

# Give effective feedback

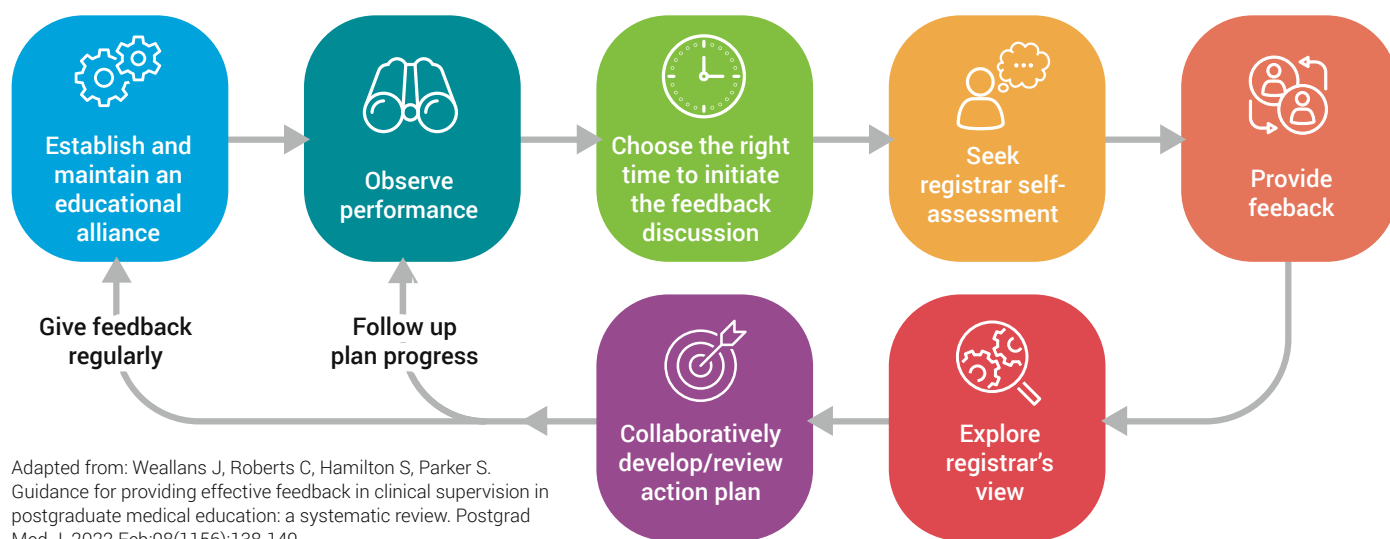
Feedback has been described as “specific information about the comparison between a trainee’s observed performance and a standard, given with the intent to improve the trainee’s performance”.

Provision of feedback forms an integral part of the learning process, helping to narrow the gap between actual and desired performance. Quality feedback can encourage self-reflection, raise self-awareness and help registrars plan for future practice. It is motivating and encourages self-responsibility.

A ‘composite’ framework for feedback has been described which contains seven core steps:

## SEVEN STEP APPROACH TO FEEDBACK

1. Establish and maintain an educational alliance
2. Observe performance
3. Choose the right time
4. Seek registrar self-assessment
5. Provide feedback
6. Explore registrar’s view
7. Collaboratively develop and/or review action plan



Adapted from: Weallans J, Roberts C, Hamilton S, Parker S. Guidance for providing effective feedback in clinical supervision in postgraduate medical education: a systematic review. Postgrad Med J. 2022 Feb;98(1156):138-149.

### Establish and maintain an educational alliance

Establish a respectful and positive learning environment with an expectation of regular, two-way feedback  
Support the registrar to understand how to receive feedback

#### TIPS

- Explicitly discuss two-way feedback at orientation and throughout the term
- Encourage the registrar to seek feedback
- Reflect on, and seek feedback about, your own feedback skills as a supervisor

### Observe performance

Observe and gather data on registrar performance

#### TIPS

- Base feedback on a wide range of sources, ideally including direct observation
- Use an assessment tool if available
- Take notes as you go, including direct quotes

## Choose the right time

Ask permission of the registrar to give feedback

Identify an appropriate environment and convenient time

### TIPS

- Ensure feedback is timely and confidential
- Ensure that there is sufficient time to give feedback which is predominantly negative

## Seek registrar self-assessment

Commence with the registrar's self-assessment

### TIPS

- Ask the registrar *'Tell me how you think that went'*
- Encourage the registrar to always start with the positives

## Provide feedback

State a clear purpose of the feedback

Deliver feedback adhering to the core principles of effective feedback

Reinforce good practice and recommend areas of improvement

### TIPS

- Use a model e.g. 'Ask-Tell-Ask'
- Focus on the behaviours that can be changed
- Be constructive i.e. focus on 'what can be improved' rather than 'what went wrong'
- Be specific and focussed on a couple of areas
- Be learner-centred – ensure feedback is a dialogue and the registrar is a partner in the conversation
- Ensure feedback is referenced to accepted standards of practice and behaviour

## Explore registrar's view

Confirm the registrar's understanding and facilitate acceptance

### TIPS

- Be supportive and aware of the registrar's emotional reaction to feedback

## Collaboratively develop and/or review action plan

Summarise the feedback session at the end

Identify 2-3 learning points and ensure these are addressed after the session

### TIPS

- Encourage the registrar to develop and pursue learning goals from the session
- Suggest resources for knowledge and skill development