

UNIVERSITY  
*of*  
**OTAGO**  
*Te Whare Wānanga o Otāgo*  
NEW ZEALAND

Otago Medical School  
*Te Kura Hauora o Ōtākou*

# Core Teaching and Staff Development Workshop

## *Effective Feedback in a Clinical Setting*

Wednesday 20<sup>th</sup> October 2021

Megan Anakin, Louise Beckingsale, & guest facilitator: Sierra Beck  
with: Anthony Ali, Jon Cornwall, Tehmina Gladman, & Joy Rudland

1875-2021



OTAGO  
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**146**  
YEARS

# Welcome and Introductions



# Learning Outcomes

You will be able to:

1. Identify challenges and possible solutions to feedback in clinical settings
2. Use one model of feedback to analyse and reflect on feedback in clinical settings

# Session Overview

1. Ice breaker activity – discuss challenges and possible solutions
2. Role-play and use a model to analyse and reflect on feedback (small groups)
3. Debriefing feedback role-play (whole group)
4. Closure: ‘Whip around’

Over to Louise ...



Definition of feedback  
then  
discussion of challenges  
and possible solutions

# What is feedback?

*processes where the learner makes sense of performance-relevant information to promote their learning*

(Henderson, Ajjawi, Boud, & Molloy, 2019. p. 17)

# Ice Breakers – Please post your answers in chat

What challenges do you face with verbal feedback in clinical settings?

What might be possible solutions to these challenges?

Over to Sierra ...



Role-play scenario  
and discussion  
about feedback in  
a clinical setting

# Preparation for role-play scenario

- Learner



- Teacher



View video with Sierra  
before engaging in feedback process  
in triad

- Observer



Orientation to  
a model of feedback with Louise  
before observing feedback process in  
triad

# Role Play in Triads (15 minutes)

- 5 minutes: Learner and teacher 'role play' feedback about video scenario. Observer jots notes.
- 5 minutes: Observer shares observations with the learner and teacher. Discuss the model of feedback used by the observer.
- 5 minutes: Learner, teacher and observer discuss challenges and possible solutions

# Sierra with Learners and Teachers



Louise  
with  
observers

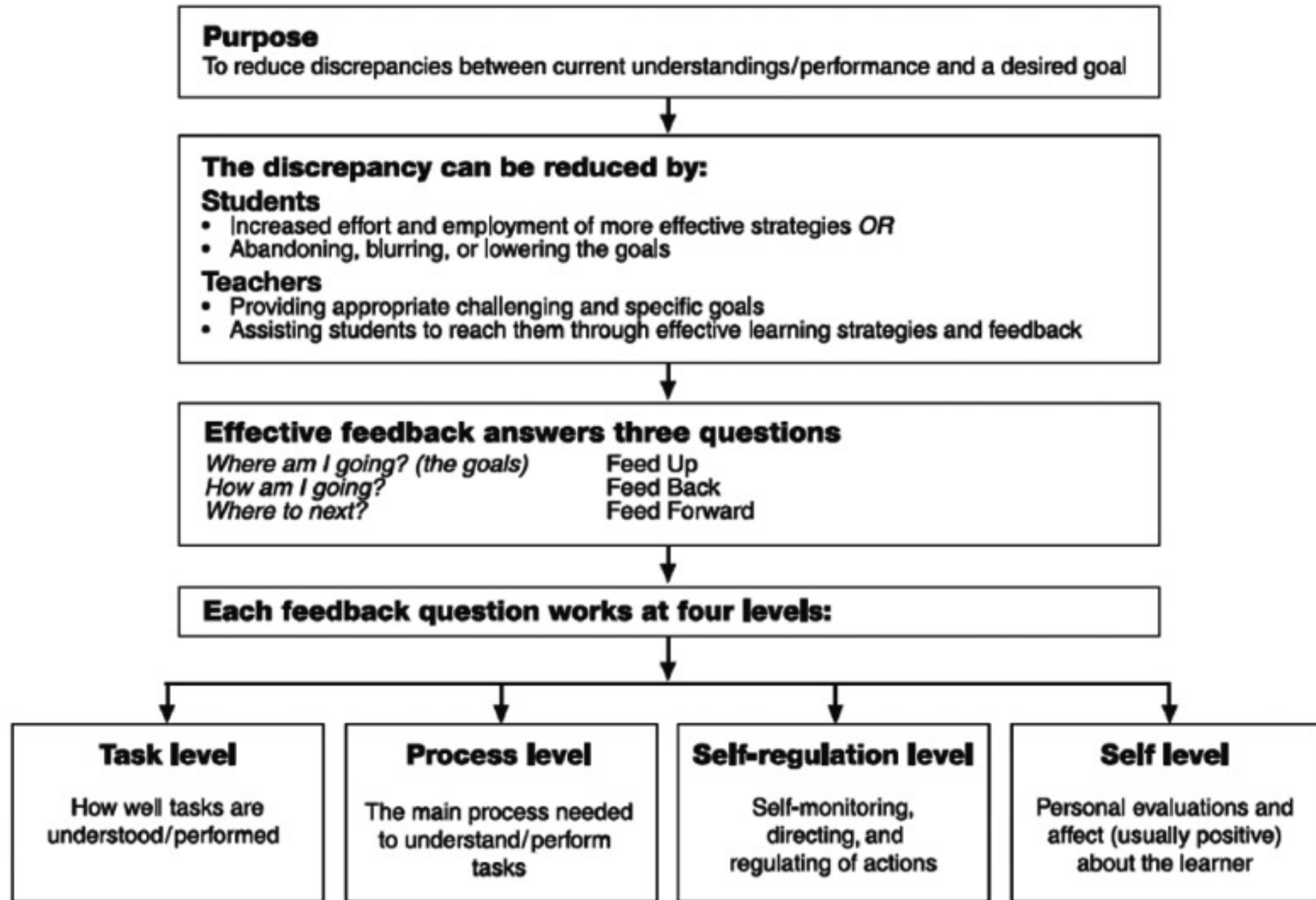
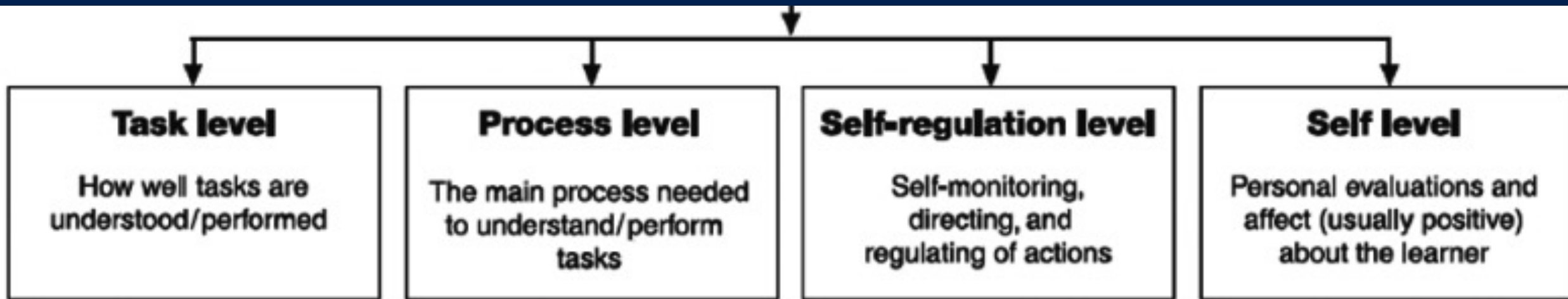


FIGURE 1. *A model of feedback to enhance learning.*

(Hattie & Timperley, 2007)

# Observer task

- Observer reports their observations about the feedback process



Whole group debriefing and discussion

## Closure – Whip around

Share one word or phrase that summarises your impression of feedback from today's workshop.

# References

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.

Henderson M., Ajjawi R., Boud D., Molloy E. (2019) Identifying Feedback That Has Impact. In: Henderson M., Ajjawi R., Boud D., Molloy E. (eds) *The Impact of Feedback in Higher Education*. Palgrave Macmillan, Cham. [https://doi.org/10.1007/978-3-030-25112-3\\_2](https://doi.org/10.1007/978-3-030-25112-3_2)

Do you know ...

DYK 10

how to make the most of participating in feedback?

You know that constructive feedback is important to effective clinical education. But do you know that we've moved on from talking about 'giving' feedback?

These days we prefer to view feedback as akin to a partnership between people rather than a teacher imposing an agenda on a student.

The medical degree formally requires occasions for giving prescribed feedback, but increasingly in the clinical settings everyone – clinicians, students, and the organisation – expects that students might also ask for feedback.

Most students are clever enough to (mostly) have a good idea about what challenges them.

Conversely, some lack confidence about identifying their strengths.

Effective feedback should work for both parties but students don't always find it easy to approach staff. If we want students to consider their learning needs, they need you to meet this request positively.

Think about whether you and your colleagues make it comfortable for them to make such approaches. If you're too busy, set another time. Ask yourself:

Do you foster an environment that welcomes and accepts students?

Do you know their names?

Are you kind, knowledgeable, skilled and generous with your thoughts about their learning?

Remember most students want to learn, and to be like you when they graduate. You are their role model. No pressure!

SOME TIPS FOR PARTICIPATING IN FEEDBACK

- Make it timely – don't leave your feedback too late. This irritates students and makes the feedback less effective.
- Start with their perspective: how did they think it went? Ask them what they think they need to learn and how feedback may help.
- Make the feedback as valuable as possible. It's up to the student to determine what they take from the interaction – but do involve them.
- Set up expectations by discussing with the student which areas of practice they should be learning and what opportunities are available.
- Be specific in identifying the areas on which you'll offer feedback. For instance the feasibility of a management plan, specific aspects of a history taking consultation, how to best interact with the nursing staff.
- Match your teaching activities to the learning expected of them. For empathy, communication skills, physical examination, you will need to observe the student. Their history-taking can be achieved afterwards, without direct observation.
- Be specific about the feedback you give. Comments such as: *'That was ok'* don't help.
- When talking about things that the learner can and should change, keep it specific.
- Highlight what is good ... not just the bad bits, as that can be really demoralising.
- Follow up on the feedback – what are they going to do about any learning gap that was identified?

Each student is different and some just need a bit of confidence. Build them up where you can. Remember how intimidating the clinical environment was when you were a student? Is that how you want students to remember you?



# Thank you

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Next workshop:

Facilitating small groups

Wednesday 17 November

12-1 pm Via Zoom

Led by Tehmina Gladman with guest facilitator: Paul Kane

Register at: <https://www.otago.ac.nz/oms/education/mbchb/staff/support/pd/index.html>

# Feedback is most effective when it ...

- occurs in a respectful and trusting relationship
- is delivered by a person perceived as credible, knowledgeable, and well-intentioned
- focuses on behaviour and performance, not on the person
- is relevant, appropriate, and meaningful to the recipient
- is centred around IMPROVEMENT
- is a routine, expected, and timely part of teaching and learning

# Openers to encourage feedback

- How do you think that went?
- How do you feel about...?
- What parts of that went well?
- What parts do you think you could have improved?
- If you could do that again, is there anything you would do differently?

(Other suggestions)

# To encourage further reflection

- How do you think (he, she, they) would have felt?
- Where do you think things went wrong?
- Can you tell me a little bit more about...?
- Tell me how you got to that decision?
- Do you have any questions about...?
- Has anyone else expressed similar thoughts about...?

(Other suggestions)