

Prompts and Sample Outputs

Feedback from ChatGPT (The Case of Confident Carl)

Prompt Script:

"Hi there, can you give me advise and tips on this feedback I have to give? I am a medicine attending working in a clinic and I have a 3rd year medical student, Carl working with me. Carl wants to match into psychiatry. He is very gregarious and well liked by his patients, but his presentations are very disorganized, and he rarely offers a plan that is not related to psychiatry conditions. He has poor medical knowledge on common medicine topics like diabetes, hypertension and age-based screening guidelines. I was going to start by taking him into my office and saying "Hi Carl, I wanted to touch base with you for some mid rotation feedback. Then I was going to ask him what he thought was going well. I was going to say that he builds very great connections with his patients and that allows him to build great therapeutic relationships with them. Then I was going to ask him what he thought he could improve on. I will acknowledge his answer and add that I think his medical knowledge is "bad" including around commonly seen medical problems like diabetes and hypertension. Right now, his plans tend to include psychiatric plans but lack strong medical plans, which are often what our patients present with. Then I was going to build an action plan with him for improvement. What do you think? "

Audio Output: See Slide 11

Video Feedback with Yoodli (Melissa, 3rd Year OB/Gyn Student)

Suggested Prompt:

Hi Melissa. Thank you for meeting with me today. So, I'm just going to get right to the point a lot of your colleagues have been making. You know, they've brought some concerns to me about some of the comments that you're making on the word they you know, they're concerned that your attitude has been very negative, and that you're kind of bringing down the team dynamic because you're creating an environment that's uncomfortable for them to work with. You know, they're actually really concerned about their ability to work with you going forward. You know, to pass this rotation, you have to kind of check the professionalism boxes as well. And with what I'm being told, I'm a little bit worried that, that you're maybe not checking the professionalism boxes. You know, they also mentioned that you're making some very derogatory comments towards patients. And you know, it doesn't matter if these things are said outside of a patient room. They're very inappropriate. And you know, we need to medicine. Part of medicine

is being respectful. And some of these comments that you're saying are just, they're just not demonstrating that to me. You know, I was told you said a patient looked lazy and had had a low IQ, or that another patient was better off not passing her genetics to her offspring. These are just not things that you can be saying they're incredibly inappropriate. And I just want to make sure that I'm being clear about that, that you need to change these behaviors going forward, or you're not going to do well on this rotation. Okay. Is that clear?

Example Output: Slides 16-19

Written Feedback with ChatGPT

2nd Year Student in Clinical Skills Course

Prompt:

I need to provide written feedback for my medical student, Jane. She is a 2nd year medical student in my small group based clinical skills course. Even though there are only 8 students in the group, she consistently sits towards the back of the room and appears to fall asleep during discussions. However, when called on, Jane consistently knows the material well. She is engaging with standardized patients and gets good feedback. She is well liked by her peers and provides very insightful feedback during clinical practice sessions. I would like her to participate more in class.

Output:

Here's a concise, constructive, and professionally framed example of written feedback for Jane:

Feedback for Jane – Clinical Skills Course (Year 2)

Jane demonstrates a strong grasp of clinical material and consistently provides accurate and thoughtful responses when called upon. Her performance during standardized patient encounters is particularly commendable—she engages effectively, communicates empathetically, and receives consistently positive feedback. Additionally, her ability to offer insightful and constructive feedback during peer practice sessions reflects a high level of clinical reasoning and maturity.

Jane is well respected by her peers and contributes meaningfully to the group dynamic in practice settings. To enhance her learning and further enrich the group experience, I encourage Jane to take a more active role in whole-group discussions. More consistent engagement would allow her to share her valuable perspectives more broadly and help her continue to develop key skills in clinical communication and collaboration.

UME Clinical Student

Prompt:

I need to provide written feedback for my medical student, Daniel. He is a late 3rd-year medical student rotating with me on emergency medicine, in which he plans to match. He has mentioned that he hopes to obtain a letter of recommendation from my department chair. He has an excellent fund of knowledge, but it has been challenging to work with him. He has frequently challenged me in front of patients. He recently requested to no longer be assigned to me, as you “take too many lactation breaks and that interferes with my medical education.” He has made several gender-based comments that have me concerned. My chair declined Daniel’s request and has asked me to fill out Daniel’s evaluation, which my chair will use to write Daniel’s Letter of Recommendation. Help me provide feedback on my student who has been rude to me personally and professionally.

Output:

Thank you for the clear context. Your feedback needs to be honest, professional, and focused on observable behaviors, while preserving the integrity of the evaluation and ensuring that concerns are documented appropriately. Here's a draft you could use or adapt for Daniel’s written evaluation:

Feedback for Daniel – Emergency Medicine Clerkship (Late 3rd Year)

Daniel has a strong fund of medical knowledge and demonstrates enthusiasm for emergency medicine. He is quick to answer clinical questions, applies evidence-based reasoning, and stays up to date on relevant literature. He shows initiative in managing patients and is clearly invested in his future in this specialty.

However, there have been several professionalism concerns that require attention. Daniel has, on multiple occasions, challenged supervisory input in front of patients, which has disrupted team dynamics and compromised the therapeutic alliance. Professionalism—including respect for team members, patients, and the learning environment—is essential in emergency medicine, where collaboration and communication are central to patient care.

Daniel also made several comments that raised concerns about gender bias, including a specific statement that was inappropriate and dismissive of faculty responsibilities. This behavior is not consistent with the expectations of a learning environment grounded in mutual respect and inclusivity.

To succeed in this specialty, Daniel would benefit from focused development in professional communication, receptiveness to feedback, and team-based collaboration. Acknowledging the impact of one’s words and actions on others is a core competency in clinical medicine and will be essential as he advances in his training.

Entering GME Learner

Prompt:

Help me provide feedback to my first-year surgical resident. I am an attending in the Surgical ICU and rounding with my team, which includes Dr. Forrester, an intern. Dr. Forrester has fair clinical and technical knowledge and has made no major errors. I overheard the senior residents complaining about him because he slept through his alarm, apparently for the second time this month. The charge nurse has also notified me of some patient family complaints as Dr. Forrester has been seen as cold and uncaring. I've noted that Dr. Forrester is not an emotive speaker, especially when interacting with patients and families, but has good engagement with his peers. Use Pendleton's Model to structure the feedback.

Output:

Using Pendleton's model ensures that feedback is balanced, specific, and geared toward growth. The structure involves four parts:

1. Clarify what went well
2. Invite the learner to reflect on what went well
3. Discuss what could be improved
4. Invite the learner to reflect on what could be improved

Here's a structured example of feedback for Dr. Forrester using this model:

Feedback for Dr. Forrester – Surgical ICU Rotation

1. What went well (observer-led):

Dr. Forrester, I want to start by acknowledging your steady performance in a high-acuity environment. You've demonstrated fair clinical reasoning, have not made any major clinical or technical errors, and you contribute thoughtfully during rounds. Your engagement with peers and senior residents is strong, and your questions reflect growing situational awareness.

2. Learner reflection (invite response):

How do you feel about your performance in the ICU so far? Are there areas you feel have gone particularly well?

3. What could be improved (observer-led):

That said, I'd like to highlight a few areas for development. I've received feedback from nursing staff and overheard concerns from senior residents about reliability, particularly regarding punctuality. I understand this may have occurred more than once, and that can impact team trust. Additionally, there have been concerns from patient families about your communication style—specifically, that you come across as distant or unapproachable. While you are calm and fact-based in your approach, in critical care, families often need emotional presence as much as clinical clarity. Making space for

empathetic connection, even with limited words, can improve family trust and perception of care.

4. Learner reflection (invite response):

What are your thoughts on this feedback? Are there strategies you've considered—or that we can help you develop—to improve time management and patient-family communication?

Additional Prompt Considerations:

"do it again, but this time....

- Make the feedback timely
- Make the feedback more specific
- Make the feedback more actionable
- Use a model to draft the feedback (Ex Pendelton's Model for feedback)
- Describe your role more and ask it to re-draft from someone in your position
- Change the language to be more neutral, non-bias or inclusive