



Feedback Models in the Clinical Teaching Setting

BACKGROUND

Having a template that prompts the various aspects of the feedback process can be beneficial for the teacher and learner. These models emphasize setting the stage for feedback, roles of the teacher and learner, and next steps after feedback. Consider telling your learner in advance what model you will be using with them.

SUGGESTIONS

One Minute Preceptor model (aka 5 Micro-Skills of Clinical Teaching)

Microskill	Purpose	Example
1. Get a commitment	<ul style="list-style-type: none"> Provides an assessment of student’s knowledge and skills Helps to focus on learning needs 	<ul style="list-style-type: none"> General: What do you think is going on? Audiology specific: Why do you think there is a conductive component when this patient has normal tympanogram?
2. Probe for supporting evidence	<ul style="list-style-type: none"> Identifies learner’s strengths and gaps in knowledge so you can tailor what you need to teach 	<ul style="list-style-type: none"> General: What findings led you to this conclusion? Audiology specific: What tools did you use to verify the hearing aid fitting?
3. Tell them what they did right	<ul style="list-style-type: none"> Offers positive reinforcement Focuses on specific behaviors that are reproducible 	<ul style="list-style-type: none"> General: You did a good job with this...and this is why it is important... Audiology specific: You did a good job I evaluating the source of the excessive noise in this ABR response and this is important in order to obtain a valid and reliable recording that can be easily interpreted.
4. Correct mistakes	<ul style="list-style-type: none"> Helps student identify and correct errors, omissions, or misunderstandings Focuses on how to avoid same mistake in the future 	<ul style="list-style-type: none"> General: Next time this happens, try this... Audiology specific: Next time you take an ear mold impression place the block deeper into the ear canal and check the depth with an otoscope or ear light.
5. Teach general rules	<ul style="list-style-type: none"> Provides learning “pearls” at the level of the student’s understanding Offers general rules that are more memorable than specific facts 	<ul style="list-style-type: none"> General: When this happens, do this... Audiology specific: When crossover for air conduction signals has occurred, the test ear needs to be isolated by masking the nontest ear.

Excerpted from Newman CW, Sandridge SA, Lesner SA. Becoming a better preceptor: The clinic as classroom. Hearing Journal.2011;64:10-18.

Ask-Tell-Ask

ASK	<ul style="list-style-type: none"> Ask for the trainee’s self-assessment. <ul style="list-style-type: none"> What went well? Areas for improvement?
TELL	<ul style="list-style-type: none"> Acknowledge and address trainee’s concerns State your observations. <ul style="list-style-type: none"> At least one thing that the trainee did well

	<ul style="list-style-type: none"> ○ A maximum of one to two areas for improvement ● Provide focused teaching
ASK	<ul style="list-style-type: none"> ● Check learner's understanding ● Solicit and discuss a plan for improvement

Excerpted and modified from French et al.

WANT MORE?

[Three minute cartoon video illustrating One Minute Preceptor model](#)

[Three minute cartoon video illustrating Ask Tell Ask model](#)

SNAPPS – A Learner Centered Model for case Presentations to Preceptors

S	Summarize briefly the history and findings;
N	Narrow the differential to two or three relevant possibilities;
A	Analyze the differential by comparing and contrasting the possibilities;
P	Probe the preceptor by asking questions about uncertainties, difficulties, or alternative approaches;
P	Plan management for the patient's medical issues;
S	Select a case-related issue for self-directed learning.

RESOURCES

[Neher JO, Gordon KC, Meyer B, Stevens N. A five-step "microskills" model of clinical teaching. J Am Board Fam Pract 1992;5:419-24](#)

[French JC, Colbert CY, Pien LC, Dannefer EF, Taylor CA. Targeted Feedback in the Milestones Era: Utilization of the Ask-Tell-Ask Feedback Model to Promote Reflection and Self-Assessment" J Surg Educ 2015;72: 274-79](#)

[Wolpaw TM, Wolpaw DR, Papp KK. SNAPPS: a learner-centered model for outpatient education. Acad Med. 2003 Sep;78\(9\):893-8.](#)