

WELCOME

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Do you have any questions regarding today's topic?

How are you feeling today?





Feedback that heals: Improving learning in medical education

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Learning Objectives

- Define feedback
- Mention the importance
- Apply feedback models
- Describe how to give and receive feedback
- Explain the common mistakes and barrier to giving it

What is Feedback?

A communication that gives learner an information about his/her performance with the aim of developing or correcting the performance.



What is Feedback? (cont.)

‘Feedback is descriptive information regarding a learner’s performance in a given activity - information that is intended to guide future performance.’

(Jack Ende, 1983)

Why to provide feedback?

- Justify students how their mark or grade was derived
- Identify and reward specific qualities
- Helps to identify gap between actual & desired performance
- Guide students to improve

What are the importance of feedback in the medical education?

- Facilitate the better understand
- Improves clinical skills
- Enhances patient safety
- Promotes lifelong learning

How to model feedback giving session?

- Arrange soon after assessment
- Trainer will call the learner chronologically
- Give feedback at each step

How to model feedback giving session? (cont.)

- One-to-one session
- Short duration feedback sessions
- Impractical when long sessions

Is there any rule to give feedback?

Sandwich
method



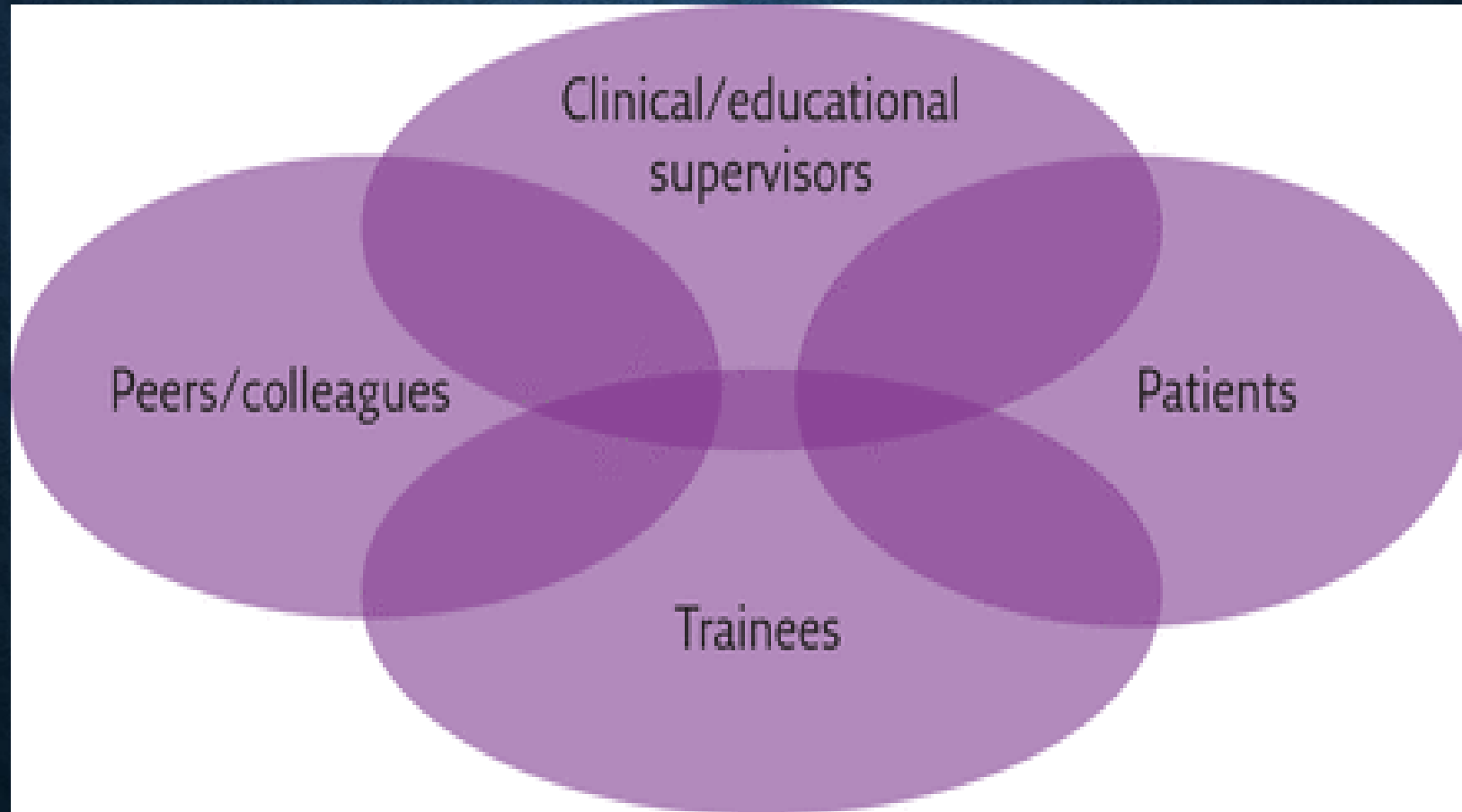
Pendleton Rules

<u>Phase</u>	<u>Supervisor</u>	<u>Trainee</u>
Positive aspects	Compliments on what went well	Tells what went well
Areas for improvement	Complements on what could be done better	Tells what went wrong. What could be done better?
Action plan for improvement	Approves action plan with modifications	Tells action plan
Summary	Complements if necessary	Summarizes key points

Pendleton's rule...

- **Strength** : helps to develop self-reflection and insight
- **Limitations:**
 - too systematic and rigid
 - time consuming
 - may overburden a trainee with excessive information at a time

Who will give feedback & about what?



How to give good feedback?

PROMPTED

- **P** recise, must be specific
- **R** elevant to practice
- **O** utcome based with clear aims
- **M** easureable where improvement can be assessed

PROMPTED (cont.)

- **P**ossible/attainable
- **T**ime duration,
- **E**ncouraging
- **D**escriptive

How to receive feedback?

- Be a good listener
- When in doubt, ask for clarification
- Embrace the feedback session as a learning opportunity
- Remember to pause and think before responding

How to receive feedback? **(cont.)**

- Avoid jumping to conclusions
- Think positively and be open to helpful hints
- Learn from your mistakes and be motivated
- Be a good sport and show appreciation
- Be proactive

How to avoid the common mistakes while giving feedback?

- Avoid giving feedback when it is not asked for
- Bringing up previous mistakes
- Focusing on personal issues (such as personality)

How to avoid the common mistakes while giving feedback? (**cont.**)

- Having an audience; keep it private – especially for negative FB
- Overloading: identify two or three key messages for one session
- Don't give feedback when you are angry

What are the barriers to give effective feedback?

- Trainee – trainer – peer relationship is not good
- Trainee becoming impervious and self-justifying to negative feedback
- Too generalized feedback not relating to specific facts or observation

What are the barriers to giving effective feedback? (**cont.**)

- Feedback with fear of upsetting the trainee, which might damage the guidance
- Physical barriers: noise, or improper time, place or space





QUESTIONS?

