



KNOWLEDGE NOW

Faculty Development Series



CLINICAL FEEDBACK

MODELS

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Learning Objectives

By the end of this module, you will be able to:

- Describe four key feedback models recommended for clinical medical preceptors.
- Explain the importance of positive reinforcement as well as constructive criticism when providing feedback.

Sandwich Feedback Model

The Sandwich Model of providing feedback includes relaying constructive criticism in the middle of positive comments.

- 1) Begin by praising the learner
- 2) Follow by constructive criticism
- 3) End with positive feedback related to the constructive criticism for improvement

ARCH Feedback Model

The ARCH Feedback Model of providing feedback incorporates self-assessment for improvement, followed by an action plan.

- **Ask** for self-reflection and self-assessment to identify what is working well and what needs improvement.
Collaborate with learner to create an action plan for improvement.
- **Reinforce** positives
Explore and comment on what is working well for the learner; be specific.
- **Confirm** and Correct areas that need improvement
Clarify with the learner areas identified as needing improvement.
Share something you think the learner needs to correct or improve.
- **Help** with creating a plan for improvement
Address the need for correction and improvement.
Collaborate with learner to create an action plan.
Verbalize the plan and have student summarize the improvement plan in an email.

One-Minute Preceptor Model

The One-Minute Preceptor Model of providing feedback maximizes teaching time with student.

- 1) Get a commitment by engaging learning and by asking questions: “What do you think is happening with this patient?” “What other information do we need?” “What treatment do you think the patient needs?”
- 2) Look for supporting evidence from the learner to fill in gaps: “What led to you to this conclusion?” “What else did you consider?”
- 3) Specify what was done correctly: “You listened well to the history and asked probing questions.”
- 4) Correct errors as appropriate in a timely fashion. “You may be right that the symptoms suggest strep throat, but you can’t be sure it isn’t an ear infection until you’ve examined the ears.”

Ask-Tell-Ask Feedback Model

The Ask-Tell-Ask Model of providing feedback includes using learner self-reflection to provide specific and detailed feedback.

- 1) **Ask** the learner to assess how a procedure or visit with a patient went.
 - Was it successful?
 - Was it difficult?
 - What can they improve upon?
- 2) **Tell** the learner what you perceived from their assessment.
 - What do you agree or disagree with about their assessment?
 - Do you need to mention something that the learner did not include?
- 3) **Ask** for recommendations on how they can improve in this specific area.
 - Would a more detailed explanation benefit the learner?
 - Should you demonstrate or provide more opportunities for practice?
 - Is there something you can do to assist in their development?

Adapted from: <https://www.teachingphysician.org/content/feedback/giving-feedback> Retrieved 03.30.2016

References

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For more information or ideas related to providing clinical feedback, please visit the Office of Educational Improvement's website

<http://www.mcw.edu/Medical-School/Faculty/Office-of-Educational-Improvement/Faculty-Development.htm>

Questions, comments, or feedback should be emailed to
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