



## WHAT?

Feedback and reflection are inter-related concepts. Feedback is guidance for learning based on assessment of performance<sup>1</sup>. Reflection is a deeper metacognitive process that uses feedback but is not synonymous with it; it broadens understanding of the self and the situation so that future actions can be better informed<sup>2</sup>.

## SO WHAT?

Feedback reinforces good practice; identifies areas of improvement; helps learners identify how to improve; and is needed to develop lifelong learning skills. Reflection is required for development of self-regulated learning skills and professional expertise; provides meaning to complex, challenging or new situations.

## NOW WHAT?

Consider optimizing conditions for feedback and reflection:

- Plan and set expectations
- Create safety
- Build rapport and relationship (educational alliance<sup>3</sup>)
- Unhinge feedback from high stakes assessment
- Acknowledge power differential
- Discuss/co-construct goals
- Base on direct observation

Using the Feedback Quadrant<sup>4</sup> tool, consider coaching the learners to:

<b>CONTINUE...</b> aspects of performance that were effective (be specific)	<b>START (or do more of)...</b> behaviors they did well or knows how to do
<b>CONSIDER...</b> doable challenges for the future (highlight points of growth)	<b>STOP (or do less of)...</b> actions that were not helpful or could be harmful (be specific and indicate potential impact)

Modified from the Coaching Feedback Format, Bayer Institute for Health Care Communication<sup>4</sup>

Consider these questions to support reflection:

- What? (What did you learn?)
- So what? (Analysis; Why does it matter?)
- Now what? (What are next steps?)

## REFERENCES

1. Voyer, Stéphane et al. "Investigating conditions for meaningful feedback in the context of an evidence-based feedback programme." Medical Education, vol. 50, no. 9, 2016. <https://doi.org/10.1111/medu.13067>
2. Sandars, John. "The use of reflection in medical education: AMEE Guide No. 44." Medical Teacher, vol. 31, no. 8, 2009. <https://doi.org/10.1080/01421590903050374>
3. Telio, Summer et al. "The "educational alliance" as a framework for reconceptualizing feedback in medical education." Academic Medicine: Journal of the Association of American Medical Colleges, vol. 90, no. 5, 2015. <https://doi.org/10.1097/ACM.0000000000000560>
4. The Association of Faculties of Medicine of Canada. Delivering effective feedback. 30 April 2021. [https://afmc.ca/timg/EFB\\_7b\\_en.htm](https://afmc.ca/timg/EFB_7b_en.htm)
5. Rolfe, Gary, Freshwater, Dawn, and Jasper, Melanie. Critical reflection for nursing and the helping professions: A user's guide. Basingstoke, UK: Palgrave Macmillan, 2001.