OUTLINE

Feedback timepoints

How to provide feedback

UAB feedback definitions

Example scenarios

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When To Provide Feedback

Case Debriefing

Formal Evaluations

Assignments

Immediate Corrections

Providing Feedback to Students

Effective ↑
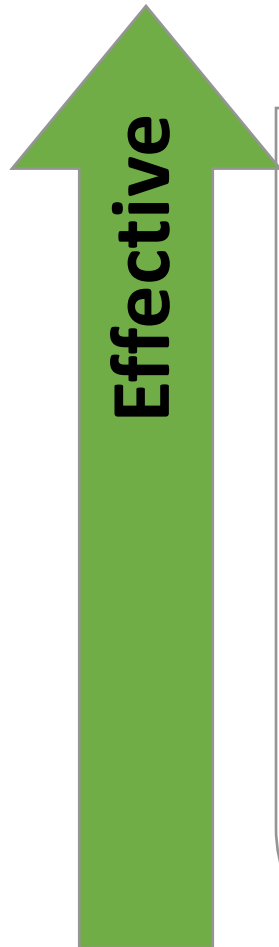
Think Goldilocks	Overwhelming
Positive and constructive	Only positive or only constructive
Specific	Abstract
Goal oriented	Unattainable
Reflective practice	One-sided
Calm	Emotional

Ineffective ↓
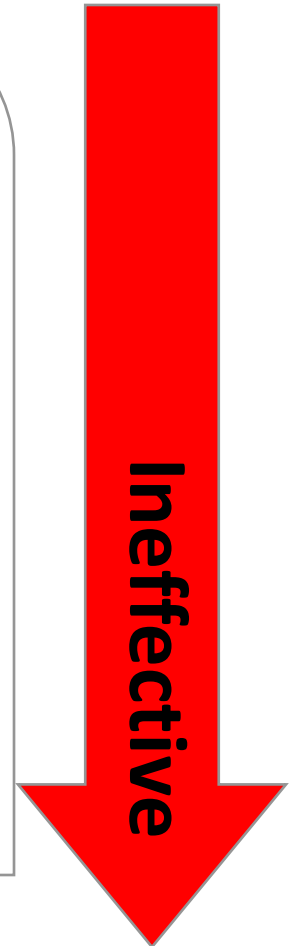
Direct Communication

ASK
- Let the student assess themselves first; their response can give you direction
- Consult (rather than vent or gossip) with other GCs if needed
  - Ask yourself-why am I telling my coworker this?

DIRECT
- Build feedback from student's response or start from scratch
- What are some ways to phrase constructive feedback?

SUPPORT
- Normalize; remind student they are here to learn
- Brainstorm strategies (microfocus is OK!)
- Set a SMART goal and re-evaluate

BE AWARE
- Inherent power differential between student and supervisor
- Additional identities may also impact how feedback is received
- Is feedback related to counseling style or content? Are there multiple "right" ways to do it?

Evaluation Feedback Definitions

Feedback Type	Definition	Examples
Instructional	Student **did not attempt** or complete a task when expected. Supervisor needs to correct **inaccuracies** within student's work.	o Student did not know they needed to create a differential diagnosis as part of case prep, so the supervisor needed to tell them to do it next time. o Student identified indication-specific resources to give to a client, but it was not written in lay language. o Student provided inaccurate or incomplete information to a client. o Student inaccurately determined patient recurrence risk. o Student incorrectly accessed a client's psychosocial needs.
Constructive	Student's work **no longer has inaccuracies**. Supervisor provides **more effective** ways of organizing and delivering information or accomplishing skills.	o Student accurately described the phenotype of a syndrome, but the order in which they presented the information either needed to be different or more attuned to the client's immediate needs. o Student recognized a psychosocial opportunity and attempted psychosocial counseling strategies, but a different strategy would have been more appropriate. o Student creates visual aids that are factually correct but are overly complicated and need to be simplified.
Stylistic	Student is **functioning independently**, all work is **accurate**, and delivery and organization is **effective**. Supervisor suggests alternatives to **fine tune** or **enhance** the student's skills, professional development, and reflective practice.	o Student did a nice job educating a client, but they could consider trying different visual aids to see what effect it may have on client understanding. o Student appropriately met the psychosocial needs of a distressed client using reflections and empathy statements, but they could consider using different psychosocial skills in this situation in future such as advanced empathy or confrontation.

Feedback Examples

You just observed your student talking to a family about the results of their son's testing for achondroplasia. Although your student told you they was prepared to counsel this case, they were unable to answer many basic questions the family had, appeared to make up some data, and you had to "step in" to finish the session. This is not the first time this has happened.

You are supervising a student who seems to be a natural. She is well prepared, knowledgeable, builds rapport easily and has excellent session management skills. This student is still eager for feedback, even though you are not observing anything that needs to be tweaked or corrected.

- What is the issue here?
- How will you provide feedback?
- What type of feedback will you provide (instructional, constructive, stylistic)?
- What additional steps might you need to take?

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SCHOOL OF HEALTH PROFESSIONS

THANK YOU FOR WATCHING

Feedback