

General Tips for Giving Feedback

Frequent

- For maximum effect, offer feedback at the time of an event or shortly after
- Feedback should be limited to one or two items only

Expected

- Feedback should be viewed as a normal component of the teacher-student relationship, so that both sides can expect it and manage its effects

Explicit

- Give feedback on specific behaviours rather than on general performance

Directly observed

- Feedback should be based on what was directly observed

Balanced

- Teacher led feedback should be balanced by deliberately seeking learner's own perceptions of their performance and ideas for improvement

Action

- Conclude feedback sessions with an action plan for improvement

Clear

- Ensure that learners are clear about the criteria against which their performance will be assessed
- Communicate the goals and objectives for feedback

Kind

- Establish a respectful learning environment
- Feedback should be phrased in non-judgmental language

Feedback Approaches

The Feedback Sandwich

Teachers are more likely to give corrective feedback if they can develop an approach that is unlikely to embarrass or cause offence. In this approach, reinforcing and constructive feedback are offered in a few sentences.

1. Reinforcing statement
eg. *"I like the way that you systematically examined the patient's abdomen using the flat of your hand"*
2. Corrective statement (avoid using "but")
eg. *"I noticed that you did not look at the patient's face as you palpated to check whether you were causing him any discomfort"*
3. Reinforcing statement
eg. *"You finished by summarizing your findings accurately and succinctly, well done!"*

The Pendleton Model

The Pendleton model is a structured approach for establishing a conversation about performance between a teacher and student, and is a modification of the feedback sandwich. The technique lends itself to discussions about performance after the event, and allows for a more detailed review of performance than the feedback sandwich. It encourages the learner to become better at recognizing what should be maintained or developed about their own performance.

1. The learner states what was good about his or her performance
2. The teacher states areas of agreement and elaborates on good performance
3. The learner states what was poor or could have been improved
4. The teacher states what he or she thinks could have been improved

The Reflective Feedback Conversation

The "reflective feedback conversation" focuses on the essential goals of feedback – to encourage learners to reflect on their actions and to motivate subsequent improvement in their performance. It encourages the development of the learner's ability to self assess and leads to a shared view of what the agreed improvements will look like.

1. The teacher asks the learner to share any concerns he/she may have about the recently completed performance
2. The learner describes concerns and what they would have liked to have done better
3. The teacher provides views on the performance of concern and offers support
4. The teacher asks the learner to reflect on what might improve the situation
5. The student responds
6. The teacher elaborates on the trainee's response, correcting if necessary, and checks for the trainee's understanding

Sources

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