**ACTIVITY: Building a SNIPpet**

**TITLE:** Giving effective Feedback

**LEARNING OBJECTIVE:** Describe an approach to provide specific and effective feedback that leads to behavior change in learners

**DIDACTIC:** Feedback should be specific and timely.

**DIDACTIC:** Feedback directed at a specific learning goal, constructive, and based on observed behavior

**DIDACTIC:** Provide a framework for the feedback: ASK, TELL, ASK

**ACTIVITY INTRODUCTION:** Role Play demonstration – Role play done by yourself and other clinician educators (do not rely on volunteers). Provide a background or script. Comparisons can be subtle and not drastic differences.

1. Average example: no constructive feedback, judgmental language, berating the fellow (not make it too egregious), using generic labels that are not constructive “You are not organized enough” “did not run rounds well today”
2. Good example: using the ASK, TELL, ASK --- feedback format which is learner-centered feedback that fosters learners’ abilities to identify their own strengths and areas for improvement.

ASK the learner to assess their own performance “what went well?” “how did that go?”

TELL state your observations in specific, non-judgmental ways

ASK about the recipient’s understanding and strategies for improvement

**ACTIVITY DEBRIEF:** Having a framework works! Get out there a do it. Try, practice, repeat!

Identify Barriers: Participation, Time. Solutions: share resource page, give other options to frameworks. Doing in person as opposed to virtual.

**TAKE HOME POINT:** Make sure feedback is timely, specific, constructive, based on observed behavior.

*Other ideas for frameworks are below:*

*-Complement* ***Sandwich***

*-****R2C2****: 1.* ***Relationship*** *building (develop a relationship and rapport with learner), 2. explore* ***Reactions*** *to the feedback, 3. exploring understanding of the feedback* ***Content****, 4.* ***Coaching*** *for performance change*

*-****One minute preceptor****: 1) get a commitment (focus on learning point), 2) probe for supporting evidence, 3) reinforce what was done well, 4) give guidance about errors/omissions, 5) Teach a general principle*

*-****Keep, Start, Stop*** *– keep doing this, start doing this, stop doing this*

***-“I like, I want, What if?”*** *– I like that you do this, I am hoping you do this instead of xyz, what if you try this*