



THE UNIVERSITY OF
SYDNEY

Effective feedback

Learning Module

Faculty of Medicine and Health, School of Health
Sciences

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Contents

Effective feedback learning module	3
Introduction.....	3
Feedback challenges and definitions	4
Accepting feedback - Credibility.....	7
Accepting feedback - Literacy	9
Encouraging a growth mindset.....	14
Emotions and feedback	15
Pulling it all together with feedback techniques.....	16
Feedback delivery vs a learning conversation.....	17
Feedback with good judgement	18
Summary	22
Feedback references	22
Acknowledgements	24
Contact.....	25

Effective feedback learning module

Introduction

Hosting students for their placement experiences is an important undertaking. With your help, students are able to put theory into practice in real-life settings, gradually developing their professional knowledge and associated clinical skills to ready them as graduates, as well as their own, unique professional identities.

While placement education can be incredibly rewarding, it is certainly not without its challenges and engaging in the feedback process can be one of the biggest of these challenges. Mastering the complex art of feedback so that students walk away motivated and with a clear understanding of how to improve is the pinnacle of clinical education! But how do we do this?

Feedback on performance is essential when learning from experience. In this module we explore different approaches to how we think and action the feedback process. If you are thinking to 'jump' this module because you are confident in using models such as the "feedback sandwich" or Pendleton's Model and think this module will cover them again.. then please don't jump on to the next topic. Instead, we hope you will pause and jump right on in. Our aim in this module is to introduce you to the latest thinking around this very important part of the learning process. In doing so, you may find your practices challenged and/or affirmed. We will delve into the concepts of feedback credibility and literacy and the important role the student plays in the feedback process. We will also consider emotions and feedback and will trial some specific techniques.

By the end of this module, you will:

- be confident that your feedback approach is evidence-based.
- have developed strategies to continuously improve feedback in your student placements.






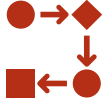

Topics covered:

1. Feedback challenges
2. Feedback definitions
3. 'Accepting' feedback- feedback credibility and literacy
4. Emotions and feedback
5. Specific feedback techniques

Feedback challenges and definitions

What are the feedback challenges described in the literature?

There is an extensive list of feedback challenges described in the literature, explaining why research into feedback practices is such a hot topic. Some of these are illustrated in the boxes below:

<p>Feedback becomes a one-way delivery of conclusions and recommendations, eliminating the student from the picture (Johnson et al., 2019).</p> 	<p>Educators lack confidence in their feedback skills and worry about delivering information which might offend and upset, resulting in feedback which is not actually helpful (Johnson et al., 2016; Ramani et al., 2019).</p> 
<p>Educators report the extensive provision of feedback, yet students regularly complain that they don't get enough. Students struggle to recognise feedback and regularly underestimate the amount they actually receive (Bowen et al., 2017; Carless & Boud, 2018; Telio et al., 2015).</p> 	<p>Students can have strong negative emotions towards feedback such as anger, anxiety, frustration and demotivation (Johnson et al., 2016).</p> 
<p>Students can appear to respond with discouraging behaviours e.g. ignoring or rejecting feedback, or interpreting feedback as irrelevant (Bowen et al., 2017)</p> 	<p>Feedback doesn't always lead to a change in performance, and in some cases can result in worse subsequent performances (Molloy et al., 2018; Telio et al., 2015).</p> 
<p>Students describe feedback as 'vague' and 'non-actionable' even when educators believe their feedback to be comprehensive and clear (Ramani et al., 2016).</p> 	<p>No doubt you have been nodding your head at many of these!</p>

Feedback definitions

Before we jump to potential solutions, let's first look at some feedback definitions and how recently, the thinking behind feedback delivery has changed from being that of a one-way monologue to a dialogue between student and educator:

'...learners are no longer merely recipients of information, but are active agents in seeing and using information from a variety of sources.' (Boud, 2015, p. 4)

'Dialogue between an educator and learner offers the opportunity for a catalytic reaction, as their different perspectives interact, to co-create new insights and strategies uniquely tailored to assist the learner.' (Johnson et al., 2019, p. 560)

Another useful way to view the delivery of feedback is with regards to the 'gap' in practice that you might be trying to target and the quality of work you are hoping your students will achieve:

'Feedback is a process whereby learners obtain information about their work in order to appreciate the similarities and differences between the appropriate standards for any given work, and the qualities of the work itself, in order to generate improved work.' (Molloy et al., 2018)

'A Learner needs to develop a clear vision of the target performance, how it differs from their performance and the practical steps they can take to improve subsequent performance. This requires the student to make sense of the educator's comments, to compare the new information with their previous understanding of the issue and resolve gaps or discrepancies. A learner has to actively construct their understanding; an educator cannot deliver it 'ready-made' to them.' (Johnson et al., 2016, p. 8-9)

'The aim of feedback is to assist learners to understand what 'quality work' looks like and how their work compares with these standards, and to use the performance information to implement practical strategies to improve performance.' (Johnson et al., 2019, p. 560)

And then the improvement itself? What if feedback is defined according to what the outcomes are?

'...a process in which information about a learner's performance somehow influences their future capabilities or actions. Any information without effect is not feedback, just information.' (Henderson et al., 2018, p. 18)

'...feedback in clinical settings, just like feedback in any other context, must be characterised not solely in terms of inputs that are made, but also by the effects that result.' (Boud, 2015, p. 3)

'Feedback should be judged by looking at what students do with information about their work, and how this results in demonstrable improvement to their work and learning strategies.' (Molloy et al., 2018, p. 36)

So, what can we do to try and overcome these all too familiar feedback problems so that our feedback practices align with these definitions? How can we make the feedback we deliver, whether positive or constructive, actionable, well received and effective? And how do we use the learning conversations we have with students to influence their actions?

Previously, the focus has been on the delivery 'technique', placing the responsibility in the hands of the educator to provide expert information and guidance. The student is then expected to 'accept' this information and improve (Telio et al., 2015). More recently however it is believed that good learning conversations result from much more than the educator's monologue or even the dialogue between student and teacher, with context and relationship factors now being recognised as vital in the overall process (Telio et al., 2015). Let's work our way through a variety of these factors to before even thinking about the feedback technique you might use.

Accepting feedback - Credibility

Feedback can be given ... but does the student hear it?

In clinical education, there is a large focus on whether or not our students 'accept' or 'take on board' the feedback that we give them. The responsibility to recognise, accept and act on feedback is often left in the hands of the student, and when it doesn't result in changes in their practice, our initial reaction can be to assume the student is not motivated or is disrespectful (Quigly, 2021). This can be a frustrating situation when you spend hours carefully crafting the perfect feedback... only to feel like it has been discarded, ignored or met with a defensive or emotional response.

But let's flip this idea and consider what it means to 'accept' feedback? In the space below, record your thoughts on the following reflective questions:

What needs to happen for the student to be able to 'take it on board'?

If an educator provides feedback but the student doesn't accept it, did the feedback actually occur?

Feedback credibility

'Credibility judgments affected student's likelihood of using feedback.' (Bowen et al., 2017, p. 1308)

'If a person is credible, we 'believe' in them.' (Molloy & Bearmann, 2018, p, 34)

'Credibility' needs to be added to the list of factors students will be subconsciously testing you on. A student's 'acceptance' of the feedback you provide i.e. whether they choose to use it, will depend on their judgement as to whether they believe it (and you) to be credible. Don't worry, this doesn't mean that you have to have all the answers all the time, or that you must come across in their eyes as an 'expert'. There are a number of different features to credibility which you can practically apply on placement.

Practical placement applications: Factors affecting feedback credibility.

- **Relevance:** Students can see the point of acting on the feedback and can see how it can be used to improve (Bowen et al., 2017). Students are very driven by whether information or actions will be useful to them. Help them understand how your feedback will assist them and how it can be applied to real-life practice.
- **Individualised:** Credibility can be lost when students receive the same feedback as each other. While we know that there are often similarities, and that the same comments can reasonably apply to more than one student, just know that students talk and compare (Bowen et al., 2017).
- **Observation:** Credibility is improved when feedback is derived from direct observation and when students believe that the educator understood the context and the student's role (Ramani et al., 2017; Ramani et al., 2019; Telio et al., 2015). If this isn't always possible then be clear as to when, how and by whom the feedback information was collected e.g. you may have spoken with nurses on the ward or you may have gone back through your student's documentation. Students will not necessarily know the lengths you go to ensure feedback is accurate unless you tell them.
- **The alliance:** If the educational alliance is strong, credibility will ensue (Ramani et al., 2019; Telio et al., 2015). Feedback credibility is sharply aligned with the student's perceptions of how engaged the educator is in the learning process.
- **Clinical credibility:** It is natural for everyone to consider the experience and credentials of our teachers, and your students are no exception. But don't worry, because there is also credibility in your willingness to be vulnerable and open to learning... in fact it may make you more credible! (Molloy and Bearmann, 2018). Be open with your students about your experience and what gives you expertise in the area, while also letting students know what you are currently learning. Role model life-long learning practices and don't be afraid to say, 'I don't quite understand this yet' and divert to a more credible source e.g. a colleague or the evidence.

Accepting feedback - Literacy

In the space below, record your thoughts to these reflective questions:

What if your students don't comprehend what you are asking them to do?

What if your feedback is like information written or spoken in a language they don't understand?

Sometimes students just need help to interpret it. To accurately make use of feedback students must be feedback literate, a skill which takes practice and nurturing (Quigly, 2020).

'...there is an assumption that when teachers transmit feedback information to students these messages are easily decoded and translated into action. Yet there is strong evidence that feedback messages are invariably complex and difficult to decipher, and that students require opportunities to construct actively an understanding of them... before they can be used to regulate performance' (Nicol & Macfarlane, 2006, p. 201).

'...guidance is 'dangled' in front of them and without proficient feedback literacy skills it can remain ignored or unused' (Quigly, 2021, p. 1).

'The understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies. Student's feedback literacy involves an understanding of what feedback is and how it can be managed effectively; capacities and dispositions to make productive use of feedback; and appreciation of the roles of teachers and themselves in these processes' (Carless & Boud, 2018, p. 1316).

In the table below, Carless & Boud (2018, p. 1319) describe the features of a feedback literate student. This is the ideal, skilled student... but it can take some work to get to this point and some students will be better than others!

<p>Appreciating Feedback</p> <p>Feedback literate students:</p> <ol style="list-style-type: none"> 1. understand and appreciate the role of feedback in improving work and the active learner role in the processes 2. recognise that feedback information comes in different forms and from different sources 3. use technology to access, store and revisit feedback 	<p>Making Judgments</p> <p>Feedback literate students:</p> <ol style="list-style-type: none"> 1. develop capacities to make sound academic judgments about their own work and the work of others 2. participate productively in peer feedback processes 3. refine self-evaluative capacities over time in order to make more robust judgments
<p>Managing Affect:</p> <p>Feedback literate students:</p> <ol style="list-style-type: none"> 1. maintain emotional equilibrium and avoid defensiveness when receiving critical feedback 2. are proactive in eliciting suggestions from peers or teachers and continuing dialogue with them as needed 3. develop habits of striving for continuous improvement on the basis of internal and external feedback 	<p>Taking Action:</p> <p>Feedback literate students:</p> <ol style="list-style-type: none"> 1. are aware of the imperative to take action in response to feedback information 2. draw inferences from a range of feedback experiences for the purpose of continuous improvement 3. develop a repertoire of strategies for acting on feedback

How can we promote these characteristics and behaviours so that the feedback we lovingly create and deliver is understood and able to be acted upon?

Nicol and McFarlane-Dick (2006) discuss the development of feedback literacy to depend on student's understanding the following:

1. What quality performance looks like
2. How their current performance relates to quality performance i.e. what is the performance 'gap'
3. How to act to close the gap

Self-assessments (see Module 5) and peer-assessments (see Module 7) can assist to achieve all three criteria. When we talk about self and peer-assessments, we open up the idea of evaluative judgment, or the capability of students to make decisions about the quality of their own and other's work (Panadero et al., 2019; Tai et al., 2018). Self-assessments are vital to empower students to take responsibility for their learning and develop an understanding of the target performance. They are also a fantastic way for you as the educator to calibrate their understanding of their performance against yours. Areas incorrectly regarded as strengths can become high priority areas for discussion and can be used as starting points for the provision of positive as well as constructive feedback (Cheng et al., 2018; Ramani et al., 2019; Rudolph et al., 2008; Tai et al., 2018).

'Students must gain an understanding of quality and how to make evaluative judgements, so that they may operate independently on future occasions, taking into account all forms of information and feedback comments, without explicit external direction from a teacher or teacher-like figure' (Tai et al., 2018, p. 649)

The development of evaluative judgement should be prioritised as an important learning objective during any placement experience and will prove valuable for life-long reflection and professional development. But to be able to do this well, students need to have a good understanding of what 'quality' looks like and be provided with the opportunity to practice this skill (Adachi et al., 2018; Panadero et al., 2019).

Practical Placement Applications: Developing Feedback Literacy and Evaluative Judgement

Define feedback	Spend time ensuring students understand the purpose of feedback and how they as students, will play an active role in the learning process- who will they get feedback from? What will feedback look like? When will it be scheduled? What is their preferred method of receiving feedback? And what do you expect them to do with the feedback e.g. write reflections or set learning goals? Ensure an understanding that feedback is a reciprocal process which involves the utilisation of gathered information for the benefit of their future work (Carless & Boud, 2018; Molloy et al., 2020; Tai et al., 2018).
Model the uptake of feedback:	Discuss experiences of feedback and how you applied it (Carless & Boud, 2018)

Low-stakes assessments:	Ensure an abundance of low stakes assessments e.g. patient assessments, which students understand to be safe and formative learning opportunities (Tai et al., 2018).
Opportunities for peer and self-assessment:	Build this into practice through reflection and self-assessment against learning objectives or assessment criteria (Nicol and McFarlane-Dick, 2006).
Help students interpret standards and help them clarify the gap:	Like all skills, self-assessment and evaluative judgement takes practice and in the early stages, will rely on guidance. Give students feedback on their self and peer-assessment attempts (Nicol & McFarlane Dick, 2006; Ramani et al., 2019).
Provide examples of quality work:	Show students examples of documentation/ letters, let them observe quality practice, provide rubrics, and highlight what is expected of them at various times throughout the placement. As many examples that you can provide, which clearly demonstrate the expected standard (and therefore any gaps they have in practice) the more likely it is that students will understand your feedback and develop evaluative judgement skills (Adachi et al., 2019; Boud, 2015; Nicol & McFarlane-Dick, 2006; Panadero et al., 2019). When we tell our students they need to improve in a certain area, we should ask ourselves whether they know what they are trying to improve- do they see the same gap as you, and to what level- do they know what you expecting them to achieve? Regularly refer to learning objectives and assessment criteria.
Dialogue:	Encourage discussion which branches further into what the feedback means and how it can be used to enable improvement. Avoid one way feedback conversations (Tai et al., 2018).
Cognitive load:	Students can only take in so much; when giving feedback, prioritise the main areas for improvement. Allowing students to focus on priority areas means they can better process the performance gap (Johnson et al., 2016).
Close the loop:	Students need to be helped to recognise what the next steps in the learning process are, and how they can achieve them. A vital part of determining feedback literacy is the creation of an action plan which aligns with the educator's feedback, and which clearly describe the steps that the student needs to take to achieve the goals (Nicol and McFarlane-Dick, 2006; Ramani et al., 2019). Action plans are more likely to be acted on if learners themselves formulate the learning goals and communicate them with their educators (Ramani et al., 2019). Educators should offer suggestions (not directions) and explain the reasons

	behind their advice. Action plans should also focus on the student's goals and priority learning areas (Johnson et al., 2016). To complete the loop, opportunities to demonstrate change need to be identified and provided (Ramani et al., 2019).
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Reflection: Now that you have completed the content on 'Accepting' feedback – credibility and literacy, record two strategies that you will implement for future student-supervisor feedback sessions:

- 1.
- 2.

Encouraging a growth mindset

Another helpful concept when considering your placement learning 'culture' is growth mindset

Do you know what a growth mindset is?

Search the internet for definitions relating to growth mindset and then craft an explanation in the space below as to why it is important for the student – supervisor feedback relationship

Students with a growth mindset embrace learning. They are more likely to ask questions and request feedback, and they focus on how much they can learn instead of what they look like. They see mistakes as opportunities to reflect and learn (Huffman et al., 2021; Ramani et al., 2019).

Oppositely, students with a fixed mindset prioritise reputation over learning opportunities. A fixed mind-set limits a student's willingness to ask questions and will see them covering up mistakes and avoiding situations which might reveal weaknesses e.g. trialing new ideas. Students don't want to show that they don't understand (Huffman et al., 2021; Ramani et al., 2019).

Developing a growth mindset once again relies on a strong educational alliance and a culture which embraces mistakes. Role modelling vulnerability and life-long learning strategies, minimising high-stakes assessments and openly discussing the role of feedback in the learning process are also methods of encouraging a growth mindset. If students trust that their mistakes will not be penalised, they are more likely to take the risks we need them to take to improve (Huffman et al., 2021).

Emotions and feedback

Anticipation of a learner's emotional response (primarily an emotional response through threat to identity) make educators (or others as 'source of feedback') act in strange ways. The most common of these is to engage in acts of 'vanishing feedback' (Molloy et al. 2019, p. 88).

Spend a minute thinking about this quote. Have you ever 'sugar coated' constructive feedback? Have you ever avoided difficult conversations with students? Have you ever worried about student's emotions and how they are going to respond to what you say? Of course you have! This is perfectly normal. But let's think about it a bit differently...

If the alliance is strong: The emotional effects of 'hard hitting' comments, unsafe learning environments and disrespectful or personalised feedback can be damaging to a student's confidence and self-esteem for years. But if constructive feedback is delivered respectfully and within the context of a strong educational alliance i.e. the student trusts that the intention of the feedback is to help the learner, then the emotional response is likely to be less, or an expected part of the learning process and not something which is long lasting or detrimental (Molloy et al., 2018; Molloy et al., 2019).

Don't delay: Often feedback is delayed or stopped because the learner is emotional, but perhaps a better method is to continue the discussion while acknowledging the emotion as an important part of the learning process. Allowing emotion to exist, rather than considering it as a threat to the student-educator relationship and the learning that ensues, will also help the student develop skills in emotional recognition and regulation (Molloy et al., 2019).

Don't hide it: Feedback techniques such as the feedback sandwich were designed to prevent emotions from surfacing... because we are surrounding the negatives with some lovely, gentle positives. But by doing this however, we risk giving students mixed messages about their performance and we make assumptions about what the student can cope with. Avoiding feedback which might be thought to trigger emotions can also imply to students that emotions are something to suppress and ignore or just tolerate (Molloy et al., 2019).

Emotion is part of sense making: *'Arousal intersects with cognition and this creates productive and unproductive consequences'* (Molloy et al., 2019, pg. 90). Emotion is therefore not necessarily a bad thing. Students need emotional responses to help them move forward with the feedback they are given. Emotions can drive attention and learning... and after all, isn't that what we are hoping for?

Promote literacy: When a student understands the feedback and has a clear path moving forward, emotion can have an end point. It doesn't mean that the emotion doesn't happen (and needs to happen), it simply means that it can be directed towards improvement (Molloy et al., 2018).

Everyone is different: All students will react differently and will have different levels of self-regulation and motivation and will experience psychological safety at different rates, depending on their personality and emotional stability (Carless & Boud, 2018; Kolbe et al., 2020).

Pulling it all together with feedback techniques

We have considered a number of factors to take into consideration when 'setting the scene' for successful learning conversations. Johnson et al. (2016, p. 6) provide an excellent summary of health profession educator behaviours associated with high quality feedback.



The educator's comments were based on observed performance

The educator offered to discuss the performance as soon as practicable

The educator explained that the purpose of feedback is to help the learner improve their performance

The educator indicated that while developing a skill, it is expected that some aspects can be improved and the educator is here to help, not criticize

The educator described the intended process for the feedback discussion

The educator encouraged the learner to engage in interactive discussions

The educator asked the learner about their learning priorities for the observation and feedback discussion, and responded to them

The educator encouraged the learner to consider the issues and possible solutions during the feedback discussion

The educator encouraged the learner to discuss difficulties and ask questions regarding the performance so the educator could help the learner to develop solutions

The educator acknowledged and responded appropriately to emotions expressed by the learner

The educator showed respect and support for the learner

The educator asked what the learner understood about the benefits or self-assessment and helped clarify

The educator asked the learner to identify key similarities and differences between the learner's performance and the target performance

The educator clarified with the learner key features of the target performance and explained the reasoning

The educator clarified with the learner similarities and differences between the learner's performance and the target performance

The educator's comments focused on key issues for improving the performance

First the educator described, using neutral language, what the learner did (Action, decision or behaviour), and the consequences

The educator clearly explained their perspective on the learner's actions, including the reason for their concern

The educator explored the learner's perspective and reasoning to reveal the basis for the learner's actions (e.g. what was the learner trying to do and options considered/ difficulties encountered)

The educator's comments were focused on the learner's actions, not personal characteristics

The educator helped the learner to select a couple of key aspects of the performance to improve

The educator helped the learner to work out how they could improve their performance and specify the practical steps to achieve it

The educator check if the learner understood their learning goals and action plan, by asking them to summarise it in their own words

The educator checked if the learner understood the rationale for their learning goals and action plan

The educator discussed with the learner possible subsequent opportunities for the learner to review their progress.

Feedback delivery vs a learning conversation

If we are to successfully apply any of the specific feedback techniques in the coming pages, we need to change our thinking from 'delivering feedback' to **having a learning conversation**- a dialogue where there is equal contribution from both the educator and the student. A learning conversation places the student at the centre, providing space for the student to drive the content and process of the discussion. This is not easy! Particularly when many students prefer to stay quiet and receive feedback... or tell you what they think you want to hear.

The aim of a learning conversation is to provide a place for the student to lead the discussion about their performance with the educator aiming to facilitate student's understandings of their performance through the use of active listening and careful questioning (including advocacy with inquiry as discussed on the next page). Sometimes there will be uncomfortable silences but remember this might just be your students processing their thoughts. Or they might know that if they stay quiet long enough, you will fill in the gaps (it is normal human behaviour!).

But if we persist (and it will take practice) more often than not, the student will raise the same issues that the educator has also identified. While some students will not feel comfortable opening their performance to supportive scrutiny (even under the safest conditions, and even with the highest levels of trust and alliance), it can be possible through the use of supportive questioning.

While you as the educator will have an agenda, the expectation is that it shouldn't dominate the conversation. It should sit in the background to keep you on track, but it should not be where the conversation starts. For example, a conversation may start with a question like this: "Take a moment to reflect on the situation and then tell me if this went according to plan?"

As we look at specific techniques... keep the idea of **feedback delivery as a learning conversation** at the front of your mind.!

Feedback with good judgement

Let's look at some specific techniques you can use to engage your students in the feedback process. These can be used to better understand your student's perspective and investigate the reasons behind their actions. **Be curious!** Avoid making assumptions and give the benefit of the doubt wherever possible.

We often make the mistake of providing feedback with 'no judgement'- this is when we slip into the idea that we need to be nice to avoid any negative feelings and responses. We sugar coat things; we dance around the real message we are trying to give. While it can make everyone feel better, unfortunately in doing so we can make matters worse. Our exaggerated attempts at hiding the 'negative' means we skip over the exact part of the feedback that would be useful for the student e.g. the feedback sandwich- the sandwich filling, or the good part, gets lost. Or we accidentally give-away subtle hints of the negative, which leaves the student confused or with the impression that mistakes and gaps in learning are disappointing or not to be spoken about.

Another feedback error we can make, whether consciously or subconsciously, or because we are just frustrated, is to give feedback with judgement. Direct, negative comments which in the student's eyes seem like a telling off, or a punishment, often despite their best efforts.

The alternative asks you to be curious. Feedback with good judgment asks that you determine both your and your student's frames of thinking. If you are able to reveal the student's rationale for their behaviour- how they 'framed' the situation they were in you will be able to modify it through discussion/ advocacy-enquiry and therefore help the student to improve their actions (Cheng et al., 2018). Debriefing with good judgment involves:

1. Noticing the result of the student's actions;
2. Observing the actions that led to the result;
3. Using advocacy-inquiry to discover the frames that produced the results.

'Importantly, even mistakes are usually the result of intentionally rational actions. That is, the actions make perfect sense given how the person was framing the situation at that moment.' (Rudolph et al., 2007, p. 364)

'...it is vital that instructors ask questions...which help bring to the surface and clarify the invisible sense-making process, the cognitive frames, and the emotions which governed the trainee's actions.' (Rudolph et al., 2007, p. 374)

'Without understanding their own frames, instructors are (powerless) in their ability to help illuminate a trainee's frames.' (Rudolph et al., 2006, p. 51)

'I am going to approach this as a genuine puzzle... holding my own view tentatively. I seek clarity by honest enquiry (we both may learn something or change our minds); "Help me understand why you...?"' (Rudolph et al., 2007)

Advocacy-inquiry: involves the educator stating their perspective (frame) and concerns (advocacy) before asking the student questions about their frame (inquiry).

(Rudolph et al., 2006, p. 50)

Examples

Educator: *I noticed Juno, when you were assisting Mrs French from the bed to the chair, you were not standing close to her. I felt like that was a bit unsafe and I think she was looking for some support. I have noticed you doing this before as well and I have given this feedback a couple of times already (**ADVOCACY-educator's frame**) I am wondering if you can let me know what was going through your mind with Mrs French? (**INQUIRY**)*

Juno: *Oh, I was trying to keep her safe by watching the drips, last week I accidentally tugged on one with Mr. Lam and he was very cross. I didn't want that to happen again. I also just feel very strange getting so close to people. Do you mean I need to stand right next to her? Would she be ok with me doing that? (**Student's FRAME**)*

Educator: Thank you Juno, yes patients 100% expect you to be close. They feel very vulnerable and really appreciate being provided with support. You just need to ask for their consent. When we go back in there, I will guide you as to how much support you need to give. I completely understand not wanting to tug on the drip, but that planning needs to occur before we get the patient up, so let's go over how we plan for that so that all of our attention can be on the patient, because preventing a fall is the main priority. (**RE-FRAME to improve actions**)

Examples

Educator: *I want to focus on your patient interview in this feedback session. I noticed your patient starting to get a bit angry. I think he was trying to tell you to move on with your questioning, he seemed quite upset about being asked about his smoking and I feel like you lost a bit of rapport in that moment. (ADVOCACY-educator's frame)*

Milly: *Yes, I feel terrible. I really feel like I stuffed the whole thing up. I got so flustered and the rest of the session was really awkward after that.*

Educator: *That's ok Milly. Remember you are here to learn, and I don't think you stuffed everything up. But let's pull it apart a bit shall we. Can you tell me what made you keep asking the smoking question when he was telling you to stop? (INQUIRY)*

Milly: *Oh I thought I had to. I lost marks in my exam last semester when I didn't ask it. I thought it was really important to get all the information to be able to make a good treatment decision? (Student's FRAME)*

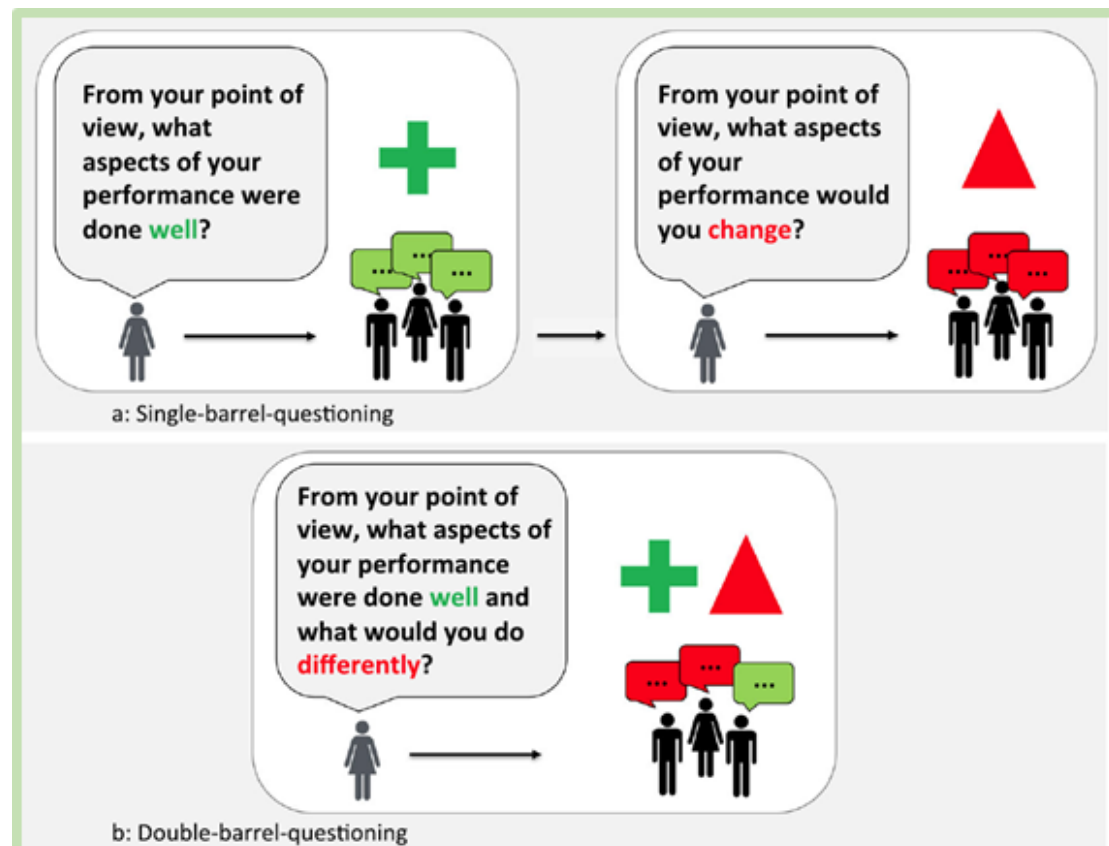
Educator: *Look, it is important to get as much information as you can, and your teachers at uni were correct in asking you to recall that information. But real life is very different. Sometimes we have to take what we can get- sometimes it is better to respect how the patient is feeling, maybe if we get his trust he might tell us later. We also need to think about how important the information is, I think we were able to move forward with our plan without this information. (RE-FRAME to improve actions)*

Plus-Delta

The Plus-Delta technique is a way to implement self-assessment both on the run but also in more formal feedback sessions and is a common simulation debriefing technique. The technique explores what the students did well, and also what they think they could improve. As with any self-assessment strategy, students will rely on a psychologically safe environment and a strong educational alliance to be present to feel confident enough to reveal their weaknesses.

Plus-Delta also highlights the importance of investigating both strengths and weaknesses. It is not always common practice to pull apart the positives. Don't be afraid to focus on these as well so that students can analyse why it went so well and what they can take from that experience into subsequent learning opportunities.

The Plus-Delta approach allows the educator to see whether the student's self-assessment aligns with yours and is only effective if followed up with discussion/questioning, and a targeted action plan. For accurate self-assessment, students require an accurate understanding of expected levels of practice e.g. rubrics, examples and a clear understanding of assessment criteria (Cheng et al. 2018).



Cheng et al., 2018, p.5)

Follow up 'Plus' questions:

- What? How? Why is it important to do it that way?

Follow up 'Delta' questions:

- What? How? Why?
- Open ended questions
- Be curious
- Can use advocacy-inquiry

Action Plan targeting Plus and Delta

Summary

Now that you have completed this module, we hope that you:

- Feel confident that your feedback approach is evidence-based
- have developed strategies to continuously improve feedback in your student placements

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