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Focused on You

Feedback in the Clinical Setting

Burgess et al. BMC Medical Education 2020, 20(Suppl 2):460

GME Education Shared Resources
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Defining Feedback

“Specific information about the comparison between a trainee’s observed performance and a **standard**, given with the intent to improve the trainee’s performance”

Van den Berg I, Admiraal W, Pilot A. Peer assessment in university teaching: evaluating seven course designs. *Assess Eval High Educ.* 2006;31(1):19–36.



Setting Expectations

- Do not assume that expectations are understood unless they are stated clearly.
- What is the learner's role?
- What is required for patient care?
- How do you define **success** for the interaction?
- Set the expectation of **WHEN** you will provide feedback.



Set Expectation for Feedback

- Set the expectation for feedback early.
- Allow the learner an opportunity for self-reflection **PRIOR** to your feedback.
- State that you are providing feedback.



Learner-Driven Goals

- Have the learner be an active part of professional development.
- What specific goal does the learner have for the shift/rotation/procedure?
- Ensure you align the learner goal with what is feasible within the set curriculum

Receiving Feedback

- Learners need to be prepared for feedback
- Feedback needs to align with the expected curriculum
- Requires commitment to improving practice and clinical skills
- Requires self reflection



Tips for Providing Feedback

- Planned feedback session
- Explicit
- Descriptive and specific
- Focused on behavior
- Honest
- Verified by the recipient
- Have a plan for how to improve and how to evaluate improvement



Pendleton Feedback Model

(Questions to help encourage self-reflection)

- Ask the learner what went well
- Tell the learner what went well
- Ask the learner what could be improved
- Tell the learner what could be improved



Summary

- The learning environment should foster feedback
- Effective feedback improves clinical skills
- Include self-assessment in feedback
- Provide clear and constructive advice that is rooted in specific and observed skills and behaviors
- Engage in feedback discussions often



Want to read more?

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BMC Medical Education

REVIEW

Open Access

Feedback in the clinical setting

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Abstract

Provision of feedback forms an integral part of the learning process. Receipt of feedback enriches the learning experience, and helps to narrow the gap between actual and desired performance. Effective feedback helps to reinforce good practice, motivating the learner towards the desired outcome. However, a common complaint from learners is that the receipt of feedback is infrequent and inadequate. This paper briefly explores the role of feedback within the learning process, the barriers to the feedback process, and practical guidelines for facilitating feedback.

Keywords: Feedback, Peer teaching, Clinical teaching, Student peer-to-peer feedback



Link to Article



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