

# Clinical Based Feedback

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## Abstract

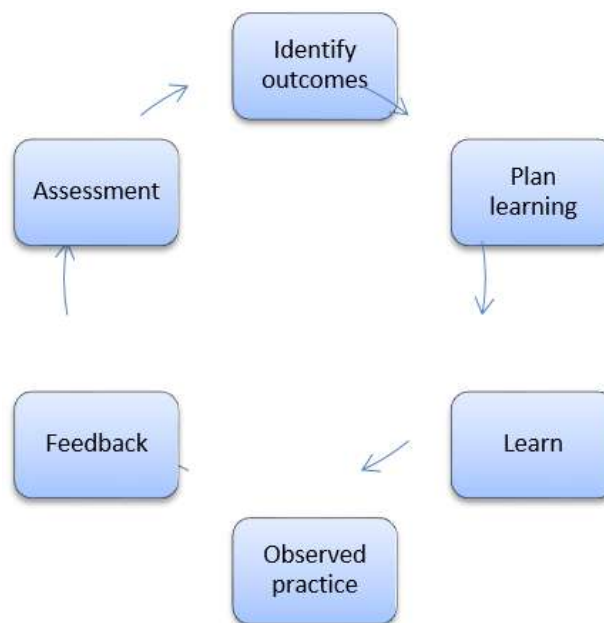
According to the Merriam-Webster dictionary, feedback is the transmission of evaluative or corrective information about an action, event, or process to the original or controlling source, or the return to a portion of a machine, system, or process's output. Feedback is an essential component of the learning and development process for students. Among the most important forms of teacher-learner interaction is feedback. Medical educators have identified feedback as one of the primary catalysts needed to improve performance. Feedback on effectiveness should be provided immediately after students have observed performance behavior. Feedback is at the heart of medical education in the promotion of learning and the achievement of objectives. This paper investigates the significance of feedback in the learning experience, as well as feedback obstacles and practical feedback guidelines.

**Key words** Feedback, Document, Assessment, Learning

## Purpose of Feedback

Feedback is a continuous component of the educational process that aids and improves learning. It is not a distinct pedagogical unit, but rather a continuing component of teaching and assessment. It is a critical component of formative assessment<sup>1</sup>.

1. This needs to update the student on his or her progress.
2. Informs the participant learning and academic deficiencies.
3. Encourages the learner to participate in suitable learning activities<sup>2&3</sup>



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## Challenges in the Way Input Is Given

Feedback is a collaborative and directive process that should be seen as crucial to clinical education. In the lack of mention of feedback, a learner's uncertainty about just a new medical setting grows. The very next factors play a significant role in determining the feedback process:

1. Lack of direct task observation. When feedback is given based on close scrutiny of a particular assignment, it has the biggest effect on students' behavior. Direct observation is frequently absent in the hectic clinical setting<sup>2</sup>.
2. The desire to refrain from giving students constructive criticism and honest feedback. When a learner's performance is poor, it can be more difficult and upsetting to provide feedback. Such feedback is required, which necessitates talent as well as process knowledge. While it may be tempting to avoid upsetting a student, doing so may result in "vanishing feedback," or withholding valuable feedback<sup>4</sup>.
3. Absence of outside feedback. Without external feedback, pupils may create their own, although self-evaluation is frequently inaccurate. Higher performers frequently underrate their own abilities, whereas lesser performers frequently overrate theirs.<sup>8,9</sup>

## Student-To-Student Comments

Students view the practice of giving feedback to peers as advantageous to the development of knowledge, abilities, and professional traits<sup>8</sup>. Peer feedback can encourage students to take on high amounts of responsibility, and some students even claim to have improved their meta-cognition<sup>8,9</sup>. Unsurprisingly, there are legitimate worries about the objectivity and veracity of peer review. Insufficient instruction and social discomfort have both been identified as contributing factors to students' incapacity to offer constructive criticism to classmates<sup>8-12</sup>. Students are obviously worried about providing bad feedback to their peers, the performance of their comments, and the effects of this negative feedback on their peers' progress. Fortunately, students find it helpful to utilize a structured technique when giving feedback to peers<sup>7,8</sup>.

## Self-Evaluation and Performance Analysis

Feedback is intended to help students perform better, but it also serves as a tool for encouraging critical self-evaluation and performance reflection. Self-evaluation appears to be erroneous; high achievers tend to underrate themselves while poor performers tend to over-estimate. However, receiving outside criticism enables students to compare their own self evaluation to relevant standards<sup>6</sup>.

## Effective Response

The learning process cannot be successful without effective feedback. Effective and consistent feedback encourages excellent behavior, encourages self-reflection, and inspires the learner to strive for their intended objective. The manner in which feedback is given to students might affect how they respond. Feedback can motivate a student to think on their performance and make improvements, or it can be unfavorable and demoralizing. For giving feedback, we've discovered that utilizing an organized manner is helpful<sup>8,13&15</sup>. One example is Pendleton's model (1984), which is shown in

**Table 1.** This feedback methodology gives students the chance to assess their own performance and find areas for development. Additionally, it enables immediate observational feedback.

The activity in **Table 2.** Allows for practice and reflection on applying Pendleton's concept of

**Table 1**

Sl. no	Feedback model
1	Ask the learner what went well
2	Tell the learner what went well
3	Ask the learner what could be improved
4	Tell the learner what could be improved

**Table 2**

Sl. no	An activity
1	What were the advantages of the feedback-giving process?
2	What could be done better?

## Providing Effective Feedback

Direct observation and clear goals are required to provide effective feedback, with good performance reinforced and poor performance

corrected<sup>16</sup>. Although offering constructive criticism those points out both the learner's strengths and weaknesses might take time and be challenging, the consequences of not doing so can be quite detrimental. Feedback can cause performance to decline if not delivered appropriately. Feedback can make a learner defensive and self-conscious if it is handled improperly<sup>17</sup>. Feedback must be constructive, descriptive, and without judgment. There are a few things to keep in mind when providing effective feedback.

Specific feedback should include:

1. Planned in advance, taking into account location, time, and environment
2. Descriptive
3. Specific
4. Placement of emphasis on behavior rather than personality
5. Particular
6. Brief
7. Verification by the recipient
8. Genuine

### Conclusion

Receiving feedback is essential for learning and is covered in most curricula. Despite the growing body of research on feedback, there is little agreement on the most effective strategy. There is no single feedback model that will work in all clinical settings. Each clinical educator should participate in the feedback process and seize the opportunity to develop their own best practices. Frequent and effective feedback encourages learning and drives learners towards desired outcomes. Clinicians frequently lack these skills because health professions students are rarely taught how to give and receive feedback. Direct observation and feedback is an effective method for informing the learner of their progress at a specific stage.

### Take-home message

The setting for learning should encourage feedback.

1. Effective feedback has the power to influence behaviors and enhance skills.

2. Using a structured feedback format (like Pendleton's) to deliver feedback on a learner's behavior.
3. The curriculum should be designed to encourage students to provide feedback because it aids in self-reflection and the provision of clear, constructive suggestions.

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