



Strategies for Facilitating Effective Feedback and Assessment in Fellowship Graduate Medical Education

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- Summative evaluations are critical in assessing the competency and readiness of anesthesiology fellows for transitioning to independent practice.
- The ACGME requires at least two annual evaluations: the semi-annual and final summative evaluation. However, program directors may conduct more than two evaluations per year.
- The most valuable strategies are obtaining specific observations in the evaluations and providing them feedback during the discussion.
- Incorporating the R2C2 Feedback and Coaching Model can help make the evaluation process structured, comprehensive, objective, and supportive (Table 1).^{1,2} Please see another SPA One-Pager on “How to Give Effective Feedback.” [Link](#)
- A checklist of the components in a typical summative evaluation is provided in Table 2.

Table 1. R2C2 Feedback and Coaching Model and its Application to Graduate Medical Education.

Strategy	Description	Example
Relationship	Develop a relationship and rapport with the trainee.	“I want to make sure we’re on the same page and that you feel comfortable sharing your thoughts with me.”
Reaction	Explore the trainee’s reactions to their collated feedback from faculty/rotations. Explore self-assessment and reflection.	“How do you feel about the feedback you received on your procedural skills?”
Content	Assist trainees in understanding the content of the feedback and the standards of milestones with which they are being assessed.	“Can you explain what you think went well and what are some areas for improvement based on the feedback you received?”
Coaching	Provide coaching to help identify performance gaps, set learning goals and actionable plans for improvement.	“Let’s work together to set some learning goals and create a plan to help you improve in these areas.”

Table 2. Checklist for the program director’s evaluation of a pediatric anesthesiology fellow.

ACGME	☐ Milestones ☐ Duty hours ☐ Case logs ☐ Pediatric advanced life support certification ☐ Vacation/Sick days reviewed
Scholarly activities	☐ Review progress on scholarly activities ☐ Identify mentors, sponsors, and coaches
Quality improvement (QI) project	☐ Review progress on QI project
Career development	☐ Discuss timeline for job search/interviews ☐ Discuss opportunities/courses/workshops
Examinations	☐ Register for the ABA applied exam ☐ Register for the Pediatric Anesthesiology in-training exam ☐ Discussion on exam preparation strategies
Professionalism	☐ Discuss professional behaviors and feedback on interactions with care team ☐ Fellow given opportunity to provide programmatic feedback

References

1. Sargeant J, Lockyer JM, Mann K, et al. The R2C2 model in residency education: How does it foster coaching and promote feedback use? *Acad Med*. 2018; 93: 1055-63. [PubMed](#)
2. Sargeant J, Arnson H, Driessen E, et al. Evidence-informed facilitated feedback: the R2C2 feedback model. *MedEdPORTAL*. 2016; 12:10387. [Link](#)