

# EFFECTIVE FEEDBACK

## MODELS FOR GIVING FEEDBACK

### The Fundamentals of Feedback:

1. **Within 5 Minutes:** Feedback is most useful to the Unconscious Mind and changing behaviour if it is given within 5 minutes of the completion of the event. I have a really hard time remembering what I was doing on Wednesday two weeks ago. So if you give me feedback about something I did 2 weeks ago, I can apologise, but there is not much I can do about it. To be useful to the Unconscious Mind it needs to be recent enough that the Unconscious Mind can use it in modifying behaviour.
  
2. **Sandwich Feedback:** Negative feedback is not always acceptable to the Unconscious Mind. It therefore is often rejected unless it is made pleasing to the Unconscious Mind. Negative feedback which is sandwiched in between 2 positive statements is more acceptable to the Unconscious Mind, and generally more utilised in behaviour. This is the preferred model for student to student feedback, since it is not complex, and is non-confrontational.
  - a) **What was done that was right**
  - b) **What needs to be improved**
  - c) **Overall positive statement for student**

**Drawbacks to Sandwich Feedback:** Sometimes Sandwich Feedback is so acceptable to the Unconscious Mind that a student who *really* needs to know that (s)he needs to improve misses the point. This student will say, "But everyone told me I was doing well." This type of student will need improvement criteria in writing. Problems of sandwich feedback should not prevent its use by students giving feedback to students – as a trainer just be clear on what to do if some students miss the full story – use feedback model #2 and 3.

The following is an alternative to Sandwich Feedback and should be used by assistants and trainers in giving feedback to students.

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### **SPECIFIC FEEDBACK MODELS**

3. **Short Feedback with Response:** Feedback from assistants or trainers often needs more directness and response from the student. Here's a short model for feedback, which is not recommended for student to student interaction. It is recommended for assistant to student or trainer to student:
  - a) **Tell the student what was done that was right.**
  - b) **Tell them what needs to be improved.**
  - c) **"Now, tell me what you are going to improve?"**
  - d) **"Tell me, how will you do this the next time?"**
  
4. **Long Feedback with Response:** Feedback from assistants or trainers sometimes needs to be longer than usual, and the assistant or trainer may suspect that the student does not want to hear the feedback. This model for feedback solves those problems:
  - a) **"How do you think you did in this exercise?"**
  - b) **"Is it important to you that you improve?"**
  - c) **"Good, you know how important it is to us to assist you in being the best you can be."**
  - d) **"Now let me tell you what you did that was right ..."**
  - e) **"And what needs to be improved is ..."**
  - f) **"Now, tell me what you are going to improve?"**
  - g) **"Tell me, how will you do this the next time?"**

The numerous pages which follow on the subject of feedback are for the purpose of giving you a thorough understanding of feedback and its use from a number of different perspectives.

## **THE “SET – GO” METHOD OF DESCRIPTIVE OUTCOME-BASED FEEDBACK**

**Group members to base their feedback on:**

1. What I Saw?  
Descriptive, specific, non-judgemental

**Facilitator to prompt if necessary with either or both of:**

2. What Else did you see?  
What happened next in descriptive terms
3. What do you Think John?  
Reflecting back to the doctor on the video who is then given an opportunity to acknowledge and problem solve himself

**Facilitator then to get the whole group to problem solve**

1. Can we clarify what Goal we would like to achieve?  
Outcome-based approach
2. Any Offers of how we should get there?  
Suggestions, alternatives to be rehearsed if possible

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