



PREPARING THE GROUND: STRUCTURING FEEDBACK BEFORE THE CONVERSATION

A Preceptor Planning Guide Informed by the Literature

Across the literature, feedback is most effective when it is **intentional, task-anchored, developmentally appropriate, and supported over time**. This guide supports the **PREPARE** phase of feedback — *before the conversation begins*.



Preparing for Feedback

- Clarify what type of feedback is needed
- Anchor feedback to a specific task or observation
- Consider the learner's stage and goals
- Align with expectations of the experience

What Type of Feedback Is Needed?

Feedback Type	Purpose	Example Focus
Orientation & Expectations	Clarifies what "good" looks like	Workflow, professionalism, communication
Formative (In the Moment)	Coaches learning and skill refinement	Clinical reasoning, counselling
Early Concern Raising	Addresses emerging issues early	Reliability, preparedness; communication gaps
Summative Feedback	Supports evaluation decisions	Performance, entrustment; progression

Where Is the Learner in Their Progression?

Learner Stage	Feedback Needs
Early Learners	More guidance, structure, and frequent feedback
Developing Learners	Coaching on reasoning, prioritization, and consistency
Advanced Learners	Feedback focused on independence, judgment, and

Directiveness early in training is supportive — not punitive.

What Do I Know About the Learner's Goals?

- Before providing feedback, consider:
- Prior experiences and completed rotations
 - Current learning goals
 - Future rotations or areas of interest

*Understanding the learner's trajectory helps tailor feedback toward both **current performance and future growth**.*

What Are the Expectations of This Learning Experience?

Feedback Should Align With	Examples
Rotation learning outcomes	Clinical reasoning, patient communication
Expected learner level	Introductory vs advanced expectations
Entrustment expectations	Degree of independence appropriate for stage

IPPE Experiences	APPE Experiences
Often focus on: <ul style="list-style-type: none"> • Orienting learners to pharmacy practice • Applying foundational knowledge and skills • Performing basic pharmacy tasks safely and consistently 	Typically emphasize: <ul style="list-style-type: none"> • Clinical application and judgment • Managing complexity and ambiguity • Increasing independence and decision-making

What Task or Skill Is Feedback Anchored To?

- A task you directly observed
- A patient interaction or clinical decision
- Documentation or communication
- A clearly defined performance behaviour

*Effective feedback is most credible when tied to **specific observed behaviors** rather than general impressions.*

What Feedback Culture Am I Role Modelling?

A learner's experience of feedback is shaped not only by *what* is said, but by the environment surrounding it.

Reflect On:

- Is feedback normalized as part of learning?
- How are uncertainty and mistakes handled?
- Does feedback feel supportive or threatening?
- Are curiosity and reflection encouraged?

Effective feedback begins before the conversation.

Preparation supports clarity, credibility, and psychological safety— helping feedback become meaningful rather than simply an evaluation event.