The diagram shows a cyclical model with three connected boxes:
- **DESCRIBE** Relevant, Observable Behaviors (top)
- **INVITE SELF-ASSESSMENT** (bottom left)
- **Provide ACTIONABLE GUIDANCE** (bottom right)

Center: **Feedback** / Frame / As a / **CONVERSATION**

Reflective Feedback Conversations
Depicted by Karen Spear Ellinwood
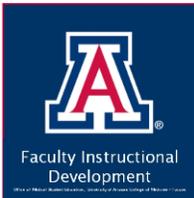
Faculty Instructional Development

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Distinguish Feedback from Evaluation

Evaluation	Feedback
Evaluation tells the learner that they did well, poorly or somewhere in between.	**Feedback** tells the learner *WHAT* they did and *HOW* they did it; **AND** Offers *GUIDANCE* the learner can act upon to improve.

Constructive Feedback Essentials

- FRAME feedback as a collaborative CONVERSATION about student performance and progress.

- Include POSITIVE reinforcement (constructive compliments) and CORRECTIVE comments.

- Offer ACTIONABLE GUIDANCE

- DESCRIBE specific, relevant, observable behaviors to support all comments and guidance offered.

- *Feedback Sandwich* NOT required.

* Cantillon P, Sargeant J, Teaching Rounds, Giving Feedback in clinical settings. BMJ; 337(7681), pp. 1292-1294; 2008.

BEFORE

- Establish or Clarify Objectives for Patient Encounter
- Establish student's role in the encounter

DURING

- Student performs role
- Supervise (as needed)
- Ask student to identify issues or questions that arise

AFTER

- Debrief
- Invite Self-assessment
- Offer constructive feedback & guidance
- Identify/clarify goals
- Offer opportunities to build on the experience

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