

Meaningful Comments for Feedback

Unacceptable

No feedback

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

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.

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)

Excellent

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

- "you saw a child with ... plus comorbid behaviour problems and a teenager for the HEADDS exam. For the first case you took the history of the presenting complaint 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 moms even though she was more dominant in this family"...

The goal is to have this feedback be specific in helping learners work towards meeting or improving upon identified objectives. 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.

Objective:

Students will be able to: Conduct patient-centred interviews to effectively elicit information

Least Useful

- Overall the group as a whole did well within their interviews (Group Praise)
- “Good job” on your interview (Praise)

More Useful

- 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)
- Don’t use the words “like” or “umm” so often (Advice, Goal Oriented, Actionable)
- You didn’t ask about symptoms of depression (Telling, Actionable)

Most Useful

- Consider how you can work on your communication style to reduce “filler” words such as “um” and “like”(Individualized, Constructive, User-Friendly)
- 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)