OSCE Feedback to Students: A Tool

Begin the exercise with thorough knowledge of the level of the students, expectations of their performance and the learning objectives of the OSCE stations being observed or reviewed.

Pre-work: Pause and Reflect
Prior to beginning the feedback session:

- Take a few moments to create a safe learning environment
- Ask the student if there were particular skills or issues that they would particularly want feedback about
- Diagnose the learner. If there are deficiencies, what might be the reason(s)?

Step 1:
Ask the student for their reflections of the exercise. Questions to consider:

- What did you notice about your performance?
- Where were three things you wanted to work on today?
- What went well?
- What was challenging, why?
- What might you do differently?

Step 2:
Provide feedback from your own observations as well as building on the students’ self-assessment.

- Prioritize feedback to the most important and actionable points
- What were you thinking when….?
- Limit the volume of feedback to no more than 2-3 strengths and 2-3 areas for development
- Take specific point and generalize their applicability to other patient encounters
- Demonstrate or provide examples on how things could be done or said differently
- Ensure that your tone is supportive and encouraging while maintaining clarity and focus

Step 3:
End with an Action Plan. Questions to consider:

- What do you see as your challenges and the areas that you would like to work on next? Limit these to 1-3 specific skills.
- What steps will you take to develop those skills/specific behaviors?
- Who might you observe/consult for guidance and feedback as you seek to improve?
- What knowledge, observable skills or behavioral outcomes will you track?
- How will you know when you have reached your goals and are ready to move on to new areas of skill building?