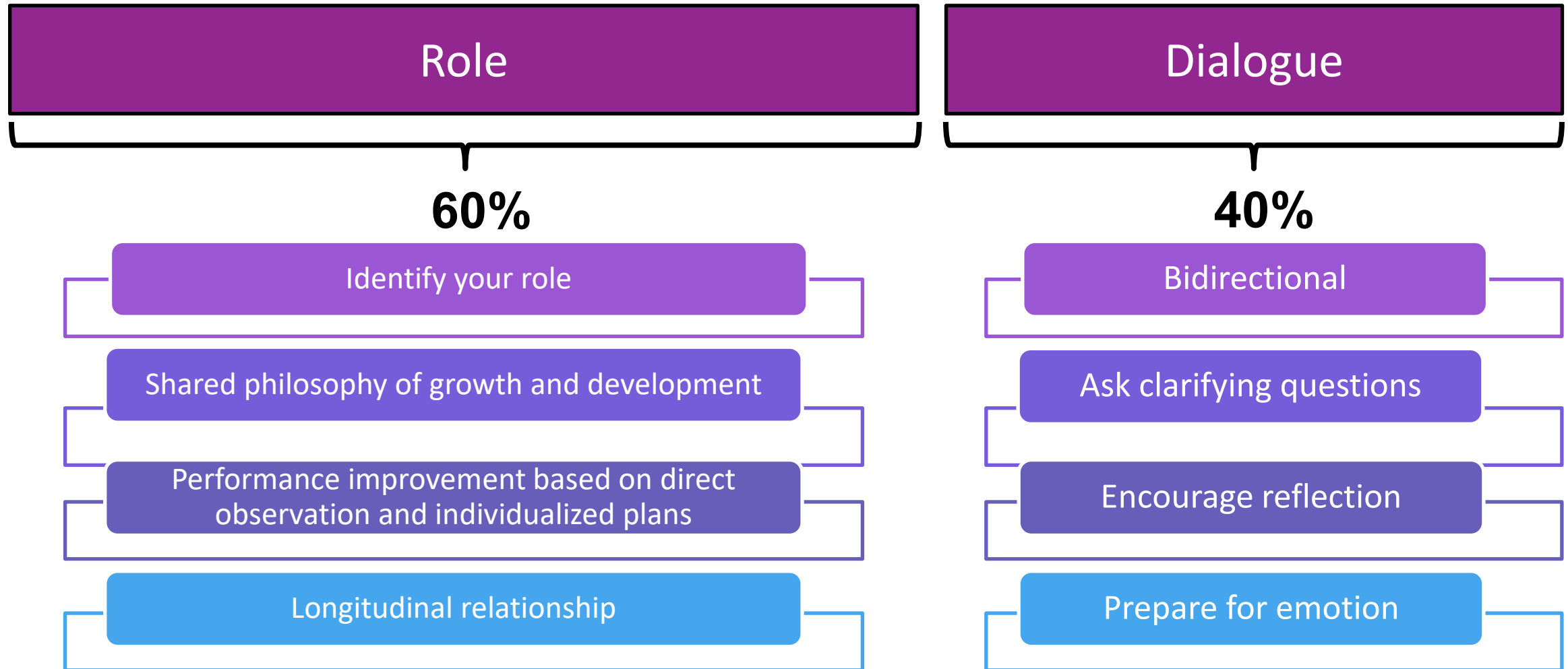
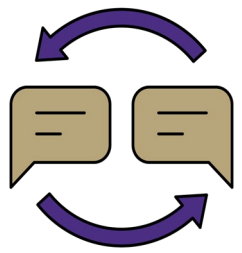
Prepare for emotion

A final word on relationships

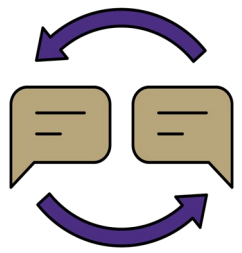
Inherent power differential



Coaching Relationship: In Practice



Creating Shared Learning Goals



Role

Dialogue

60%

40%

Identify your role

Shared philosophy of growth and development

Performance improvement based on direct observation and individualized plans

Longitudinal relationship

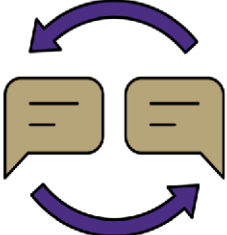
Bidirectional

Ask clarifying questions

Encourage reflection

Prepare for emotion

Feedback: Key Ingredients



Growth
Mindset



Goals

Coaching
Relationship

Discussion

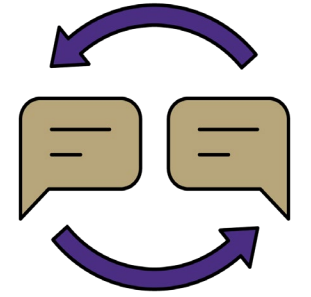
Observation
Assessment



Motivation to Learn: Mindset

	Growth Mindset	Fixed Mindset
Intelligence/ Ability	Changeable, learned	Static, genetic
Success	Effort	Talent
Goals	Mastery: get smarter, master new task Measure: occasion-/task-specific	Performance: look smart, avoid failures Measure: current and future ability
Failure	Opportunity to learn	Lack of ability
Challenge	Growth, mastery	Risk, helplessness

Growth Mindset



How to address?



Assess: What does the learner believe?



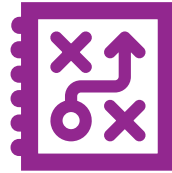
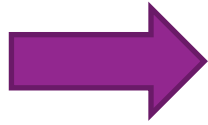
Educate and Reflect: Ways we explain success and failure

➤ Value of the word "Yet"

Creating Shared Learning Goals: General Guide



**Ask about
learning
goals**



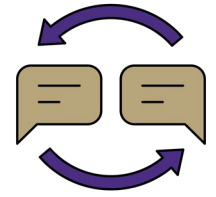
Negotiate

Prior experiences
Program/rotation goals
UME or GME competencies
Broaden/narrow
Level of challenge
Type: Knowledge, Skill,
Attitude



**Collaboratively
identify plans for
achieving goal**

Shared Learning Goals: Tips



Cyclical

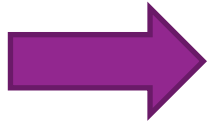
Will need to adjust, create new goals as knowledge/skill/attitude gaps are identified

Consider

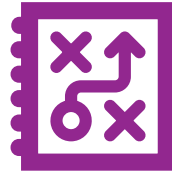
SMART learning goals



Creating Shared Learning Goals: General Guide



**Ask about
learning
goals**



Negotiate as Coach

Growth Mindset

Specific

Measurable

Attainable

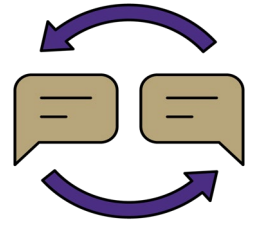
Relevant: fits your clinical
work

Doable in your time together



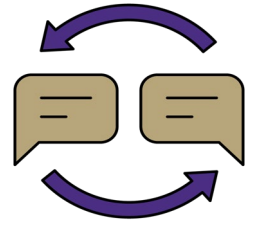
**Collaboratively
identify plans for
achieving goal**

Feedback: Goal Conversations



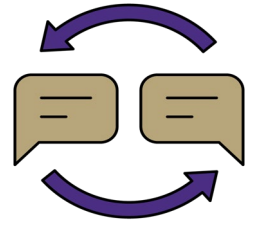
Learner Goal	Sample Starting Responses
I'm a bad proceduralist	
I struggle with antibiotics	
I'd like to improve my oral case presentations	
I think I want to see more patients this week.	

Feedback: Goal Conversations



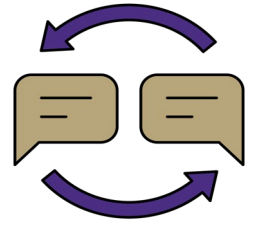
Learner Goal	Sample Starting Responses
I'm a bad proceduralist	I also found procedures hard early on during my training...what part of procedures has been challenging for you now?
I struggle with antibiotics	
I'd like to improve my oral case presentations	
I think I want to see more patients this week.	

Feedback: Goal Conversations



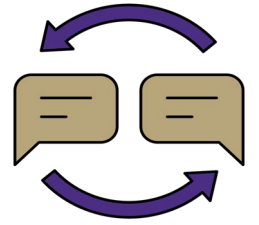
Learner Goal	Sample Starting Responses
I'm a bad proceduralist	I also found procedures hard early on during my training...what part of procedures has been challenging for you now?
I struggle with antibiotics	It sounds like you're making a goal related to medical knowledge, tell me more about your stuck points related to antibiotics thus far and we can work to make a goal about improving in that area.
I'd like to improve my oral case presentations	
I think I want to see more patients this week.	

Feedback: Goal Conversations



Learner Goal	Sample Starting Responses
I'm a bad proceduralist	I also found procedures hard early on during my training...what part of procedures has been challenging for you now?
I struggle with antibiotics	That sounds like a goal related to medical knowledge, tell me more about your stuck points around antibiotics thus far and we can work to make a goal about improving in that area.
I'd like to improve my oral case presentations	Awesome! What feedback have you gotten on your presentations thus far?
I think I want to see more patients this week.	

Feedback: Goal Conversations



Learner Goal	Sample Starting Responses
I'm a bad proceduralist	I also found procedures hard early on during my training...what part of procedures has been challenging for you now?
I struggle with antibiotics	That sounds like a goal related to medical knowledge, tell me more about your stuck points around antibiotics thus far and we can work to make a goal about improving in that area.
I'd like to improve my oral case presentations	Awesome! What feedback have you gotten on your presentations thus far?
I think I want to see more patients this week.	Love that. Help me better understand what skills you'll grow by adding patient volume this week so that I can give you feedback specifically in those areas.

Breakout 1: Coaching on Goal Setting!

15
minutes
total

3 min

- **Introductions:** go in alphabetical order
- Who are you? Where are you? What type of learners do you work with?

12 min

- **Task:** Work through two practice sessions of coaching on goal-setting.

Breakout 1: Coaching on Goal Setting!

15 minutes
total

Practice
Scenario #1
6 min

Coach

Goal-setting
Learner

Observer

Observer

Practice
Scenario #2
6 min

Observer

Observer

Coach

Goal-setting
Learner

Come up with: “One key pearl for coaching learners in goal-setting ...”
to share in the chat when we return

15
minutes
total

Reminder on coaching skills...

1. Assess “SMART” – ness

- S pecific
- M easurable – will they know if goal is achieved?
- A chievable
- R elevant
- T imebound – reasonable time to achieve it?

2. *Does their goal need any adjustment? Do they have good growth mindset?*

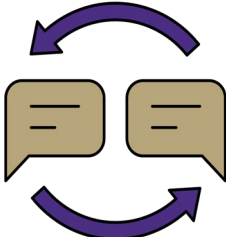
3. *Plan how you will work on this goal together (ie when to check-in, how to measure, etc)*



In the comments, one person from each group, please finish the following sentence:

“One key pearl for coaching learners/peers in goal-setting is...”

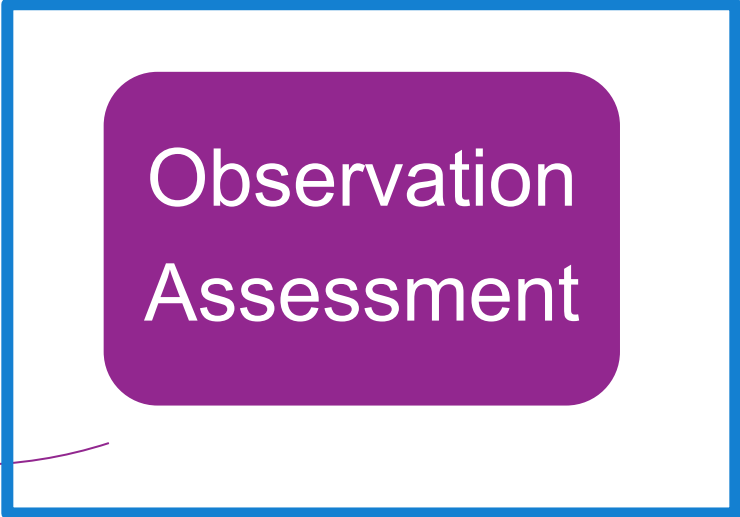
Feedback: Key Ingredients



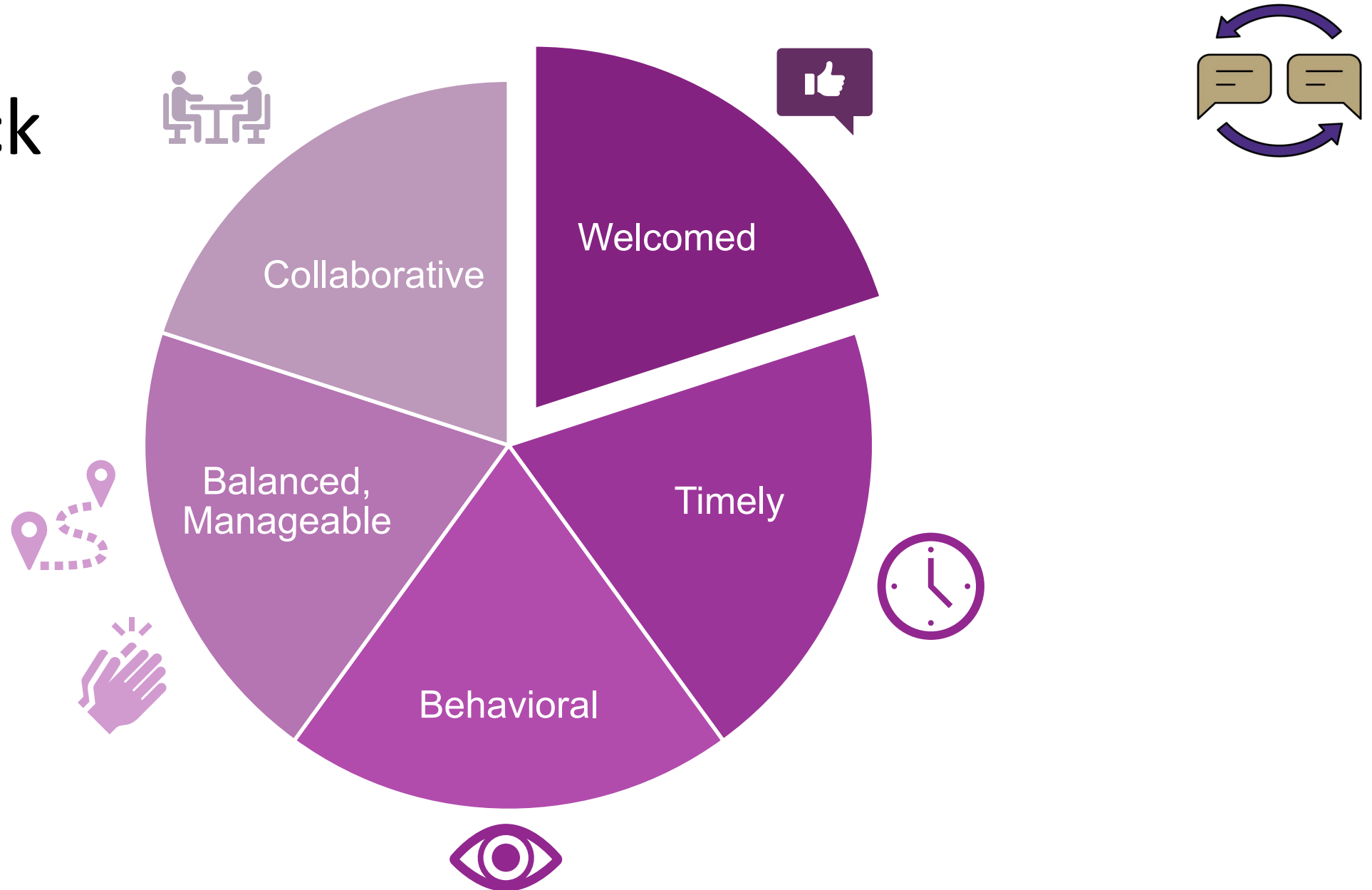
Growth
Mindset



Coaching
Relationship



Good Feedback



Formative Feedback:

Barriers to Fair Assessments



Tend not to distinguish between domains



Personality traits

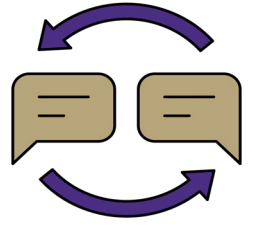


Bias



Timing

Feedback: Tools for Bias

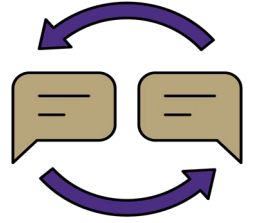


Reflection

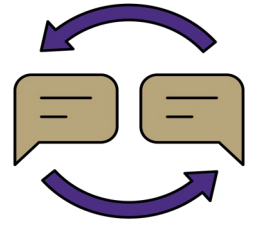
- Take time
- What assumptions am I making?
- Why am I frustrated with this individual/situation?
- Would I give this same feedback to another person?

Rubrics

Feedback: Specific, observed behaviors

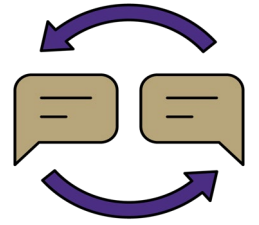


Feedback: Specific, observed behaviors



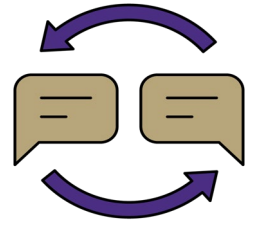
Judgement based	Specific Observation
You looked nervous.	
You are disorganized.	
You are such a good resident.	
You are always late.	

Feedback: Specific, observed behaviors



Judgement based	Specific Observation
You looked nervous.	I noticed you were looking at the floor and not at the patient.
You are disorganized.	
You are such a good resident.	
You are always late.	

Feedback: Specific, observed behaviors



Judgement based	Specific Observation
You looked nervous.	I noticed you were looking at the floor and not at the patient.
You are disorganized.	I noticed in your oral presentation you started talking about the patient's current symptoms and your plan for the day and then back to their family history and a ROS.
You are such a good resident.	I noticed that you introduce yourself and collaboratively set the agenda with patients at the beginning of visits.
You are always late.	I noticed that you often arrive at 8:15 and your first patient is at 8:15.

Time to make a Commitment!

We've reviewed barriers to fair assessments...

(eg, not distinguishing domains, personality traits, bias, timing, or judgement-based feedback)

Reflect on one barrier to fair assessment you have experienced or witnessed...

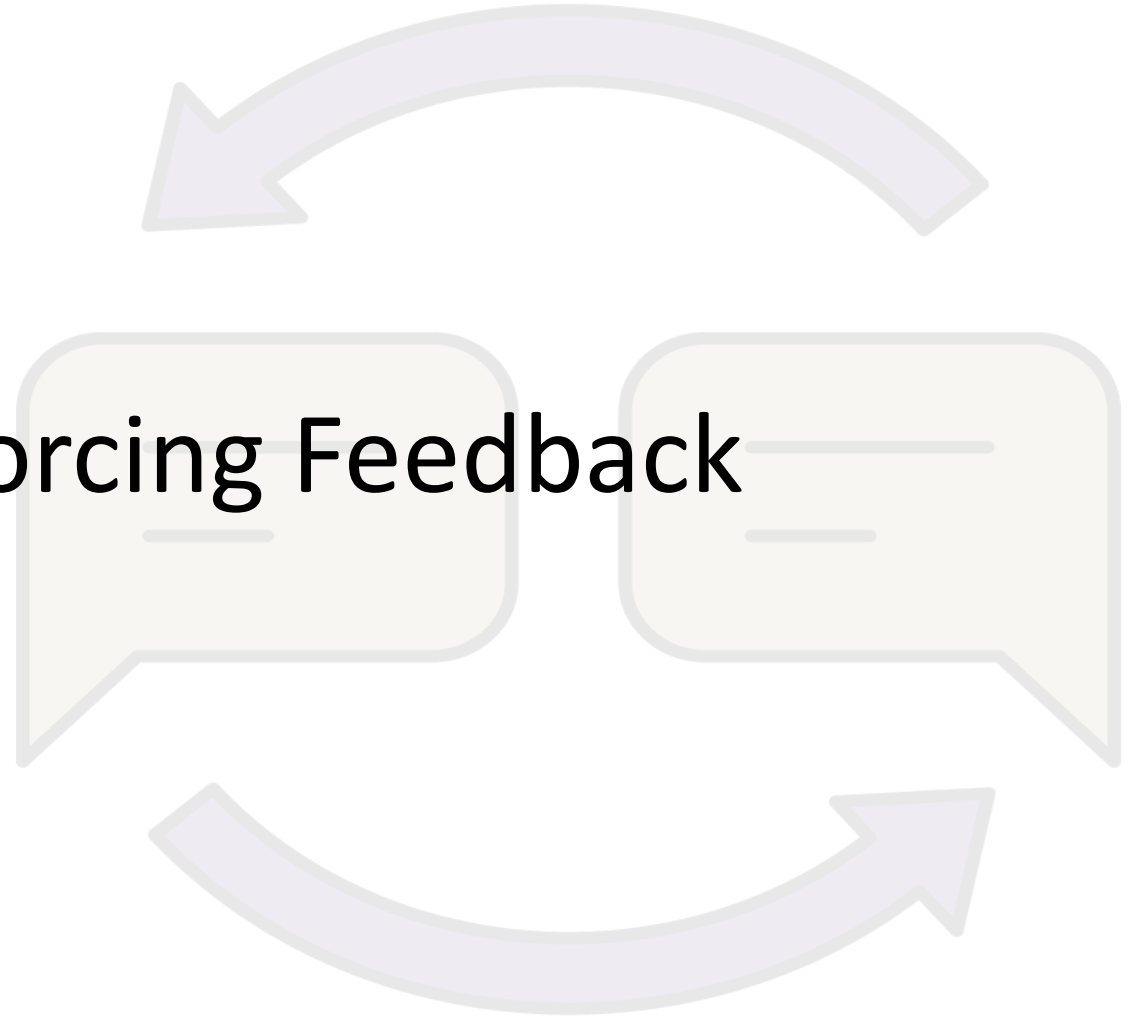
ID one change you plan to make to address this in the future

You will be asked about your experience with this change in the module.

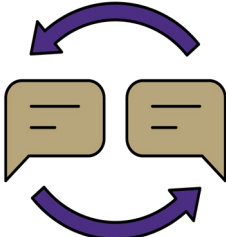
Break Time!

Up next:

Constructive and Reinforcing Feedback



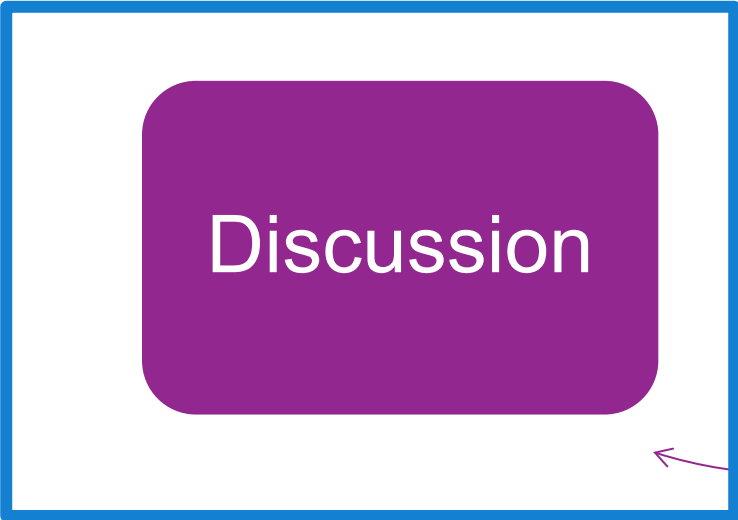
Feedback: Key Ingredients



Growth
Mindset



Coaching
Relationship



Feedback Tools

Feedback Sandwich

Ask Tell Ask

One minute preceptor

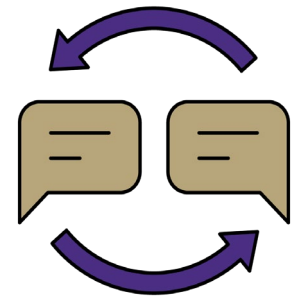
BE SMART*

Prepare to ADAPT*

R2C2*



Feedback Tools: Ask Tell Ask



Ask

- Ask for the trainee's self-assessment

Tell

- Reflect on the trainee's self-assessment
- Share your specific behavioral observations: reinforcing and constructive

Ask

- Check trainee's understanding
- Collaboratively adjust goals and develop a plan for improvement

13
minutes
total

Breakout 2: Giving Feedback!

2 min

- **Prep time;** in alphabetical order:
- Participant 3: Read **mentor** script
- Participant 4: Read **mentee** script
- Participant 1 and 2: Read both scripts (will give **feedback**)

5 min

- **Task:** Mentor gives mentee feedback using “**Ask-Tell-Ask**”

1. **Ask:** Ask for thoughts about how things went

2. **Tell:** Discuss observations, identify modifiable, specific behaviors related to the skills

3. **Ask:** Check for understanding; adjust goals, develop plan

13
minutes
total

Breakout 2: Giving Feedback!

4 min

- **Task: Feedback on the feedback!**
- Participants 1 and 2 provide feedback
- What did you observe that was effective?
- What did you observe that was less effective?
- Were any elements of Ask-Tell-Ask missing?

2 min

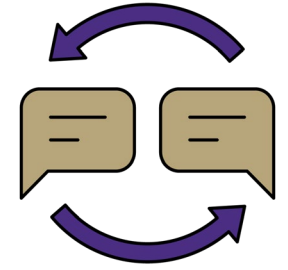
Come up with: “One key pearl for giving feedback based on the practice experience...” and enter in comments



In the comments, one person from each group, please finish the following sentence:

“One key pearl for giving feedback is...”

BREAKOUT 2: Take Home Points



Focus your feedback

1 or 2 main points better than too many

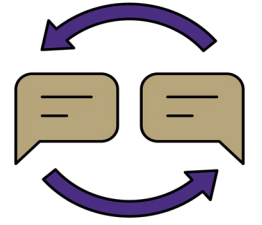
Prioritize and adjust
goals

Safety
Fundamentals

Collaborative plan

Verify understanding
Jointly develop a plan, follow through

Feedback: Challenging Situations



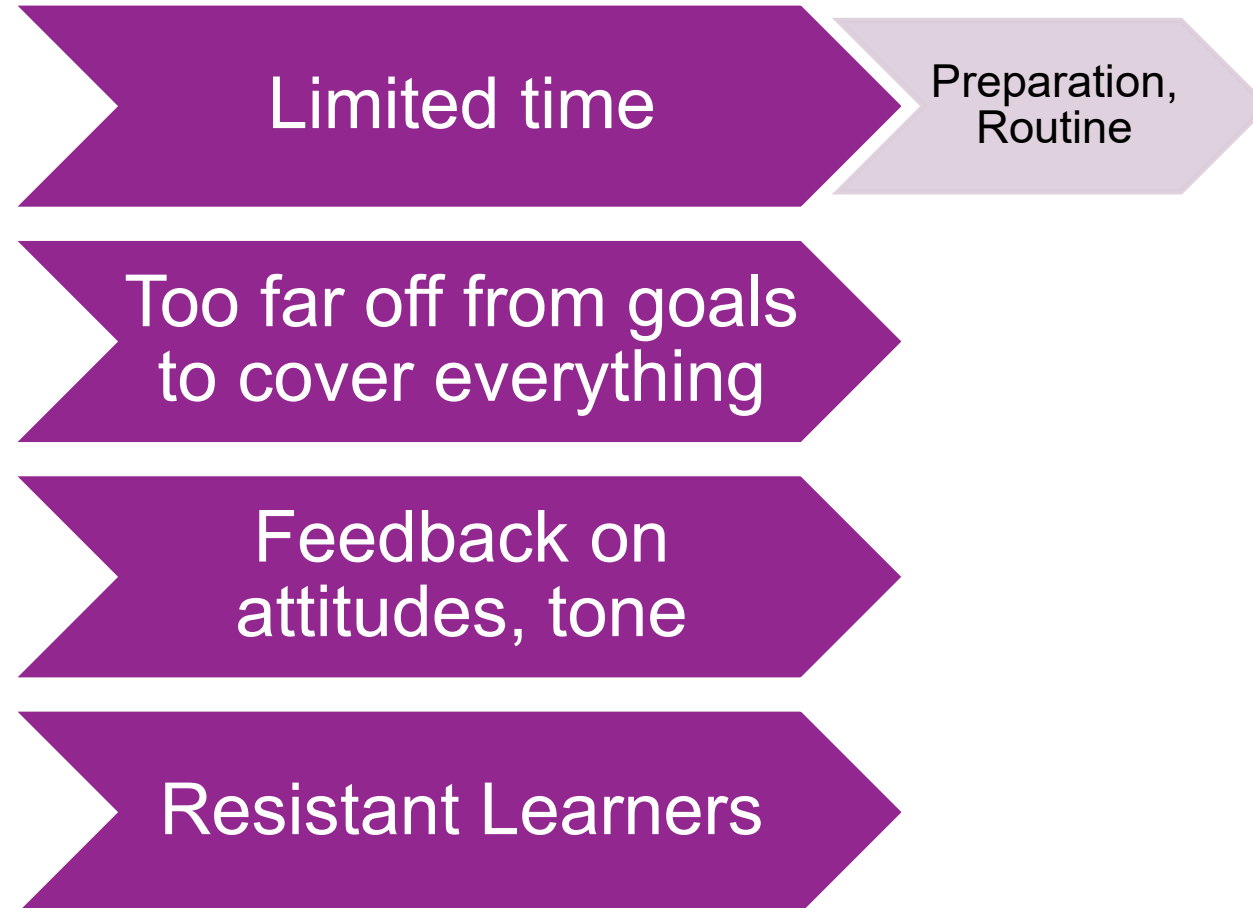
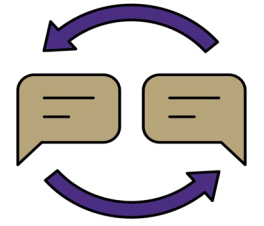
Limited time

Too far off from goals
to cover everything

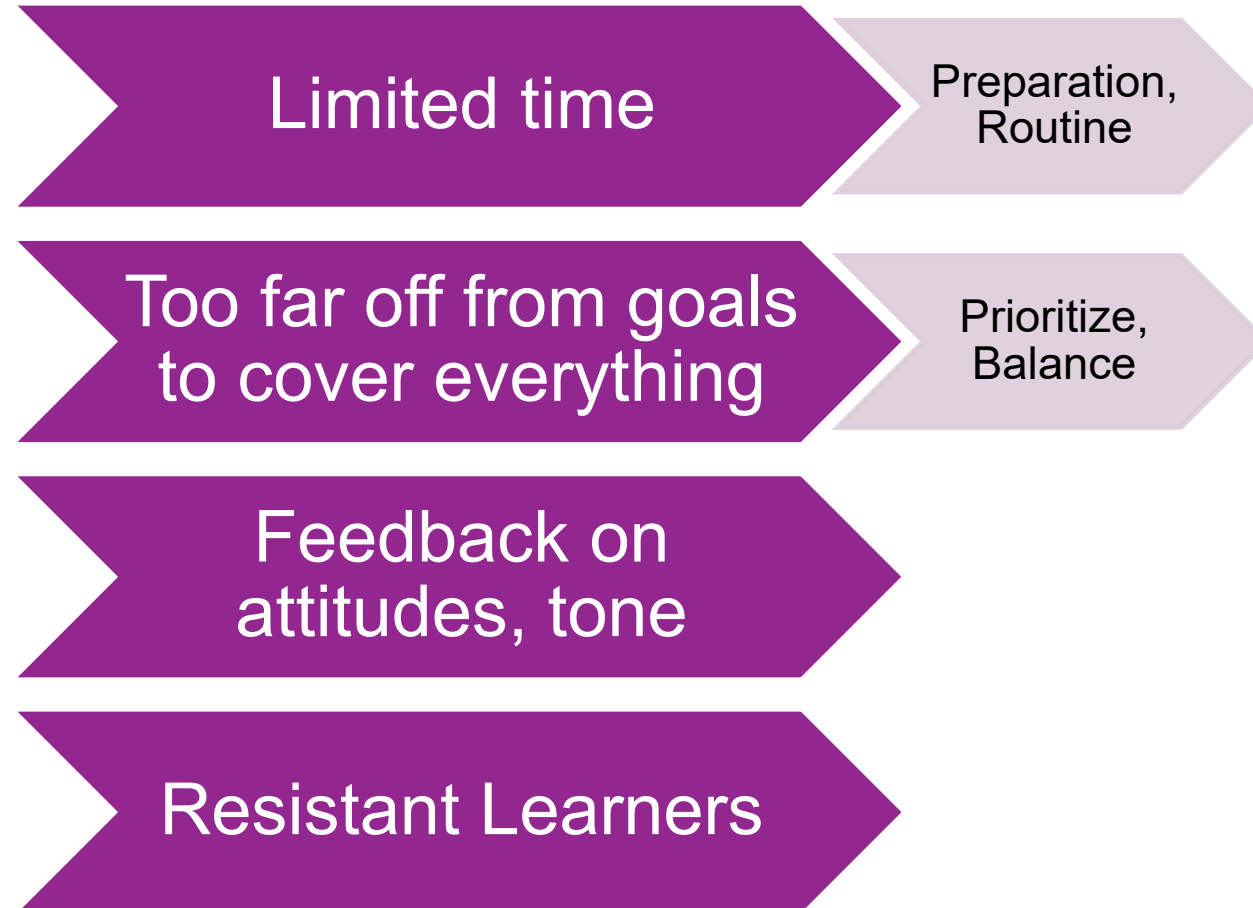
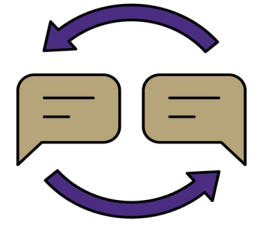
Feedback on
attitudes, tone

Resistant Learners

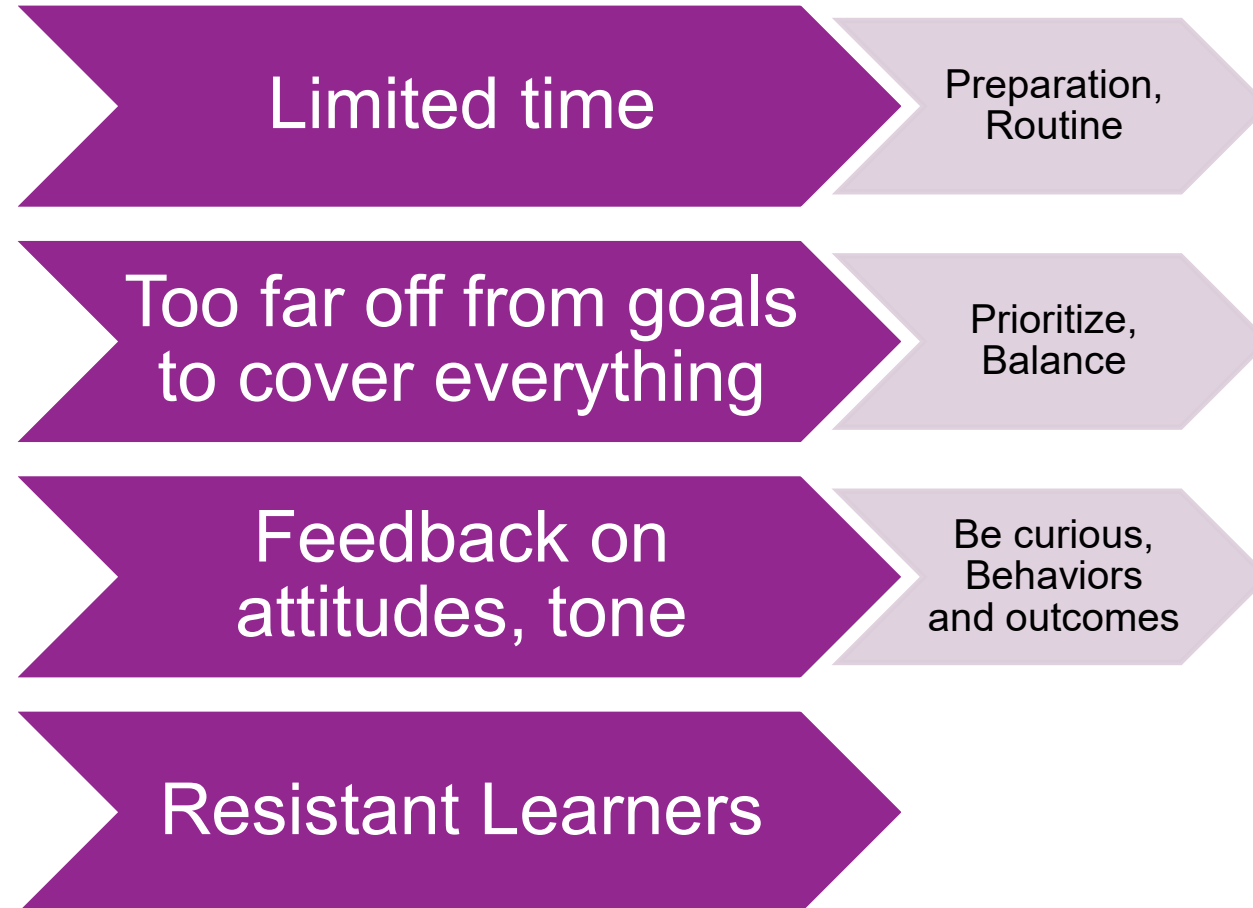
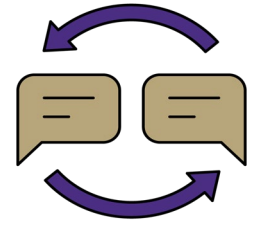
Feedback: Challenging Situations



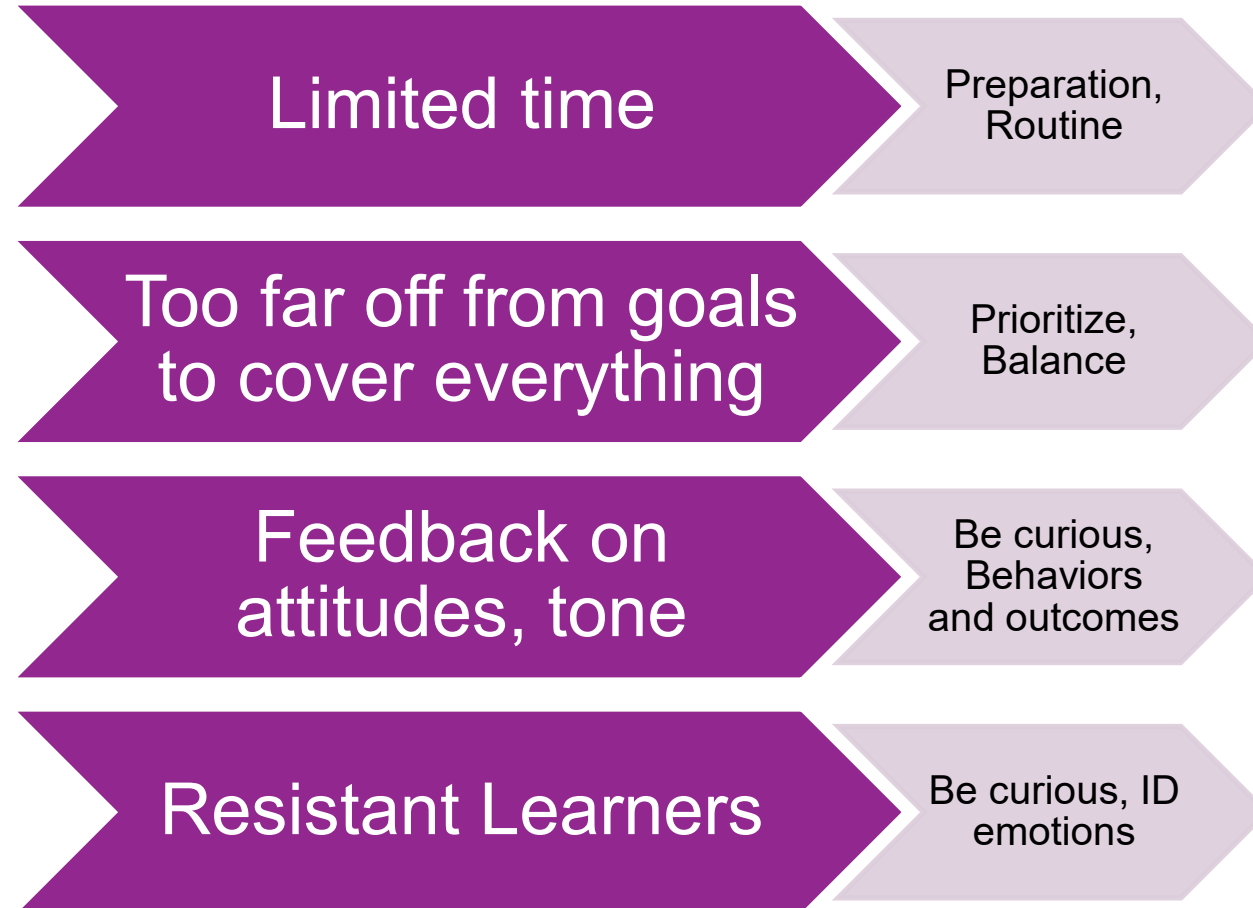
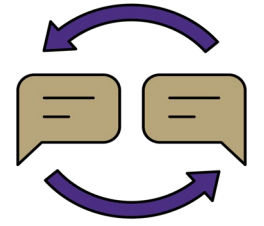
Feedback: Challenging Situations



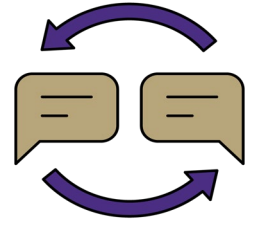
Feedback: Challenging Situations



Feedback: Challenging Situations



Feedback: The Resistant Learner



Empathy

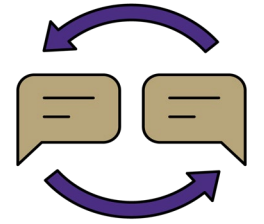
Develop discrepancy

Support self-efficacy

Change Talk

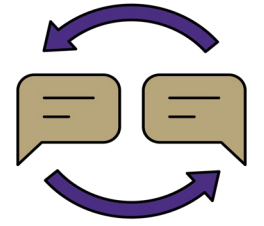
Roll with resistance

Feedback: The Resistant Learner



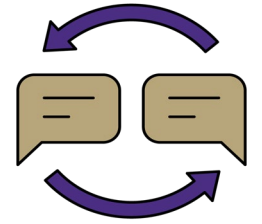
Resistant Response	Supervisor Response
That seems like a small thing.	
I'm doing my best!	
Um.... OK.	
You just didn't see me do it this one time.	

Feedback: The Resistant Learner



Resistant Response	Supervisor Response
That seems like a small thing.	I agree that those questions are a small piece of a full visit, but why do you think they might be an important piece of some of today's visits?
I'm doing my best!	
Um.... OK.	
You just didn't see me do it this one time.	

Feedback: The Resistant Learner



Resistant Response	Supervisor Response
That seems like a small thing.	I agree that those questions are a small piece of a full visit, but why do you think they might be an important piece of some of today's visits?
Um.... OK.	You sound unsure - what will you take away from this feedback? How does this fit in with your goal to improve your ROS during interviews?
I'm doing my best!	I can see that you are working hard to improve your ROS. I think it is important to give regular feedback to help you continue to improve.
You just didn't see me do it this one time.	I'm glad to hear that; tell me why you do that most of the time?

Feedback: Take Home Points

Growth
Mindset



Goals

Coaching
Relationship

Discussion

Observation
Assessment

- ❖ Be a coach: Psychological safety, growth mindset
- ❖ Align learner goals, your expectations
- ❖ Direct observations
- ❖ Feedback as discussion

Feedback Evaluation

