



THE UNIVERSITY
of EDINBURGH

Giving Effective Feedback



Session Objectives

By the end of this workshop you should be able to

- Identify and maximise opportunities for assessment and feedback
- Define the principles of giving and receiving effective feedback
- Provide feedback on performance that students can act on
- Help students to set and work towards clear objectives

Giving Effective Feedback



Feedback

- What do we say?
- How do we say it?
- Does it make a difference?



Over to you

Think about your own experience of receiving feedback

- Try and think of a positive and a negative experience
- How did you feel?
- What made it a positive or a negative experience?
- Share this with the person sitting next to you

The MOST important thing about feedback

Aims to promote **insight**

NOT

To judge or to offer quick solutions



You are
getting
feedback!

Guidelines for giving effective feedback

- Choose the right time and environment
- Give clear comments with specific examples
- Describe behaviour, not personality
- Concentrate on what can be changed
- Suggest specific strategies for performance improvement

How to structure feedback

Why should I use a model?



- clarify matters of fact
- make criticism positive, specific and behavioural

How to structure feedback

The **BOOST** model

- | | | |
|----------|-----------|--|
| B | Balanced | strengths and weaknesses dialogue |
| O | Observed | evidence based |
| O | Objective | behaviour not personality |
| S | Specific | examples and future action |
| T | Timely | immediately (appropriateness),
regularity |

How to structure feedback

Pendleton's rules

1. Trainee leads on what went well
2. Supervisor discusses what went well
3. Trainee identifies what didn't go well
4. Supervisor discusses what didn't go well (prioritise)
5. Recommendations for change
6. Discuss how improvements can be made

Videos

- all participants consented
- scripted for the consultant only
- not intended to represent either best practice or worst practice
- only extracts from wider process
- focus on process, not details



Over to you

Critiquing a feedback technique

Watch the video clip:

- What does the consultant do that is effective?
- How do you suggest he improves his approach?

Promoting trainee ownership of feedback

- encourage trainee to self-assess prior to receiving external feedback
- give feedback in small, digestible quantities
- allow the trainee to respond to the feedback given
- ensure that feedback is converted into an action plan (PDP) for the trainee

(Norcini and Burch, 2007)

Impromptu On-the-Job Feedback

One extensive study found that
“many clinical teaching sessions, particularly ward rounds, were haphazard, mediocre, and lacking in intellectual excitement.”



(Newble & Cannon, 1994)

A helpful model

The one minute preceptor

Specific five-step microskills model



http://www.practicalprof.ab.ca/teaching_nuts_bolts/one_minute_preceptor.html

(Neher et al, 1992)

Specific five-step microskills model

- | | |
|------------------------|-------------------------------------|
| 1. Get a commitment | make them give you a diagnosis |
| 2. Probe for evidence | what makes them think that? |
| 3. Teach general rules | avoid anecdote, stick to principles |
| 4. Reinforce | be specific, praise good practice |
| 5. Correct mistakes | sensitive, constructive criticism |

Over to you

While watching the video extract focus on
how the trainee is taught

Is there a micro-skills model present?

How does the group respond to the consultant ?

Tips for improvement?

Time to put the principles into practice



Reflect...

What are you going to take away from the workshop that you will use in your future practice?

Summary

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