



Faculty Development Series: Providing Feedback *Ask-Tell-Ask & What-Why-What*

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3/15 | 7:00am-8:00am



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Following Today's Program

Please make sure to complete the attestation form, outcome and evaluation to receive a CME certificate. Certificates will be emailed out within two weeks and credits will be posted directly to the AOA.

Any questions, please contact Tara Shontz at cme@rowan.edu



Disclosures



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- No financial disclosures and/or conflicts of interest



Webinar “Housekeeping”

- Questions & Comments
- Participation = Productive and Interesting
- Mute (Spacebar)
- Cameras
- Captions (CC)



Image from [Pexels](#)



Learning Objectives

Upon completion of this session, attendees will be able to:

1. Explain the importance of providing actionable formative feedback in clinical settings.
2. Describe the Ask-Tell-Ask & What-Why-What methods of providing feedback.
3. Utilize the Ask-Tell-Ask & What-Why-What methods to provide meaningful and actionable feedback to students.



Image from [Pexels](#)



LO#1:

Explain the importance of providing actionable formative feedback in clinical settings.



LO#1: Importance of Feedback

Activity

- **Formative** vs. Summative Feedback
- What are some qualities of Effective Formative Feedback?
- Why is it important to provide FF?
- What are barriers to providing FF?



Image from [Pexels](#)



LO#2:

Describe the Ask-Tell-Ask & What-Why-What methods of providing feedback.



Ask-Tell-Ask

- **Ask** the learner for his or her assessment of how a procedure or patient visit went.
 - Was it successful?
 - What was difficult?
 - Any areas for improvement?
- **Tell** the learner your perspective of what they have shared.
 - What about his or her assessment do you agree or disagree with?
 - Is there something you want to mention that the learner did not include in his or her assessment?
- **Ask** for suggestions on how they can improve in this area.
 - Inquire as to how you as a preceptor can assist.
 - Have the learner decide if he or she needs more explanation or would benefit more from practice or a demonstration.



Ask-Tell-Ask



Virginia Apgar Academy of Medical Educators
[Quick Teaching Tip: Feedback \(Ask-Tell-Ask\)](#)(1:10)



What-Why-What (3W's)

Questions for the student:

- **What** do you think is going on?
 - Ask the student to make a verbal commitment regarding his/her patient's condition
- **Why** do you think so?
 - Ask the student to verbally provide evidence to support his/her decision
- **What** do you want to do?
 - Ask the student to make a plan for diagnosis and/or management



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What-Why-What (3W's)

Diagnose the Student

Chris White, MD
[Clinical Teaching Simplified](#) (What-Why-
What)(3:45)



LO#3:

Utilize the Ask-Tell-Ask & What-Why-What methods to provide meaningful and actionable feedback to students.



Examples: What-Why-What





Examples: Ask-Tell-Ask



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Examples: What-Why-What





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Examples: Ask-Tell-Ask





Let's talk it through...

- Please share an example of where or how you can apply ATA or WWW

- Common situations
 - New student
 - Student not progressing
 - Challenging medical topic or procedure



Resources

- Rowan-Virtua SOM Faculty Development Guide
 - [Teaching in Clinical Settings](#)
- Society of Teachers of Family Medicine
 - Teaching Physician: [Ask-Tell-Ask Model](#)
- PA Education Association: 1 Pagers for Preceptors
 - [Ask-Tell-Ask Feedback Model](#)
- Virginia Apgar Academy of Medical Educators
 - [Quick Teaching Tip: Feedback](#) (Ask-Tell-Ask Video)
- Chris White, MD
 - [Clinical Teaching Simplified](#): (What-Why-What Video)



Review & Thank You!

- Thank you!
- Feedback? (garwoods@rowan.edu)
 - What's one thing we could do to improve this workshop?
 - Video & Eval Forms later today
- Questions?



Gratuitous Dog Pictures -
Bentley & Pearl



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END