





# ***KNOWLEDGE NOW***

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# ***KNOWLEDGE NOW***

## **LEARNING OBJECTIVES:**

By the end of this module, you will be able to:

Apply the elements and conceptual components of effective feedback as a preceptor

Describe the key features for relevant feedback

Articulate the continual process required for creating and producing effective feedback









## EXAMPLES:

### Specific and Descriptive:

- I. important to consider her history of diabetes, which most plays a role in why she was here
- II.







## RESOURCES FOR CLINICAL FEEDBACK IN MEDICAL EDUCATION:

Weinstein, D.F. (2015). Feedback in Clinical Education: Untying the Gordian Knot. *Academic Medicine* (90,5), DOI: 10.1097/ACM.0000000000000559

Kogan, J.R., Conforti, L.N., Bernabeo, E.C., Durning, S.J., Hauer, K.E., Holmboe, E.S. (2012). Faculty staff perceptions of feedback to residents after direct observation of clinical skills. *Academic Medicine* (46,2), DOI: 10.1111/j.1365-2923.2011.04137.x

Garner, M.S., Gusberg, R.J., Kim, A.W., (2014). The Positive Effect of



Urquhart, L.M., Rees, C.E., Ker, J.S. (2014). Making sense of feedback experiences: a multi-atives. Medical Education (48,2). DOI: 10.1111/medu.12304

Bok, H.G.J., et. al. (2015). Feedback-giving behavior in performance evaluations during clinical clerkships. Medical Teacher (38,1). DOI: 10.3109/0142159X.2015.1017448

Anderson, P.A.M. (2012). Giving Feedback on Clinical Skills: Are We



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**OFFICE OF  
EDUCATIONAL IMPROVEMENT (OEI):**  
[ACAD\\_OEI@MCW.EDU](mailto:ACAD_OEI@MCW.EDU)

Questions, comments or feedback should be e-  
mailed to:

**Megan Haak**, Faculty Development Program  
Manager: [mhaak@mcw.edu](mailto:mhaak@mcw.edu)