

# Questions and Feedback

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# Feedback techniques

- Base feedback on actual results or observed behaviour
- Be positive when needed balance the negatives
- Involve the trainee – ask them to reflect/self assess and how they could improve

# Feedback

- Keep it simple and don't overload the trainee – reduces its effectiveness. Too much criticism can do more harm than good
- Give feedback at an appropriate time and place
- Body language

# Feedback

- Show understanding/sympathy where things have gone wrong which are beyond the trainees control
- Document the feedback
- Listen to trainees response
- Summarise the key points
- <https://youtu.be/IkYUDQCYGHA>

# Giving effective feedback

- Establish the ground rules in advance
- Use direct language
- Concentrate on what occurred (facts) and not attitudes (opinions)
- Avoid giving judgements – report what was seen
- <https://youtu.be/WmLZyB99ITA>

# Giving effective feedback

- Methods of feedback;
- BOOST
- Pendleton's rules
- Sandwich

# BOOST

- **Balanced** – include both good and constructive
- **Observed** – only what you have seen
- **Objective** – factual not personal
- **Specific** – specific examples
- **Timely** – close to the event

# Pendleton's Rules

- 1. Ready for feedback
- 2. Trainee gives comments on what is being assessed
- 3. the trainee states what has gone well
- 4. the assessor states what has gone well
- 5. the trainee states what could be improved
- 6. the assessor states how it could be improved
- 7. Action plan made for improvements



# Sandwich

- Positive
- Critique/suggest/constructive criticism
- Positive
- <https://youtu.be/WO5UgpxuxJs>

# Examples of what not to say

- That really the most appalling investigation I have seen – how did you pass your other assessments?
- Do you have no idea about the patient consenting to this procedure?
- The pace was so slow I lost the will to live.
- I could hear a pin drop during the setting up of the electrodes, was the idea to lull us all to sleep?

# Examples of what to say

- Congratulations, you have been successful in this assessment
- Unfortunately you have been unsuccessful on this occasion

Parts of the assessment where excellent, for example:

You had a very good rapport with the patient, despite exam conditions and your history taking was very thorough

However the following areas need to be addressed:- 1. electrode application – measurements were above the tolerance level & 2. electrode resistances were all too high

Your log book, though is excellent, you have made headway with this and it already has a very professional appearance.

# When? and who? Has the feedback

- Work based assessors will feedback to the trainee at the end of the assessments
- WBA's will be involved in planning the way forward

# Questions

- Need to be relevant to assessment criteria not covered or
- To cover the underpinning knowledge required for that assessment, including request form knowledge.
- To test extended knowledge
- Not to ask a question that has already been covered in the practical.
- Open questions to gain as much information as possible – cover more than one criteria
- Document them –at the end of the assessment
- Sign and date them.

# Questions

- Only ask one question at one time – if you ask two things at once students will generally answer the last thing they heard
- Amount of questions – discuss!

# Level of questioning

- 1. Knowledge – exit level for assessment.
- 2. Comprehension
- 3. Evaluation/analysis
- Avoid pure knowledge questions where possible in the practical situation.  
BUT.....there is a place for knowledge/understanding questioning.