

## Checklist of Tips for Providing Feedback on Clinical Placements

Good feedback:	In order to demonstrate this:
Helps clarify what good performance is	<input type="checkbox"/> Provide clarity on what the target is; use behavioural terms (like we do with clients) <input type="checkbox"/> Provide exemplars <input type="checkbox"/> Be specific in describing what was done well to minimize risk of student guessing incorrectly
Delivers high quality information to students about their learning	<input type="checkbox"/> Deliver feedback within 24 hours of the learning event <input type="checkbox"/> Avoid generalizations <input type="checkbox"/> Focus on decisions and actions rather than assumed thoughts and intentions <input type="checkbox"/> Include clear behavioural descriptions supported by examples (e.g., instead of “use less jargon”, describe the specific context and the jargon that was used) <input type="checkbox"/> Include strengths and areas for improvement but also corrective advice (e.g., ideas for explaining something without using jargon) <input type="checkbox"/> Use the list of sub-competencies on the Assessment of Clinical Competence for ideas on specific feedback elements <input type="checkbox"/> Ask yourself if the feedback provided was sufficient to improve student performance – if the same words had been given to you, would you know what and how to change?
Encourages comfortable dialogue around learning	<input type="checkbox"/> Make feedback a regular part of the day/week (there should be no surprise about evaluation expectations at midterm/final) <input type="checkbox"/> Create a safe, accepting environment (choose a private location for constructive feedback, ensure sufficient time, use a nonjudgmental tone, normalize mistakes as a method of learning) <input type="checkbox"/> Ask student at the outset what went well or not in prior supervisory relationships <input type="checkbox"/> Approach difficult conversations with kindness and humility (engage your empathy from when you were a student) <input type="checkbox"/> Ask student to self-compare their performance to the target, perhaps via a competency log to promote self-assessment and specific discussion <input type="checkbox"/> Encourage student to discuss with peers in similar settings <input type="checkbox"/> Observe which feedback was effectively vs not effectively implemented and ask student what feedback was helpful so you can adjust teaching methods <input type="checkbox"/> Ask for feedback on your coaching skills, then listen to it, consider it, and act on it
Provides opportunities to close the gap between current and desired performance	<input type="checkbox"/> Provide descriptive actionable feedback vs “you did this well and need to improve on this” <input type="checkbox"/> Give opportunities to repeat tasks so students can apply feedback in a similar situation <input type="checkbox"/> Focus feedback on 2-3 areas at a time

See additional feedback strategies here:

- <https://www.youtube.com/watch?v=SYXgMobMU8U&t=2s>
- <https://prezi.com/view/8TeQffuvUGb7zCDXEXV1/>

Compiled by Justine Hamilton, based on:

\*David J. Nicol & Debra Macfarlane-Dick (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice, *Studies in Higher Education*, 31:2, 199-218.

## **Giving Feedback on Clinical Skills: Are We Starving Our Young?**

Peter A. M. Anderson, BSc, MD, FRCSC, MEd

*J Grad Med Educ* (2012) 4 (2): 154–158.

<https://doi.org/10.4300/JGME-D-11-000295.1>

[Adv Med Educ Pract](#). 2015; 6: 373–381.

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Feedback and assessment for clinical placements: achieving the right balance

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Support Line | Volume 38 No. 2 | 3

## **Effective Feedback in the Education of Health Professionals**

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