

How to Provide Effective Feedback

Providing Effective Feedback: Tips

The following recommendations for providing feedback are based on the classic article entitled, *Feedback in Clinical Education*, by Jack Ende (1983).

- Self-Assessment: Before giving feedback, ask the learner to self-assess. The teacher might say, "How do you think you did?"
- Balanced: Provide both positive and critical comments. Begin with the positive comments, then specify where something needs changed, and then end with encouragement. This is called the feedback sandwich.
- Well-Timed: Feedback should be given close to the time of the performance. Immediate feedback is usually best.
- Descriptive & Specific: focus on what the student did, not on personal characteristics. Generalizations such as, "That was a good presentation" are not helpful. The reinforcement is okay but the teacher should also say why the case presentation was good.
- Regularly Provided: Feedback should not be a surprise. It is often provided only when the learner has done something wrong. Establishing a routine of regular feedback prevents this.

References and Resources

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