Feedback is an essential skill for medical educators. However, there is no uniformly accepted approach to giving feedback. Previous authors have described techniques to structure the delivery of feedback to include the transtheoretical model with PEARLS, the STP model, and the TIPS model. All of these models have merit, but seem to be cumbersome for some teachers. Also, the PEARLS method is the only one that provides explicit guidance on the emotional responses of the feedback. We propose a novel model of giving feedback that is adapted from the transtheoretical model and emphasizes the emotional response. The model has been used by the session coordinator (a former Internal Medicine Residency Program Director) for several years with anecdotal success. This workshop will enable participants to have an effective, standardized approach to provide feedback in a variety of situations. Session attendees can (and have) implemented the technique the very next day.

Objectives:
At the end of this session, the learner should be able to:
- Link the transtheoretical model to the learner's level of insight and readiness for action;
- Describe how to use interactive feedback to determine a learner's insight; and,
- Demonstrate a standardized technique to deliver specific feedback with empathy, supporting facts, and opportunity for learner reaction.

Speakers:
COL Kent DeZee, MD, MPH, FACP is the Director of Medical Education and Designated Institutional Official at Tripler Army Medical Center in Honolulu, HI and Professor of Medicine at the Uniformed Services University in Bethesda, MD. He is a general internist and completed a general medicine fellowship in 2005, which included an MPH degree and advanced training as a clinician educator. He has given over 50 extramural presentations in his career.

Moderator:
LTC Ashley Maranich, MD is the Pediatric Program Director at Tripler Army Medical Center in Honolulu, Hawaii. Dr. Maranich is Chair of AHME’s Council of Transitional Year Program Directors.

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