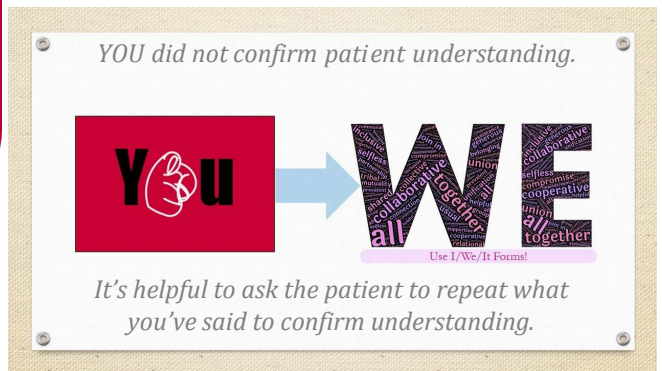


Reflective Feedback Conversations

Depicted by Karen Spear Ellinwood, based upon Cantillon P, Sargeant J, Teaching Rounds, Giving Feedback in clinical settings. BMJ; 337(7681), pp. 1292-1294; 2008.

Constructive Feedback Essentials

- FRAME feedback as a CONVERSATION about student performance and progress.
- Include POSITIVE reinforcement and CORRECTIVE comments.
- Translate *YOU* to *I*, *we* or *it* when giving critical feedback to improve receptivity.



Distinguish Feedback from Evaluation

Evaluation

Evaluation tells the learner that they did well, poorly or somewhere in between.

Feedback

Feedback tells the learner *WHAT* they did and *HOW* they did it, **and** Offers *GUIDANCE* the learner can act upon to improve.

BEFORE

DURING

AFTER



- Establish\Clarify objectives for patient encounter
- Assess student knowledge & skill
- Establish student's role in the encounter

- Student performs role
- Guide performance (prn)
- Student identifies issues, questions or concerns

- Debrief
- Invite Self-assessment
- Offer constructive feedback
- Provide actionable guidance
- Clarify goals
- Build on the experience



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