

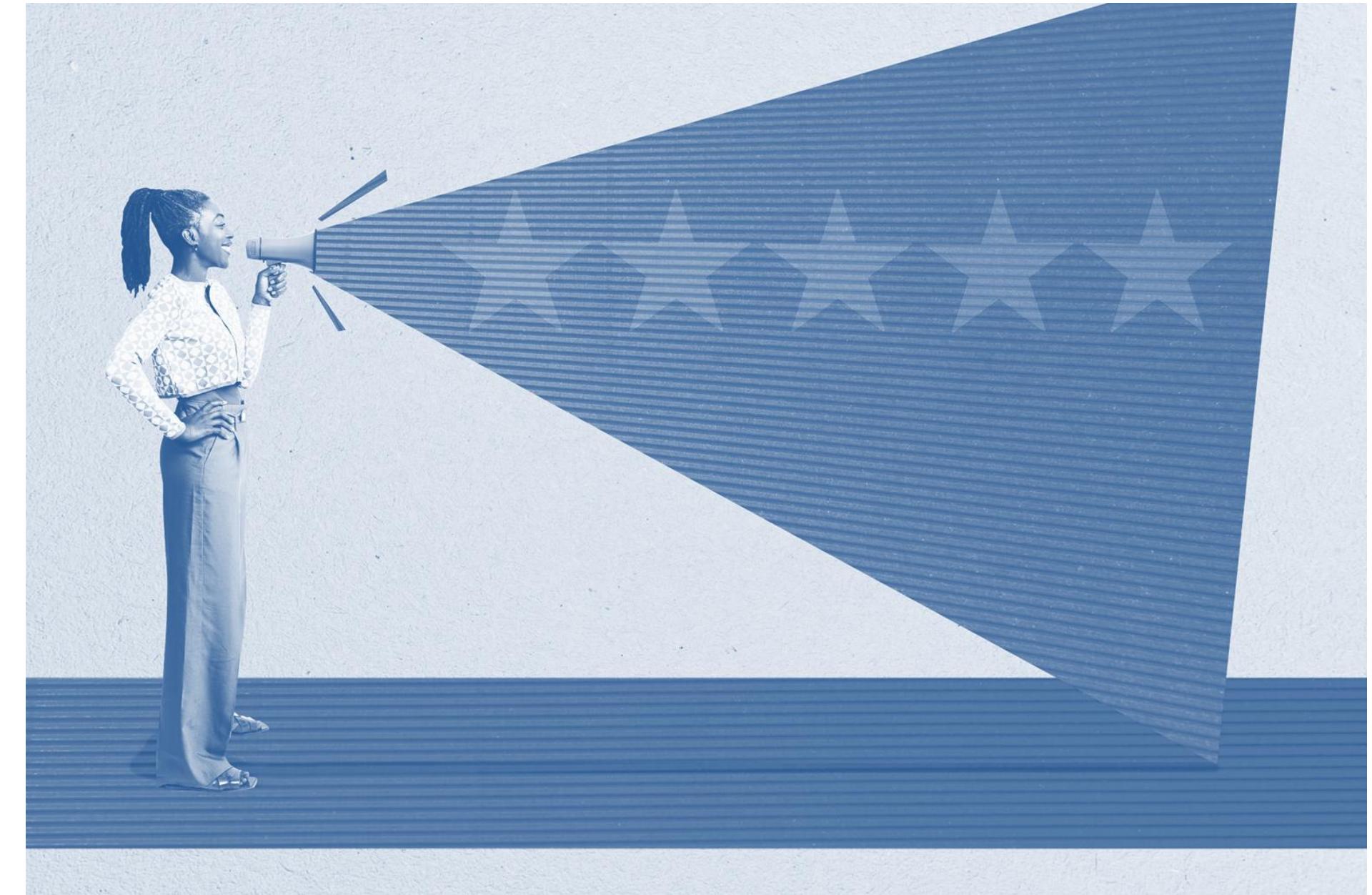
# BMUS ::

## Giving actionable feedback

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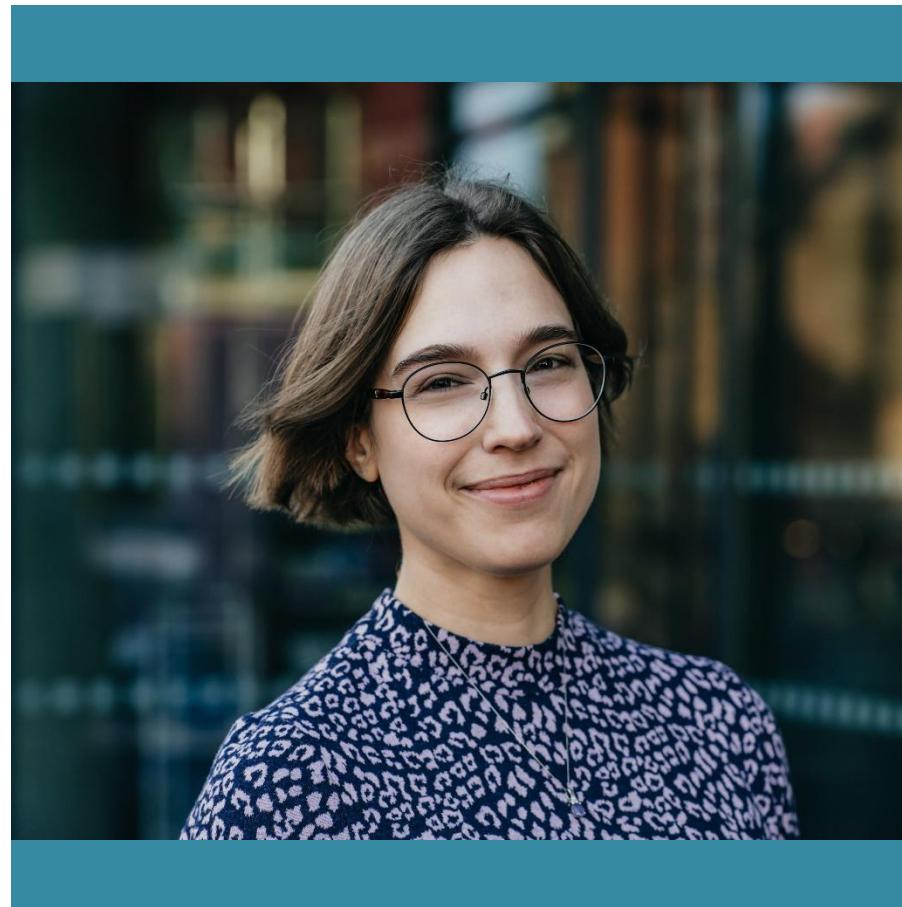
Activity and discussion

Presented by : Holly Spencer



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# Ms. Holly Spencer



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# Objectives

- **What is actionable feedback?**
- **Why is it important in clinical education?**
- **How can we deliver it effectively?**
- **How can we support struggling students?**



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- **Why is it important in clinical education?**
- **How can we deliver it effectively?**
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*Then, a scenario-based activity ...*



# What is actionable feedback?

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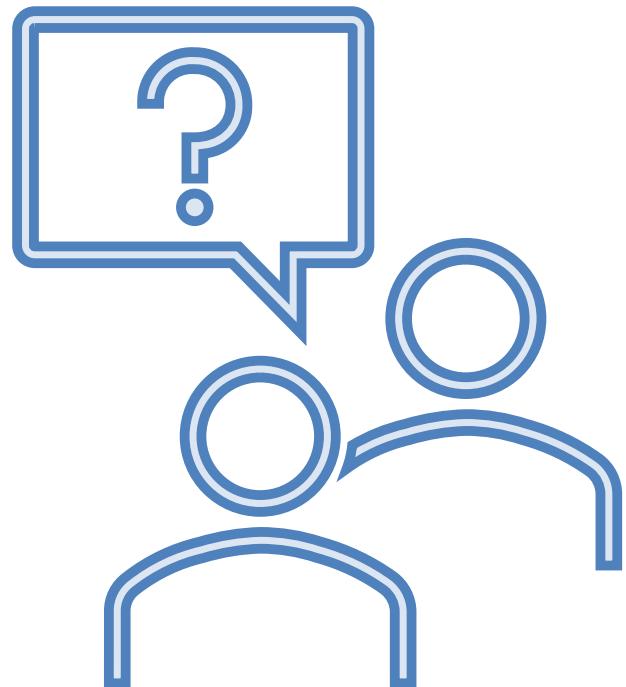
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- **Goal-oriented, future-facing.**
- **Strengths, areas for improvement.**
- **Timely, supportive.**
- **Encourages reflection, self-regulation.**



# Why is it important?

*Feedback provision is an integral part of the learning process.*

- Enriches the learning experience.
- Narrows the gap between actual and desired performance.
- Reinforces good practice.
- Motivates the learner towards the desired outcome.



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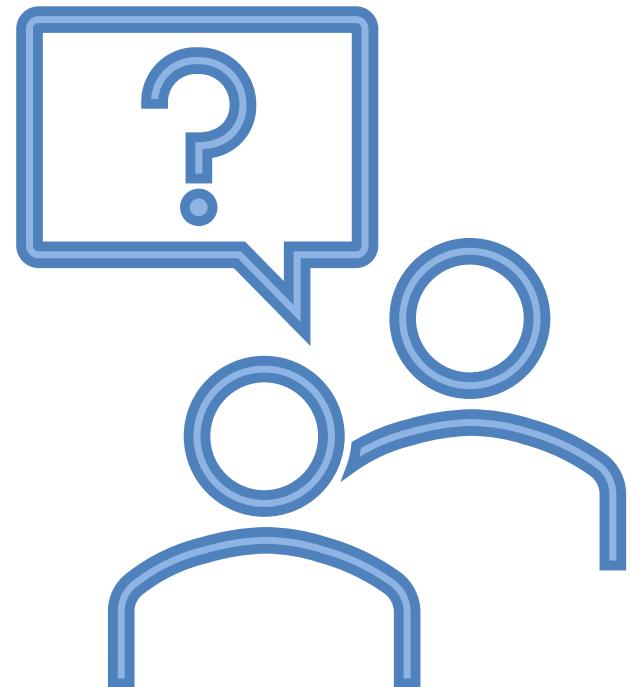
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# How can we deliver it effectively?

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- **Feedback sandwich:**
  1. Educator provides a dose of positive / reinforcement feedback.
  2. Educator provides a dose of critical / corrective feedback.
  3. Educator provides a dose of positive / reinforcement feedback.



# How can we deliver it effectively?

**Feedback models can assist clinical educators by offering a practical framework and structured approach.**

- **Feedback sandwich.**
- **Pendleton's rules:**
  1. Educator asks learner what was good about their performance.
  2. Educator states areas of agreement, elaborates on good performance.
  3. Educator asks learner what could have been improved.
  4. Educator states areas of agreement, makes suggestions for improvement.



# How can we deliver it effectively?

- **Feedback sandwich.**
- **Pendleton's rules.**
- **ALOBA:**
  1. Learner is asked to reflect on and identify their learning needs, objectives, and agenda for the feedback encounter.
  2. Educator encourages learner to self-assess, reflect on their situation, and problem-solve.
  3. Educator delivers balanced and actionable feedback.
  4. Educator and learner discuss suggestions and alternatives to achieve the objective and learning needs.
  5. Educator checks feedback acceptance, provides a summary, and they agree on the action plan.



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- **Pendleton's rules.**
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- **Many others!**

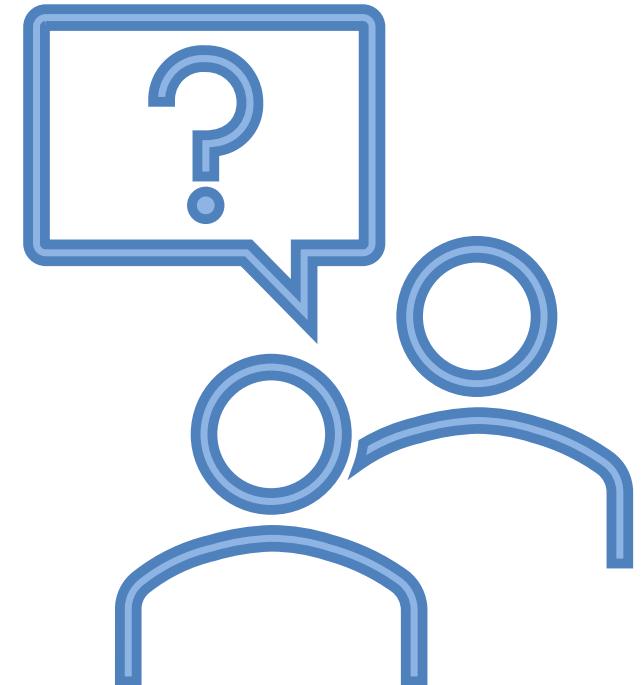


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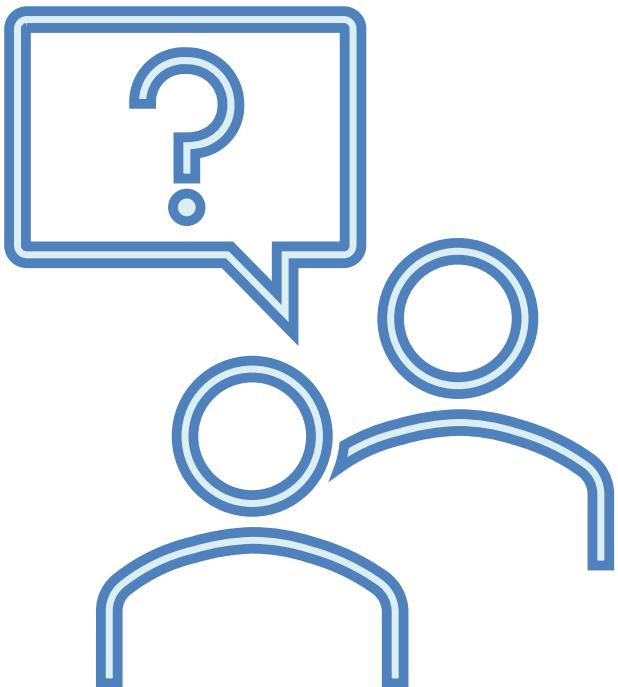
- **Feedback sandwich.**
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*Tips for success ...*



# How can we support struggling students?

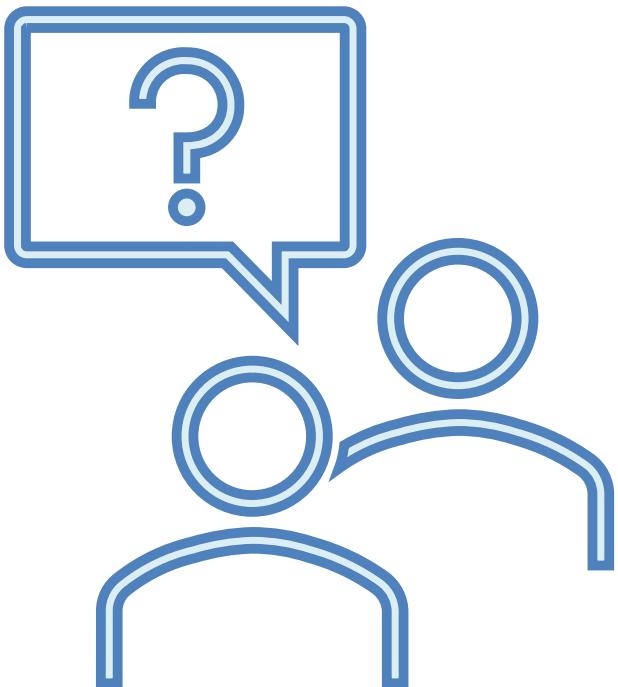
*First, how do we know if a student is struggling?*



# How can we support struggling students?

*First, how do we know if a student is struggling?*

**Any thoughts ... ?**



# How can we support struggling students?

*First, how do we know if a student is struggling?*

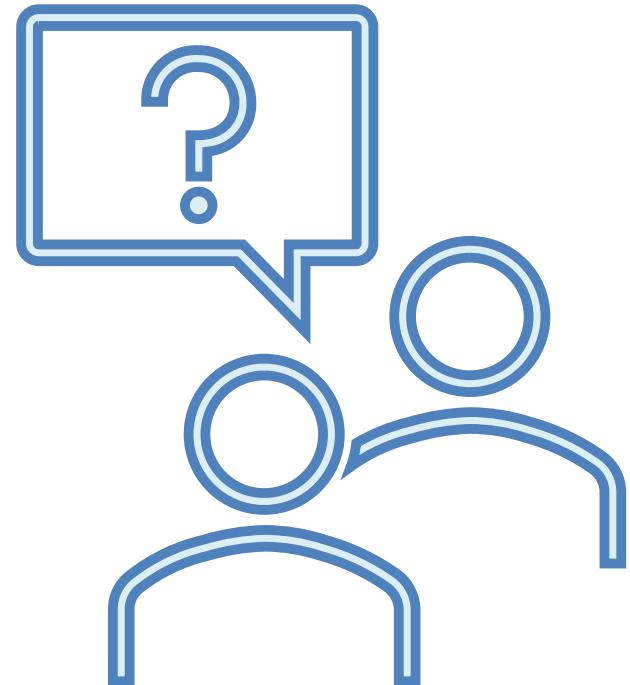
- Changes in attitude, behaviour, or performance.
- Poor engagement.
- Poor time management.
- Poor self-awareness or reaction to feedback.
- Poor or blunt communication.
- Avoiding relationships with colleagues.
- Withdrawal from the team.



# How can we support struggling students?

*In difficulty, or with difficulties?*

- Family issues.
- Health issues.
- Financial issues.
- Stress, anxiety, burnout.
- Imposter syndrome.
- Learning difficulties.
- Communication issues.
- Cultural differences.
- Limited learning opportunities.



# How can we support struggling students?

*What are some useful strategies?*

- Manage expectations.
- Actionable feedback.
- Action plan.
- Targeted supervision, tutorials.
- Seek wider support.



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- Manage expectations.
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- **Action plan (Specific, Measurable, Achievable, Relevant, Time-bound).**
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# Key messages

- **Feedback is a tool for growth, not criticism.**
- **Self-assessment gives rise to deeper meaning.**
- **Early, honest, compassionate conversations prevent bigger issues.**
- **Clinical educators are not alone – use your support networks.**



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- **Self-assessment gives rise to deeper meaning.**
- **Early, honest, compassionate conversations prevent bigger issues.**
- **Clinical educators are not alone – use your support networks.**

*Any questions or reflections ... ?*



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# Scenario-based activity

## Scenario 1

Your trainee is three-quarters of the way through their first year of training. They have successfully completed their academic work, but their clinical skills are not where you would expect them to be at this point. How would you feedback to this trainee? How would you manage the situation?

## Scenario 2

Your trainee is, for the most part, progressing well with their training. Their scanning skills are good, but their communication and interpersonal skills could be improved. How would you feedback to this trainee? How would you manage the situation?

## Scenario 3

Your trainee seems over-confident. You have received feedback from other sonographers that they respond negatively to feedback, and do not take it onboard. You have concerns that they are an unsafe practitioner. How would you feedback to this trainee? How would you manage the situation?

## Scenario 4

You have noticed a change in your trainee's behaviour. Previously they were keen and enthusiastic, but now they appear withdrawn and disengaged. This has coincided with a decline in their clinical performance. How would you feedback to this trainee? How would you manage the situation?