

Providing Effective Feedback

USE ADAPT*

BEST PRACTICES TIP SHEET

SET THE STAGE BEFORE GIVING FEEDBACK



Promote a trusting teacher-learner relationship

- Find out learners' name, interests, prior rotations
- Share your interests, your role as teacher and coach

Establish goals

- Help learners identify goals
- *"What do you hope to get out of this rotation/course?"*
- Review your goals for the learners
- Identify goals for rotation/course, day, specific patient encounter
- Make goals specific and achievable.

Pick the right setting

- Pick a quiet and private place to meet.
- Make feedback timely unless delay is better (fatigue, error, your own intentions).

Signpost

- Use the "F" word: Feedback.
 - *"I want to give you feedback."*



Ask learner for self-assessment

- Be an active listener, reflect back.
 - ◇ *"How do you think that went?"*
 - ◇ *"What went well?"*
 - ◇ *"What didn't go as well as you had hoped?"*
 - ◇ *"What will you do differently next time?"*
 - ◇ *"What do you want feedback about?"*



Discuss

- Discuss the learner's self-assessment
- Discuss your observations
 - ◇ Be specific
 - ◇ Include positive and constructive notes
 - ◇ Be descriptive, not evaluative
 - ◇ Keep it about the performance, not the person
 - ◇ Prioritize



Ask

- *"What are your thoughts about that?"*
- *"Was there anything I discussed that doesn't make sense to you?"*
- *"Anything you are unclear about?"*
- *"What do you want to focus on?"*



Plan Together

- Create action plan together.
- How can the learner improve?
- What are your tips/recommendations?

