

Guidelines for Providing Feedback during Clerkship Rotations

It has been recognized for many years and across all educational sectors that effective feedback is positively correlated with student achievement although it is also clear that the quality of feedback is vital.

1. Feedback is most effective if provided in relation to pre-set learning objectives.

Prior to giving the student feedback, the supervisor should review the Queen's Clinical Clerkship Clinical Performance Evaluation form and note any area(s) where the student could benefit from specific feedback. This can include examples of what the student did particularly well as well as areas requiring improvement. Do not feel compelled to comment on everything. Only pick out those areas where you think the student could really benefit from specific feedback.

2. Feedback is most effective if it is provided in specific, non-judgmental, behavioural and descriptive terms.

In relation to the areas identified above, provide the student with a specific example(s) of what they did well or where they need to improve. Refer to the attached chart for examples of helpful feedback.

3. Feedback is most effective if the learner is motivated to take action to towards reaching the desired goal or level of performance.

Begin the discussion by asking the student to comment on what they thought went well during the rotation and why. Then ask the learner to comment on something that went less well and how it could be done differently. The emphasis on self-assessment helps the student to become more reflective about learning.

Source:

Wood, D. (2007). Formative Assessment. Association for the Study of Medical Education.