

TAKE-HOME NOTES:**Giving feedback to trainees**

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Educational supervision is at the centre of the training of psychiatrists. A crucial component of this supervision is feedback to trainees about their progress to enable their effective development as psychiatrists.

Workplace-based assessments (WPBA) require effective supervision and feedback for trainees and this module aimed to introduce supervision and feedback in this context.

This module highlighted the fundamentals of providing feedback, in particular:

- The principles of supervision
- The principles of feedback, including the SET-GO principle
- Models of feedback including Pendleton's rules and the Calgary-Cambridge model
- Feedback for WPBA
- Feedback on clinical skills
- Feedback on professionalism.

The following learning outcomes were addressed:

to understand the purpose and nature of supervision of trainees

- Supervision is an essential component of the trainee's learning and development.
- One hour of protected time should be provided weekly.
- Supervisors should act as mentors.
- Supervision should allow for discussion of clinical management, teaching, research, management skills and pastoral care.
- A key task in supervision is the provision of constructive feedback.

to understand the principles of providing feedback

- Supervisor and trainee should work as allies towards a common goal.
- Feedback should:
 - be planned and expected
 - take place as part of the structure of supervision
 - be based on specific, observable behaviours rather than general performance
 - be limited to remediable behaviours
 - be delivered in descriptive, non-evaluative and non-judgmental language

to understand the principles of providing feedback

- be limited to observable decisions and actions and not on inferences about motives.
- SET-GO principle
 - What I **Saw**: Trainer describes what he saw.
 - What **Else** did you see? Trainee describes what he saw.
 - What do I **Think**? Trainer reflects back to the trainee what he thought about what he saw.
 - What **Goals** are we trying to achieve? Trainer revisits with the trainee as a collaborative venture what the desired outcome is.
 - **Offers** on how to achieve the goals: suggestions regarding skills, solutions and possible rehearsals to achieve goals.

to provide feedback to trainees about workplace-based assessments

- Feedback is an essential part of the WPBA process.
- The structure described can be used to provide good quality constructive feedback for WPBA.
- Use of this structure will minimise any difficulties with trainee's reactions to feedback.
- If the trainee reacts badly to the feedback, remain calm, monitor your own reactions and take a break, before agreeing a positive action plan to address the problems highlighted.

Reflection

(1.6) Within the type of structure described, what do you think the content of supervision should comprise?

(2.2) What do you consider to be the general principles of good feedback?

(3.6 – 3.11) Video: As you watch, make a note of phrases you hear that are used to facilitate the feedback process.

(4.5 – 4.8) Video: As you watch, make a note of the strategies employed to deal with the distressed trainee.

(5.5 – 5.7) Video: As you watch, make a note of strategies employed to deal with the trainee's response to the feedback.

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