

Performance assessment

Feedback based on Pendleton's model: Case 1

1. Obtain the trainee's consent before providing feedback

Supervisor: Elianne, can we take a few minutes to discuss the intervention you did this morning with Mr. Fortier?

Elianne: Of course.

Supervisor: Can you explain the reason for your visit to Mr. Fortier?

Elianne: We went to see him to educate him about the new hygiene routine he will need to adopt after his surgery.

2. Invite the trainee to describe the situation and to identify positive elements

Supervisor: I would like you to identify two aspects of your intervention that you feel were well done.

Elianne: I was extremely prepared for this intervention. I had reviewed lab results, the surgeon's notes and those of the dietician. I had all of the necessary equipment on hand.

Elianne *pauses to think, and continues*: Oh, and I also knew the hygiene routine I had to teach.

3. Validate and enhance the positive elements of the trainee's intervention

Supervisor: You are right, you highlighted aspects that you master very well. Your review of the file was very exhaustive. I would add that you have a good understanding of the theory and a caring and supportive attitude with patients.

4. Ask the trainee to identify aspects that need improvement

Supervisor: What would you like to improve in your next intervention with Mr. Fortier?

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Elianne: I am very shy when I have to initiate the conversation, particularly when I come into the room after you. I feel like I am losing it. When it was time to check the wound on his abdomen, I became really uncomfortable with his nudity. I couldn't find my words...

5. Stimulate the trainee's reflection on aspects that need improvement and strategies that may improve his performance

Supervisor: You targeted aspects that need improvement. We could discuss strategies that would help you for your next intervention. Any ideas?

Elianne: I could come into Mr. Fortier's room first, and start the conversation.