Establish and maintain educational alliance

Establish an educational alliance[c,^,*] conveying respect for the supervisee and fostering trust and openness to feedback

▽

Review the supervisee's objectives to guide focus[e,*]

▽

Look for opportunities that suggest supervisee receptiveness to feedback (e.g. active help seeking)[f]

Observe performance

The subject matter for feedback should be based on first-hand observations (wherever possible)[c,^,*]

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If performance is not or cannot be directly observed, consider the information source, context and validity[f]

+

Consider taking notes[f] or video-recording[f]

Choose the right time to initiate the feedback discussion

Provide in a timely manner after performance[b,^,#]

+

Face-to-face[f] in a private space[e,^] without distraction / other demands

+

Indicate the intention to provide feedback[e]

Seek supervisee self-assessment

Seek[c,^,**] and address[f,*] supervisee self-assessment

+

Supervisee reflections should help guide the feedback

Provide feedback

Feedback should be delivered for the supervisees benefit[e] and be individually tailored with a flexible approach[f]

+

The interaction should be two-way[e], allowing the supervisee opportunities for clarifying questions, actively exploring the supervisees perspective, and with the supervisor being open to revision of the original message

+

The message should consist of what was done well[c,^,*], and area(s) for improvement[c,^,**] including providing suggestions for improvement[d,^,**]

+

Content should be specific[a,^,*], behaviourally-focused[c,^,*], descriptive[d,^,#], objective (or framed as subjective)[e], based on shared goals[f,^], and actionable[d,^]

Explore supervisee's view

Explore supervisee's view[d,^,*] of the feedback, including, understanding of, emotional reaction to and agreement with

Collaboratively develop/review action plan

Develop improvement plan[b,^,*]: This should be written[f], specific and include how the supervisor will assist[e]

Follow up plan progress[e,^]

Give feedback regularly[e,^]

Key:
[a] 50-59% (n/N ≥ 26/51) of identified sources
[b] 40-49% (n/N 20-25/51) of identified sources
[c] 30-39% (n/N 15-19/51) of identified sources
[d] 20-29% (n/N 10-14/51) of identified sources
[e] 10-19% (n/N = 5-9/51) of identified sources
[f] 1-9% (n/N = 1-4/51) of identified sources

* 'Common' Principles shared by feedback models (≥ 20%; n/N = ≥5/21 models)
# 'Common' Principles external to the feedback models (≥ 20%; n/N = 10/51 sources)
** 'Core' Principles shared by feedback models (≥ 50%; n/N = ≥11/21 models)
^ Empirical support

Competencies	Fixed-Mindset Feedback	Growth-mindset Feedback
PC	"You are a strong intern; you are really skilled at creating differential diagnoses even for complicated patients."	"That case was really complicated. I like how you thought out loud to interpret data and develop a broad differential diagnosis.
MK	"You are really smart; your medical knowledge is fantastic."	"Reading about your patients is really paying off; your fund of knowledge is getting really strong."
SBP	"You are a naturally gifted leader and role model for the team."	"I love that you are working hard to role-model good behaviors like communicating to outpatient providers."
PBLI	"You take feedback really well."	"You must have reflected a lot on the feedback I gave you; your bedside manner has significantly improved."
Prof	"You have great intuition knowing what the patient's needs are."	"You acknowledge the needs of the patient when you make decisions, you must spend a lot of time and effort considering the patient."
ICS	"Developing rapport with your patients seems like it comes easy for you."	"I like the way you tried different strategies to develop rapport with the patient."