

Evaluation and Feedback

Dedicated Education Unit Clinical Nurse Teachers

Here are some examples of feedback for students, both positive and negative.

Please remember that constructive feedback is objective, non-judgmental, based on specific observations, encourages discussion and allows a positive course to be set for the future.

Provide a balance of positive and “negative” feedback, in a timely manner, which focuses on the behavior not the person. Students crave the feedback as they want to ensure what they are doing is congruent with their future positions as nurses.

Keep in mind that learning is part of the practice, and practice makes perfect.

Positive feedback is easier to provide yet the constructive feedback, identifying room for improvement is the most crucial. Identifying any problem areas early ensures there is sufficient time for guidance and correction.

The advocacy/inquiry technique:

Advocacy: State what you hear, sense or observe

- “I noticed...”
- “I heard you ask for...”
- “I sense you are frustrated...”

Inquiry: Explore their perspective

- “Was my observation accurate?”
- “Can you describe what you were thinking?”
- “Can you walk me through your thinking when you made that decision?”
- “Help me understand your reasoning for that decision.”

Be specific

- “I would like to discuss how the communication went with Mr. Smith; I felt that you didn’t hear what he was saying about his pain.”
- “I feel I need to let you know that the nurses on the unit work as a team and answer call lights, even when they are not for your patient, it helps ensure problems are addressed quickly for every patient and promotes positive relationships with co-workers.”
- “I feel concerned about the assessment you did with Ms. Abby earlier, you only asked her pain level but nothing else, is now a good time to talk about that assessment?”

Support the student with suggestions

- “Sometimes I try to write myself a note that will remind me to listen to the patient, and jot down some things they say to ensure I’m paying attention.”

- “Teamwork is an essential piece of any unit; you may not have time to take care of the patient’s needs, though after answering the light you can alert the nurse responsible for that patient.”
- “Let’s go over what a pain assessment entails. You did a great job communicating to Mr. Abby earlier, let’s go in again and you can do a more thorough pain assessment.”

Positive feedback is often easier than constructive/negative feedback. Try to remember to state a positive reflection, constructive feedback/what to work on (be specific) and ending on a positive reflection so the student can understand what they are doing right, and what they can work on to improve their practice. You can also utilize open ended questions, reflective listening, affirmations, and elicit change talk to support your nursing students. Some examples of these are listed below.

Open Ended Questions

- Tell me what you think about that last patient?
- What’s different about today’s experiences?
- What happens when you do the assessments versus me/the preceptor?

Reflective Listening

- It sounds like....
- What I hear you saying is.....
- It seems as if.....
- I get the sense that.....

Affirmations

- I’m impressed with how you.....
- You have a real gift for...
- I appreciate how hard you’ve been working on....

Change Talk

- What would you like to see differently about how today went?
- What makes you think you need to change that?
- What will happen if you don’t change?
- What do you think the outcomes would be with that change?



*Developed by the La Crosse Medical Health Science Consortium’s Dedicated Education Unit (DEU) Committee.
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