

CRAFT Framework:

Considerations for Responsive and Adaptive Feedback in clinical Teaching

3 activities a clinical teacher should engage in to attune to, construct and negotiate an optimal feedback culture.

	Be Intentional	Be Collaborative	Be Accountable	Be Transparent	Be Reflective
Set the Stage (constructing and negotiating)	Engage in faculty development Normalize and plan for feedback	Cultivate reciprocal learning conversations Work towards building a trusting learner-teacher relationship	Establish mutually agreed upon expectations and objectives	Articulate what you want to learn/improve upon as a teacher Share information about education approaches you use	Introduce concepts related process of reflective practice
Give Feedback (attuning - to others)	Thoughtfully choose the following when providing feedback: Timing, Amount, Setting, Content	Facilitate bidirectional feedback Clarify, revisit and anchor feedback to co-created goals/objectives Co-create action plans for implementing feedback	Take the time to directly observe your learner so feedback can be specific to context Determine and select appropriate data sources to use to provide specific feedback Get curious about and be open to negotiating discrepancies	Surface learner's thinking Be clear and provide specificity when delivering feedback	Create space for self-reflection Check in about feedback process Explore reactions and perceptions
Receive Feedback (attuning - to self)	Introduce reciprocal learning conversations	Work with your learner to help them feel comfortable providing feedback	Integrate the feedback you've received	Make explicit to the learner, when you integrate feedback you received from them	Create space for reflective practice (self reflection, critical reflection, exploration of reactions and perceptions)

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