Giving Effective Feedback at Night
Questions

1. What is the purpose of giving feedback?
    A. Guides future learning
    B. Reassures achieved competency
    C. Creates a relationship between preceptor and learner
    D. Gives the learner responsibility for the patient and encourages the learner to process the information
    E. Both A and B

2. Which type(s) of feedback is best utilized at night?
    A. Brief feedback because it is in the moment and can be done immediately
    B. Formal feedback because a specific time is set aside after patient encounters to discuss strengths and weaknesses
    C. Major feedback because it allows for opportunity for learner to improve before the end of the rotation and the final evaluation
    D. Brief and Formal Feedback because both types can be done on a timely basis on observed actions or behaviors
    E. Formal and Major Feedback because both learners and preceptors can provide feedback at a predetermined time

3. True/False: There are minimal limitations in providing effective feedback at night between preceptor and learner.

4. An essential part of the 5-Step Framework for effective feedback is learner self-assessment. Which of the following statements is an example for the learner to conduct a self-assessment of an action or behavior?
    A. "How did the interaction go with that patient and family?"
    B. "What are your feelings about of the patient we just admitted?"
    C. "I see your night is busy with admissions, how are you handling it?"
    D. "There are several sick patients on your team, do you feel you are comfortable triaging their issues?"
    E. All of the above

5. True/False: The One Minute Preceptor Model of effective feedback allows the preceptor to diagnose the learner and should be conducted in one minute with 1 teaching point and should not focus on developing a plan for improvement.

6. Getting a commitment from the learner is a key component to both the 5-Step Framework model and the One Minute Preceptor model for feedback. Why is getting a commitment from the learner so important?
    A. Gives the learner responsibility for the patient and encourages the learner to process the information
    B. Allows preceptor to diagnose the learner
    C. Improves individual and team performance
    D. Allows the learn to do a self-assessment during orientation
    E. Both A and C

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Answers

1. Answer = E
Feedback provides many opportunities for learners to guide future learning and reassure their achieved competency. Feedback also reinforces learner strengths and positive actions, identifies areas for improvement, and promotes reflection of overall clinical skills.

2. Answer = D
Feedback between teachers and learners is most effective at night when the feedback is specific, objective and timely. Brief feedback occurs on a regular basis on a specific action or behavior and can be given "in a moment," which is more effective at night. Formal feedback can occur at a specific time set aside specifically for feedback and can be done a regular basis if the preceptor and learner have more time to spend on feedback (e.g., after a patient encounter). Major feedback is conducted after an assessment of observed actions or behaviors are done over a period of time, like in the middle of a rotation or end of each week.

3. Answer = False
Preceptors and learners have limitations or barriers to providing good, effective feedback at night including learners not ready or willing to receive feedback where they may get defensive or resistant with feedback. Learners/Preceptors may have difficulty with feedback if they feel tension in the learner-preceptor relationship. Preceptors may also be limited if they have difficulty defining expectations or if they have a limited understanding of what constitutes feedback or how to give appropriate feedback. Preceptors/learners may also only give positive encouragement and not constructive feedback so they do not have to spend time addressing areas of improvement to each other. Other barriers to giving effective feedback are the perception that there is limited time for feedback (especially at night) and feedback is not specific.

4. Answer = E
Self-assessment from the learner plays an important part of the 5-Step Framework for effective feedback. The learner should be able to respond to what is effective and what can be improved in a situation and how the learner felt regarding an action or behavior, prior to the preceptor giving their feedback regarding the action or behavior. In eliciting the learner's assessment, try to use open ended questions to allow the learner to be descriptive and specific in their assessment. The 5-Step Framework includes outlining expectations for the learner during orientation, preparing the learner for feedback, obtaining learner's self-assessment, providing feedback to learner and developing an action plan.

5. Answer = False
The One Minute Preceptor Model of effective feedback allows the preceptor to diagnose the learner with 1-2 teaching points and reinforces positive actions and corrects mistakes. By reinforcing positive actions or behaviors and correcting mistakes, the learner has the opportunity to develop a plan for improving performance and clinical skills as well.

6. Answer = E
The goal of getting a commitment from the learner in both models for giving effective feedback is to outline the expectations in the beginning of the rotation and get a commitment from the learner of those expectations. By getting an understanding from the learner of the expectations, the learner can take responsibility for the patient and encourages the learner to gain autonomy. It also allows the learner to process information independently. Getting a commitment from the learner has shown to improve individual and team performance. Learner self-assessment is part of the 5-Step Framework model for feedback and is done after outlining the expectations and preparing the learner for feedback.