Practice

Prepare to ADAPT

Practice using the "Prepare to ADAPT" framework in your clinical workplace.



Developed at the University of Washington, UW Medicine, by Susan S. Johnston, EdD; Judith Pauwels, MD; Kristen Patton, MD; Tyra Fainstad, MD; Adelaide McClintock, MD.

SELECTED REFERENCES

 ${\tt Boud\ D,\ Molloy\ E.}\ \textit{Feedback\ in\ Higher\ and\ Professional\ Education.}\ Routledge,\ New\ York,\ NY;\ 2013.$

Ende J. Feedback in clinical medical education. JAMA. 1983; 250(6): 777-781.

Eva KW, Armson H, Holmboe E, Lockyer, J, Loney E, Mann K, Sargeant J. Factors influencing responsiveness to feedback: On the interplay between fear, confidence, and reasoning processes. *Adv Heal Sci Educ.* 2011;17:15-26.

Lefroy J, Watling C, Teunissen PW, Brand P. Guidelines on feedback for clinical education: The dos, don'ts, and don't knows of feedback for clinical education. *Perspect Med Educ.* 2015; 4(6):284-99.

McGaghie WC. Mastery learning: It is time for medical education to join the 21st century. *Acad Med.* 2015;90:1438-1441.

Sargeant J, Lockyer J, Mann K, Holmboe E, Silver I, Armson H, Driessen E, Macleod T, Yen W, Ross K, Power M. Facilitated reflective performance feedback: Developing an evidence- and theory-based model that builds relationship, explores reactions and content, and coaches for performance change (R2C2). *Acad Med.* 2015;90:1698-1706.

Stone D, Heen S. Thanks for the Feedback: The science and art of receiving feedback well, even when it is off base, unfair, poorly delivered, and, frankly, you're not in the mood. Penguin, New York, NY; 2014.

Telio S, Ajjawi R, Regehr G. The "Educational Alliance" as a framework for re-conceptualizing feedback in medical education. *Acad Med.* 2015; 90(5), 609-14.

van de Ritter JMM, Peters CMM, Stokking KM, de Ru A, ten Cate OTJ. Framing of feedback impacts student's satisfaction, self-efficacy and performance. *Adv in Health Sci Educ*. 2015; 20:803.

Watling C. Cognition, culture, and credibility: Deconstructing feedback in medical education. *Perspect Med Educ.* 2014;3:124-128.