

Giving and Receiving Feedback on EPAs is All About ATATUDE!

Follow these steps to help learners complete EPAs and engage in a feedback conversation.

OK! Ready? SET. Grow!

1. Observe an EPA – clinical encounter, case review
2. Know – which EPA the student is working on?
What are the expectations for this student at this level of training?
Discuss this with the student so that you are on the same page.
3. Ask about Readiness to receive feedback
4. Sit/Appropriate Setting
5. Log into Elentra and complete the EPA form
6. Talk – have a feedback conversation using the ATATUDE model
7. Grow – through discussion, generate plan for growth and performance change

The **ATATUDE model** of giving and receiving feedback was created for U of T Faculty by adapting and combining various resources and models^{1,2,3,4} into one comprehensive framework. It supports a dialogue which includes self-assessment, specific feedback, direction in form of suggestions for improvement, and encouragement. This is from the perspective of the person providing the feedback.

Ask ³	Ask for the learner's self-assessment, ³ beginning with what went well ²	"What went well?" ²
Tell ³	Share observations and 1-2 things the learner did effectively ^{2,3}	"Your suturing skills were excellent— fluid and precise without rushing." ¹ "This is what I saw that was effective..." ¹ "This is what I saw that you might do differently..." ¹
Ask ³	Ask what didn't go so well and could be improved on ²	"What didn't go so well and could be improved on?" ²
Tell ⁵	Address learner's concerns ¹ Share observations and 1-2 things to do differently ^{2,3}	"Going forward, I suggest focusing on deliberately visualizing relevant anatomy." ¹
Undertakings	Create a plan for improvement	"What is your plan to review anatomy before the next case?" ¹
Direction ⁴	Validate their suggestions or provide guidance for improvement if needed ^{1,4} Challenge learner to reach their potential ^{1,4}	"Here are some suggestions..." ¹
Encouragement ⁴	Demonstrate confidence in learner ^{1,4} Express empathy, support, and compassion ^{1,4}	"I have confidence that you will be successful..." ^{1,4}

Consider common reactions...

Workplace based assessments provide important learning opportunities for health care professionals. Below are some common reactions around feedback and related opportunities for reflection and growth. This is from the perspective of the person receiving the feedback.

	Response	Be Mindful	Ask Yourself	Ask the Feedback Provider
No questions asked	<p>Passively waiting for feedback</p> <p>Result- obtaining no, little or non-specific feedback.</p>	<p>We are responsible for seeking both positive and critical feedback to improve professional performance.⁶</p> <p>Dedicating time to seek feedback is part of patient care.</p>	<p>What feedback would help me improve my performance?</p> <p>When and how can I ask for this feedback?</p>	<p>My goal is to [...], do you have feedback to help me with this?</p>
I did well, right?	<p>(Not) asking for feedback for the wrong reasons</p> <p>Result- obtaining no points for improvement.</p>	<p>Feedback is a tool to improve, not to impress.⁷</p> <p>When we require support or direction, seeking feedback will help, not harm us.⁷</p>	<p>[Why] do I feel the need to impress?</p> <p>[Why] do I fear feedback on areas that need improvement?</p>	<p>I struggled with [...]. How can I improve my performance?</p>
But, but, but...	<p>Reacting defensively</p> <p>Result- feedback analysis and use are hindered.</p>	<p>Feedback focusses on my performance and development, not me as a person.⁷</p> <p>Emotional responses to feedback are natural; I acknowledge them and can address them.⁶</p>	<p>[Why] do I feel the urge to defend myself?</p> <p>How can I manage or express my emotions?</p>	<p>Thank you. This makes me feel [...]. Can we discuss this now/later?</p>
As you wish	<p>Not (thoroughly) analyzing feedback.</p> <p>Result- no (deep) learning occurs.</p>	<p>Analyzing feedback critically to learn from it instead of simply accepting or rejecting it.^{6,8}</p> <p>Analyzing confusing feedback can be very valuable.</p>	<p>How does this feedback compare to previous feedback, my goals and my personal view?</p> <p>Do I need to ask clarifying questions?</p>	<p>I do not yet understand your perspective regarding [...]. Can you explain?</p>
Chapter closed	<p>Not acting on feedback</p> <p>Result- performance does not improve.</p>	<p>Feedback is meant to be used and can be transferred to other contexts.⁶</p> <p>Monitor feedback use, set new goals, and continue to seek feedback.^{6,8}</p>	<p>How, when and where can I use this feedback?</p> <p>What barriers or facilitators do I expect, and how can I overcome or use them?</p>	<p>I want to use previous feedback in this situation. Can you observe me?</p>

1 Liakos, W. et al. Acad. Med. 98, 648 (2023) 2 Pendleton, D. et al. (Oxford University Press, (2003) 3 French, J.C. et al. J. Surg. Educ. 72, e274 (2015) 4 Bell, H.S. Fam. Med. 39, 13 (2007) 5 Palaganas, J.C. et al. Acad. Med. 96, 313 (2021) 6 de Kleijn, R.A.M. et al. Assess. Eval. High. Educ. 48, 186 (2023) 7 Anseel, F. et al. Int. J. Manag. Rev. 9, 211 (2007) 8 Tieleman, C. et al. Assess. Eval. High. Educ. 48, 241 (2023)

**Adapted for local context based on Tielemans CJM, Eijkelboom CMCL, Lesterhuis M, de Vreugd LB, Pennings HJM, de Kleijn RAM. Receiving Feedback Is Not Easy! Six Common Pitfalls. AM Last Page. Acad Med 2023.