



## Fostering Effective Feedback in a Clinical Teaching Setting

### BACKGROUND

Providing feedback on a learner's progress toward or away from a goal is an essential part of teaching. Feedback is an ongoing process that involves both the teacher and the learner, starts before the learner takes action, and continues after observations are communicated.

### SUGGESTIONS

(Excerpted and modified from Ramani et al)

- Establish a respectful learning environment.
  - (i.e., working alliance, supportive, open)
- Communicate goals and objectives for feedback.
  - (e.g., course objectives as well as your objectives)
- Base feedback on direct observation.
- Make feedback timely and a regular occurrence.
- Begin the session with the learner's self-assessment.
- Reinforce and correct observed behaviors.
  - Being brief and focusing on 1-2 areas.
- Use specific, neutral language to focus on performance.
- Confirm the learner's understanding and facilitate acceptance.
  - (i.e. *How do my observations fit for you?*)
- Generate an action plan.
- Repeat as needed with additional observations and feedback



### WANT MORE?

[Feedback models \(One Minute Preceptor\) \(Ask-Tell-Ask\) & SNAPPS Case Presentation model](#)

[Set SMART Goals \(Specific, Measurable, Achievable, Relevant, Time Bound\)](#)

### RESOURCES

[Ramani S, Krakov SK. Twelve tips for giving feedback effectively in the clinical environment Med Teach 2012; 34:787-91](#)