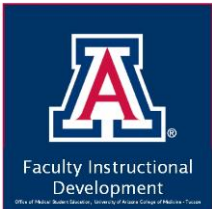


Reflective Feedback Conversations

Depicted by Karen Spear Ellinwood



Karen C. Spear Ellinwood, PhD, JD, EdS
 Director, Faculty Instructional Development
 Residents as Educators Program
kse@medadmin.arizona.edu
 520.626.1743

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; & Offers **GUIDANCE** upon which the learner can act 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



Residents
As
Educators

Karen C. SpearEllinwood, PhD, JD, EdS
Director, Faculty Instructional Development
Residents as Educators Program
kse@medadmin.arizona.edu
520.626.1743

