

## Narrative Feedback Examples

### Unacceptable 😞

#### **No feedback**

- N/A or Blank
- Feedback provided during the session
- Variants of: All good; no concerns; met objectives; keep reading; keep practicing; keep up the good work.....

### Needs improvement 😞

#### **Generic feedback that does not help student recognize areas for improvement**

- More practice brings good experience. Good luck in your future career.
- Your write up was superb. I appreciated the brevity and clarity. Keep up the good work.
- Continue to work on history and physical examination skills as expected at this stage of training.

### Good 😊

#### **Provides specific actionable example, individualized to student**

- I would recommend writing the Review of Systems before the Physical Examination. I would also suggest listing "Medications" and "Allergies" as separate headings rather than grouping them all into "Past Medical History". Otherwise, good flow. Easy to read. Very good job at assessment and plan.
- Make your differential diagnosis in point form format. Use hypertension instead of "high blood pressure" in your write up (use medical lingo in your write up)
- Take note of your 'reflex' words. As mentioned, you like to use the word 'yah' more as an indicator of, "Yes, I hear you" but you interject it in spots on occasion where it really isn't appropriate. "The surgeon must have done something wrong!" Not the place to say, Yah
- Work to incorporate FIFE more naturally throughout interview. For example, asking about what his ideas might be after the HPI and his hopes for the visit at the end of the visit instead of clumping them all at the end. Work on using other qualifying questions to assess how bad his fatigue is instead of number system – e.g, will you fall asleep sitting in a chair or talking to someone, instead of a scale of 1-10 as may not work well in this case.

### Excellent 😊

#### **Provides specific individualized examples with actionable details, including both positive and constructive elements**

- “you took the HPI and did a good job of expressing empathy, clarifying to ensure you understood, good that you got the doses and timing of the medications exactly but also ask about side effects of the medications taken because this will guide what advice you give on the medication going forward. Great that you asked dad's perspective and not just mom’s even though she was more dominant in this family” ....
- You de-escalated the SP's anger and make it possible for her to begin to process her grief. Kudos for actually talking about her father & expressing your condolences - some might get trapped into being defensive and trying to explain/ justify the earlier medical decision-making, rather than allowing her to vent and essentially figure out for herself that she may not actually have all the facts. I liked how you elicited information regarding her Mom, and whether she would be a source of support or someone needing support. You also explored whether she had other sources of support personally, and made her aware of other resources. Since she's seeking information, it would be helpful at some point to actually delineate what information she thinks she wants.

The goal is to provide feedback to students which is specific in helping them work towards meeting or improving upon identified objectives.

With this in mind, this quick “**Feedback Cheat Sheet**” is provided for your reference.

Description of high quality feedback (in order of importance):

- **Goal Oriented:** Provides the student information on how they performed **relative to the goal or objective** of the task.
- **Actionable:** Provides the student information on how to **make changes** to help knowledge growth.
- **Individualized:** Provides the student with information **relevant to her/him**.
- **Constructive:** Empowers the student with the information needed to **build** learning for themselves, does not tell the student what they should do.
- **User-Friendly:** Provides the student with both positive and constructive feedback, does not overwhelm the student, is not highly technical.

**EXAMPLE:**

<p><b>Objective:</b> Students will be able to: Conduct patient-centered interviews to effectively elicit information</p>		
Least Useful	More Useful	Most Useful
<ul style="list-style-type: none"> <li>• Overall the group as a whole did well within their interviews (Group Praise)</li> <li>• “Good job” on your interview (Praise)</li> </ul>	<ul style="list-style-type: none"> <li>• I really enjoyed how your interview focused towards the history of presenting illness and explicitly drew out relevant information related to her condition. (Individualized, Goal Oriented, User-Friendly)</li> <li>• Don’t use the words “like” or “umm” so often (Advice, Goal Oriented, Actionable)</li> <li>• You didn’t ask about symptoms of depression (Telling, Actionable)</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how you can work on your communication style to reduce “filler” words such as “um” and “like”(Individualized, Constructive, User-Friendly)</li> <li>• When working with a patient presenting with a mental health issue, consider what other mental health issues might be affecting this patient, such as depression. (Individualized, Actionable, Constructive)</li> </ul>