

# COMMUNITY PRECEPTOR

## TOOLBOX

# Providing Effective Feedback



MINNESOTA  
MEDICAL  
ASSOCIATION



**MEDICAL SCHOOL**  
UNIVERSITY OF MINNESOTA  
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## *Essential Elements of Clinical Teaching* Providing Effective Feedback

### **Plan**

- Work at establishing rapport with the student – relationship is key
- Ask the student about themselves – year in school, prior clinical experience, and learning goals
- State your expectations for the student and give a sense of your work-style
- Offer a framework for their oral presentations

### **Oral Presentation**

*Suggest they use the SNAPPS model*

- Summarize the patient-history and findings
- Narrow the differential
- Analyze the differential
- Probe the preceptor about uncertainties
- Plan management
- Select case-related issue for self-study

### **Practical Steps**

- Make time for feedback
- Relate feedback to learning goals, expectations, observed behavior, and performance improvement
- Strive for constructive, specific, honest, and balanced comments
- Invite the student to tell you how you might improve their learning experience
- Agree upon what to work on next

### **The Conversation**

*Simple “Ask – Tell – Ask” model is favored*

- Ask – The student how they thought they did
- Tell – The student what you observed, using concrete examples, and how you thought they did
- Ask – If they have questions and what they would like to work on next

### **Resources**

- SNAPPS Model - Wolpaw TM, Wolpaw DR, Papp KK. SNAPPS: a learner-centered model for outpatient education. Acad Med. 2003 Sep;78(9):893-8. PubMed PMID: 14507619 ([SNAPPS Model](#))
- For more clinical preceptor tools and resources, please visit the MMA website: [MMA Preceptor Initiative](#)

**Remember to HAVE FUN and enjoy the time spent teaching!**