



REFLECTIONS ON MY STUDENT/TRAINEE FEEDBACK

- **What is going well, and why?**

This session was more successful than I initially anticipated it would be, as I was concerned that the one-to-one format may be too intense and daunting for this particular student as they were not one of my more confident students. However they seemed to respond well to this format, appreciably gaining in confidence throughout the 1-hour session with a noticeable improvement in style of answering questions compared to previous sessions I had done with them in groups of 2 and 3. The feedback from this student mentioned that they felt it was more relaxed than consultant bedside teaching sessions and they enjoyed the one-to-one format. They stated that they enjoyed seeing real patients with interesting signs and that the session felt like it had been prepared well.

I feel this session went well because I prepared in advance, finding interesting patients who were willing to be examined by a student earlier in the day, rather than trying to find them at the time of teaching, thus allowing more time for actual teaching and ensuring I had a patient with interesting clinical signs. I also feel that I succeeded in creating a teaching environment that was challenging (I pushed them with several more difficult questions and encouraged them to complete the clinical examination as if they were in an exam, despite them initially being nervous about their ability to do this) but encouraging and allowed this often nervous student to gain in confidence and feel relaxed. I did this by starting with more simple questions about GI pathology and clinical signs that I felt confident the student would be able to answer, then built up to more complex questions. I kept in mind the model of balancing challenge and support, which I had been introduced to in a teaching workshop, trying to incrementally increase the challenge whilst maintaining high support, an approach I will use again when teaching a less confident student.

- **What could be improved and how could these changes be brought about?**

This student didn't give any specific negative feedback or suggestions for improvement but one area in which I felt I could have improved was in giving constructive criticism on OSCE examination style. This student wasn't particularly strong in their examination style and I found it difficult to give useful feedback for improving this whilst also trying to build the student's confidence. In the end I feel that the feedback I gave was a rather vague and did not highlight some of the main areas of concern in the students performance, due to the fact that I was worried about knocking their confidence.

Since this session I have attended the “Giving effective feedback” workshop and learned several useful techniques and models for giving feedback which I feel I could use in future sessions when a student does not perform particularly well. The use of a feedback model would have helped, and plan in future to try the “boost” model which I encountered in a recent teaching workshop and stands for Balanced, Observed (evidence based), Objective (behaviour not personality), Specific and Timely (immediately after the examination). The advice in this model to offer feedback focussing on specific examples of a behaviour rather than personality is particularly useful, in this case one problem was a slightly rushed and abrupt manner which I struggled to know how to convey to the student as a problem without seeming personally insulting. I would now frame my comments around specific examples of behaviour, such as when he turned the patient’s hands over without warning them or asking them first, and then follow with specific guidance for improvement, such as suggesting that he bare in mind the need to always ask patient permission before touching them or moving them.

- **How could the evaluation of your session, and any intended improvements, be communicated to your students/trainees and colleagues, (eg put in study guides annual report to Module Organiser; tell next cohort of students; report at Year Committee)?**

I have found that attending the CEP teaching workshops has been the most effective way of communicating learning points from teaching sessions with colleagues, as these tend to include discussions of personal experiences at teachers. Perhaps a biannual meeting of CTA tutors would be useful to encourage a similar range of discussions to be undertaken, allowing us to communicate our learning points and plans for improvement together.

Please return to cep@ed.ac.uk