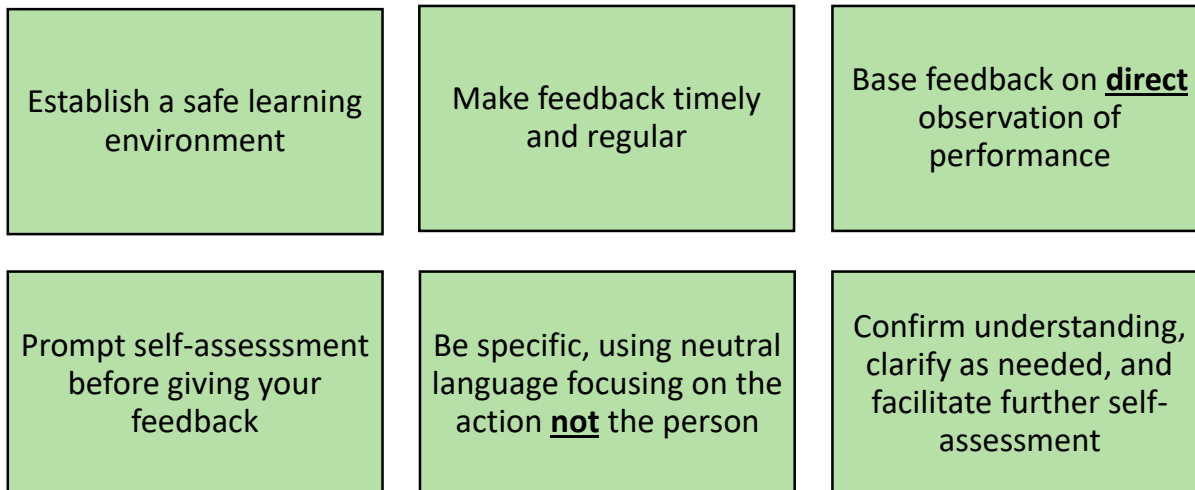


## Providing Effective Feedback



*Adapted from: Ramani & Krackov, 2012*

### Consider

- ✓ Positive feedback needs to be as specific as negative feedback. The Year 5 student needs to know precisely what made a particular situation “good”.
- ✓ Timely feedback isn’t always immediate feedback
  - Feedback related to a specific task– may be more effective if given in the moment.
  - Feedback on process or approach– may allow for better reflection or transfer of knowledge if delayed slightly, allowing time for self-assessment.
- ✓ Feedback should be a two-way conversation – having the Year 5 student paraphrase feedback, discuss, and ask questions enhances his/her ability to understand and act on feedback provided.

### Try this

- Pay attention to the surroundings and timing when providing feedback
  - Could others be listening to the conversation?
  - Is the seating arrangement non-confrontational?
  - Is there adequate time for discussion? Has the Year 5 student just had a stressful experience?
- Facilitate reflection in action
  - Ask questions like - How do you think that situation went? What do you feel comfortable with? What might you be able to improve upon?
  - Use this information and your own assessment to provide a comparative view, highlighting any discrepancies
- Keep feedback and evaluation separate, at least to start
  - Feedback should be offered in a formative way throughout the placement
  - Evaluation makes a judgement on performance in a summative way
  - When completing a formal end-of -placement evaluation, consider how the feedback has changed behaviour or lead to skill development throughout the placement



### ***What kind of feedback can I give to support Year 5 student learning and development?***

#### **Feedback about a specific task**

- This may be as simple as stating the outcome is correct or incorrect
- This may help if the correct information is required to reach a further outcome or goal
- This kind of feedback cannot be generalized to other tasks (just because something specific has been corrected, it won't correct errors in different situations)

#### **Example:**

*Year 5 student incorrectly identifies the target range for potassium in hemodialysis patients. The preceptor points this out prior to the Year 5 student meeting with the patient.*

#### **Feedback related to how a task was executed or the process behind an action**

- This feedback should be directly aimed at how information was processed or thought process needed to complete the task
- This kind of feedback is critical for process development and full understanding of tasks

#### **Example:**

*Year 5 student incorrectly identifies the target range for potassium in hemodialysis patients. The preceptor identifies that the range identified is based on outdated guidelines. Feedback about the importance of using up to date guidelines and where to look for such guidelines is given.*

#### **Feedback focused on the Year 5 student's ability to self-regulate**

- This feedback is directly aimed at the Year 5 student's ability to self-evaluate and engage further on a task
- This kind of feedback is necessary for developing process and mastery of tasks

#### **Example:**

*Year 5 student incorrectly identifies the target range for potassium in hemodialysis patients. The preceptor identifies that the range identified is based on outdated guidelines. Discussion is had about the importance of using up to date guidelines and where to look for such guidelines. The preceptor then prompts the student by asking - "What do you think about the rest of the information you have collected? Is there any reason it may not be as reliable or valid as you first thought?"*

### **Looking for more? Helpful additional resources:**

1. Ramani, S & Krackov, S.K. 2012. Twelve tips for giving feedback effectively in the clinical environment. Med Teach, 34(10): 787-91. doi: 10.3109/0142159X.2012.684916
2. E-tips preceptor modules: Topic 5 – Giving Feedback. <http://www.practiceeducation.ca/modules.html>