

Feedback Models

There are numerous models, some may suit your style or the situation better than others. Because feedback can be uncomfortable using a structured approach can be helpful. **How** feedback delivered is just as important as **what** is said. A thoughtful delivery can help strengthen relationships. Giving timely, meaningful feedback is critical to helping learners grow and succeed.

Situation-Behavior-Impact¹

- Describe the **situation**
- Share what **behavior** was observed
- Explain the **impact**

Start-Stop-Continue²

Share what they should:

- **Start** doing
- **Stop** doing
- **Continue** doing

One-Minute Preceptor³

- **Get a commitment**
Q: *What do you think is going on with this patient?*
- **Probe for supporting evidence**
Q: *What findings led you to this conclusion?*
- **Teach general rules**
- **Reinforce** what was done right
- **Correct** mistakes

BOOST⁴

- **Balanced:** include positives and areas to improve
- **Observed:** focus on specific actions & behaviors, rather than personality traits
- **Objective:** use first-hand observations, & focus on facts vs judgements
- **Specific:** be clear and give detailed examples
- **Timely:** give feedback soon after the event

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- **Ask** the learner
- **Reinforce** correct thinking & actions
- **Correct** errors
- **Help** the learner develop & implement a plan

Markers of Good Feedback:

- Given privately
- Respectful
- Timely
- Constructive & specific
- Balanced: strengths & weakness
- Actionable
- Engages the learner

Tips:

- Ask the student if they have a feedback preference
- Make it a two-way conversation
- Set clear timelines for when feedback will be given
- Let the learner know if other team members will be providing feedback for their evaluation



References:

- ¹Center for Creative Leadership. (n.d.). *Use Situation-Behavior-Impact (SBI)TM to understand intent*. <https://ccl.org/articles/leading-effectively-articles/closing-the-gap-between-intent-vs-impact-sbii/>
- ² Bemnet, M. (2003, March 30). *The Start-Stop-Continue exercise: How to conduct one*. <https://www.niagarainstitute.com/blog/start-stop-continue>
- ³Grover B, Hayes BD, Watson K. Feedback in clinical pharmacy education. *Am J Health Syst Pharm*. 2014;71(18):1592-1596. doi:10.2146/ajhp130701
- ⁴Cogendo. (2023, September 11). *The BOOST feedback model – A complete guide with tips on use*. <https://www.cogendo.com/the-complete-guide-to-the-boost-feedback-model>
- ⁵Neher JO, Gordon KC, Meyer B, Stevens N. *A five-step “microskills” model of clinical teaching*. *Clin Teach*. 1992;419-24.