

Feedback is a **process** that requires time, planning and intentionality. Feedback is perhaps most effective when the teacher and the learner are 1) aware of the expectations, goals and objectives, 2) the teacher is intentionally assessing learner behaviors and performance and 3) the teacher is creating a safe, supportive atmosphere where it's okay and expected that learners need to grow & develop. The following are considerations when providing feedback:

1. Differentiate between feedback and evaluation
2. Communicate goals and objectives for feedback
3. Base feedback on first hand observation
4. Establish a comfortable, private learning climate
5. Include the learner's self-assessment in the feedback session
6. Limit the amount of feedback delivered at one time
7. Confirm the learner's understanding and facilitate acceptance
8. Conclude with an action plan
9. Make feedback timely and a regular occurrence, as part of the institutional culture.
10. Be transparent and clear

## Effective educator behaviors

Educator establishes an effective learning environment (nonjudgmental, supportive, honest, respectful, trustworthy)

Educator clearly describes the specific incident

Educator clarifies standards and expectations of target performance

Educator helps develop a learner-tailored action plan in collaboration with the learner

## Helpful tools when providing oral feedback

**Ask-Tell-Ask Model:** Use this to assist in shifting from a directive to a collaborative approach

**Sandwich Technique:** Literature suggests learners may be more receptive to feedback when "reinforcing feedback" precedes and follows the "opportunity for growth" feedback

**Bidirectional feedback:** Invite feedback on your performance to establish/encourage open learning environment

**References:**

Johnson et al. Identifying educator behaviours for high quality verbal feedback in health professions education: literature review and expert refinement. *BMC Medical Education* (2016) 16:96 DOI 10.1186/s12909-016-0613-5

Ramani S, etal. Twelve Tips for Giving Feedback Effectively in the Clinical Environment. *Med Teach*. 2012. PMID 22730899

Anderson, Peter. Giving Feedback on Clinical Skills: Are we Starving our Young? *JGME*. 2012.4: 154-158. PMC 1496906