



The Five Steps to Feedback:

Step 1. **Eliciting self-reflection** . Begin by asking the student what he/she thought of the encounter

Step 2. **Probing for why**. Follow-up by asking the student why they think that way.

- What happened during the encounter that made you think/feel that way?

Step 3. **Reinforce proper behavior** through positive feedback from the patient's perspective.

- What did you respond positively to as a patient?
- Word your comments as if they were coming from the patient you just portrayed. Begin by speaking in the the third person, "As the patient..." before moving into the first person, "...I felt a connection when you met my eyes and shook my when I held it out. "
- When possible quote or paraphrase the student. "As the patient I felt a sense of relief when you said the situation was not the result of my actions. "

Step 4. **Offer up referable points** from the patient's perspective.

- What did you respond negatively to as a patient?
- Remember to address the student in the third person—at least when you begin your feedback.
- Once it is clear you are referring to the patient you can switch to personal pronouns (he/she, him/her, his/hers). You can also shift to the first person—"I" statements—once it is established that you are speaking from the patient's perspective.
- "I" statements should not come from your personal perspective and should only be used in the context of the patient role you played.

Step 5. **Turn things over** to the facilitator.

Note: Feedback from an SP should not need to be more than a few minutes. Use the KISS principle—Keep It Short and Simple.