I'm not robot

reCAPTCHA

I am not robot!

I'm not robot

reCAPTCHA

I am not robot!
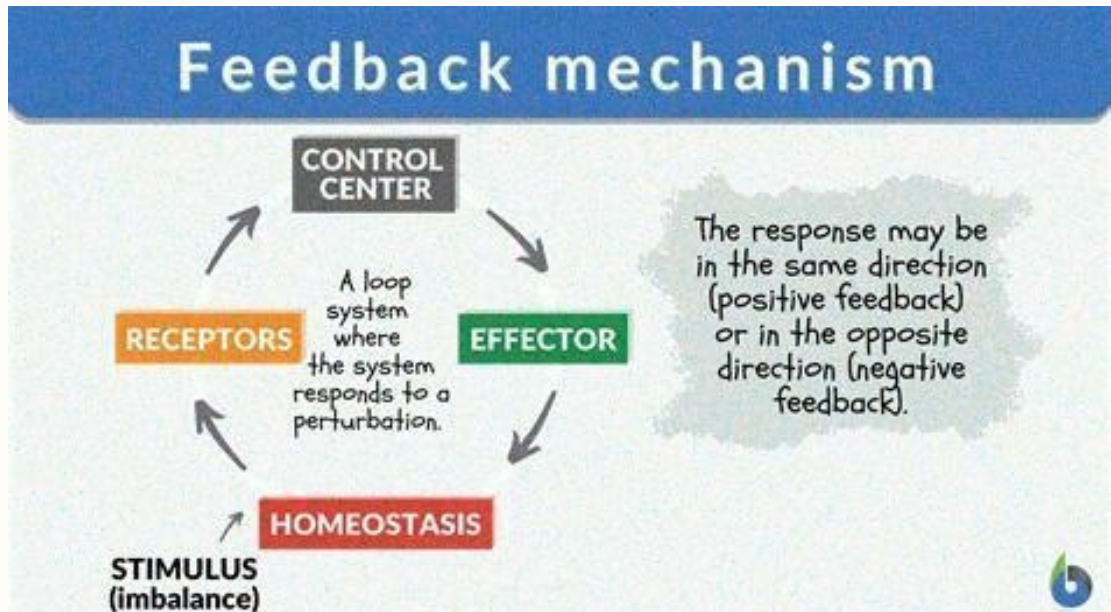
Examples of positive feedback for nurses

Revalidation examples of positive feedback comments for nurses. What are the examples of positive feedback. What is a good example of positive feedback. What are some examples of positive feedback for student nurses.

Apply for your next nursing job today! With nurses quitting the profession in record numbers, employers are looking for ways to improve job satisfaction, prevent burnout, and increase staff retention. Recognizing nurses' efforts through positive feedback, monetary incentives, and symbolic awards has proven incredibly effective for helping them and other healthcare professionals feel valued and inspired to provide the highest standard of care. [Read: Home Care Workers in the Age of COVID-19] Keep reading to learn more about how healthcare systems are recognizing nurses and why happy employees are good for their patients' health.
The Benefits of Positive Reinforcement Managers who underestimate the impact of positive feedback are missing out on an incredibly effective tool to build trust and loyalty among their staff. Too many make the mistake of overlooking opportunities to "catch" nurses doing something good, but instead wait to call them out only when there is a problem. Better Patient Outcomes The benefits of positive feedback at work cannot be overstated, especially because employee recognition improves patient safety and satisfaction. A great example comes from WorkProud—a company that designs custom employee reward programs for employers in healthcare and other sectors. A healthcare system in northern New Jersey achieved notable results with the WorkProud recognition program. Boasting 98 percent manager participation, the hospital has seen 6,000 peer-to-peer recognitions and more than 8,000 manager-to-employee recognitions since they began the WorkProud program. Their patient engagement and survey scores went up, while falls, pressure injuries, bloodstream infections, and other health and safety events went down. Increased Workplace Pride Whether it is digital or written, personal or public, recognition increases employees' pride in their job and their workplace. [Read: Home Healthcare Gains New Champions] WorkProud commissioned a study to explore the factors that drive employee success.
They discovered one often-overlooked but essential contributor to staff productivity and satisfaction: pride. Pride is the satisfaction a nurse feels knowing their work is meaningful, and their efforts directly contribute to the success of the larger organization. The study found that employees are up to 24 times more likely to stay with a job if they have high company pride. Recognition is one of the four influences of workplace pride (in addition to a person's intrinsic drive, praise from those outside the organization, and company culture). More than 80 percent of employees who were highly recognized felt proud of their work, compared to 26 percent of those with low recognition. The Demise of the Outdated Performance Review So, it is clear that positive feedback plays an important part in nurse retention, patient results, and overall job satisfaction. But it's not always easy to determine which method of feedback to provide. Companies in healthcare and other sectors are increasingly moving away from yearly performance evaluations in favor of more frequent, less formal feedback. Repeated critiques on what nurses are doing "wrong" can leave them feeling deflated and demoralized.
Employees on the other end of negative reviews are more likely to be resentful and feel micromanaged. Employees who perceive manager feedback as ineffective also tend to have low job satisfaction. [Read: Opportunities in Home Health Careers] Positive observations and guidance seem to work best for nurses and other workers. Experts in behavioral science suggest feedback that highlights employee ideas, goals, strengths, and successes is the most beneficial for good job performance and company pride. The Qualities of Effective Employee Feedback Research and employer experience has shown there are a few key indicators of productive employee feedback: 1. The Details Sincere, detailed messages of appreciation based on an employee's performance are typically more effective than general form letters mailed to multiple employees. One study found when top performers received thank you cards for job success, performance increased for all the members of their group. Experts also recommend recognition in a public forum as a way of motivating not just the recipient—but also the entire team. Seeing a colleague receive recognition may inspire others to work harder to achieve similar rewards. A word of caution about public awards: managers should always be mindful when publicly acknowledging nurses and other staff members to avoid the appearance of favoring some workers over others, or fostering resentment between colleagues. Feedback can come with a bonus, and money isn't always the preferred reward. Awards, gifts, and personalized letters are just as effective for instilling pride and boosting morale. (And they are also cost-effective for employers!) Given the choice of a financial gift or a physical, non-monetary reward, more employees said they preferred something they know was specifically chosen just for them. 2. The Messenger The person who provides employee feedback can be just as important as what they say.

[Read: Home Care Workers in the Age of COVID-19] Keep reading to learn more about how healthcare systems are recognizing nurses and why happy employees are good for their patients' health. The Benefits of Positive Reinforcement Managers who underestimate the impact of positive feedback are missing out on an incredibly effective tool to build trust and loyalty among their staff. Too many make the mistake of overlooking opportunities to "catch" nurses doing something good, but instead wait to call them out only when there is a problem. Better Patient Outcomes The benefits of positive feedback at work cannot be overstated, especially because employee recognition improves patient safety and satisfaction.

A healthcare system in northern New Jersey achieved notable results with the WorkProud recognition program. Boasting 98 percent manager participation, the hospital has seen 6,000 peer-to-peer recognitions and more than 8,000 manager-to-employee recognitions since they began the WorkProud program. Their patient engagement and survey scores went up, while falls, pressure injuries, bloodstream infections, and other health and safety events went down. Increased Workplace Pride Whether it is digital or written, personal or public, recognition increases employees' pride in their job and their workplace. [Read: Home Healthcare Gains New Champions] WorkProud commissioned a study to explore the factors that drive employee success. They discovered one often-overlooked but essential contributor to staff productivity and satisfaction: pride. Pride is the satisfaction a nurse feels knowing their work is meaningful, and their efforts directly contribute to the success of the larger organization. The study found that employees are up to 24 times more likely to stay with a job if they have high company pride. Recognition is one of the four influences of workplace pride (in addition to a person's intrinsic drive, praise from those outside the organization, and company culture).

More than 80 percent of employees who were highly recognized felt proud of their work, compared to 26 percent of those with low recognition. The Demise of the Outdated Performance Review So, it is clear that positive feedback plays an important part in nurse retention, patient results, and overall job satisfaction. But it's not always easy to determine which method of feedback to provide. Companies in healthcare and other sectors are increasingly moving away from yearly performance evaluations in favor of more frequent, less formal feedback. Repeated critiques on what nurses are doing "wrong" can leave them feeling deflated and demoralized. Employees on the other end of negative reviews are more likely to be resentful and feel micromanaged.

Employees who perceive manager feedback as ineffective also tend to have low job satisfaction. [Read: Opportunities in Home Health Careers] Positive observations and guidance seem to work best for nurses and other workers. Experts in behavioral science suggest feedback that highlights employee ideas, goals, strengths, and successes is the most beneficial for good job performance and company pride. The Qualities of Effective Employee Feedback Research and employer experience has shown there are a few key indicators of productive employee feedback: 1. The Details Sincere, detailed messages of appreciation based on an employee's performance are typically more effective than general form letters mailed to multiple employees. One study found when top performers received thank you cards for job success, performance increased for all the members of their group. Experts also recommend recognition in a public forum as a way of motivating not just the recipient—but also the entire team. Seeing a colleague receive recognition may inspire others to work harder to achieve similar rewards. A word of caution about public awards: managers should always be mindful when publicly acknowledging nurses and other staff members to avoid the appearance of favoring some workers over others, or fostering resentment between colleagues. Feedback can come with a bonus, and money isn't always the preferred reward. Awards, gifts, and personalized letters are just as effective for instilling pride and boosting morale. (And they are also cost-effective for employers!) Given the choice of a financial gift or a physical, non-monetary reward, more employees said they preferred something they know was specifically chosen just for them. 2. The Messenger The person who provides employee feedback can be just as important as what they say. Recognition from stakeholders and other senior employees is shown to be highly effective for keeping employees motivated.

Hearing from executives they don't usually have the opportunity to interact with on a regular basis reassures nurses their work hasn't gone unnoticed by those in leadership. 3. The Timing Timing matters when it comes to employee recognition.

Data on something called the "Fresh Start Effect" suggests recognition delivered around key dates and milestones can be a good morale boost. The start of a new quarter or upon completion of a large project are two examples. However, during the current times and the extraordinary challenges facing healthcare workers during the current pandemic, daily recognition is probably warranted as well. Examples of When to Give Positive Feedback There are many opportunities to recognize nurses for a job well done. Here are just a few: When they work overtime When they add value to a meeting or initiative When they mentor other nurses When they take on added responsibilities When they receive good patient feedback When they get through a tough day or week At a time where nurses and other healthcare professionals are stretched thin, dealing with staff shortages, and feeling pandemic fatigue, recognition is more important than ever. Employers, if you want nurses to stay and thrive in their roles, don't underestimate the power of positive feedback to celebrate the wins and inspire employees to overcome the challenges of caring for patients during COVID-19. Apply for your next nursing job today! 1Dept of Respiratory Medicine, King's College Hospital, London, UK2Dept of Respiratory Medicine and Allergy, King's College London, London, UKFind articles by Georgia Hardavella3Dept of Clinical Science, University of Bergen, Bergen, NorwayFind articles by Ane Aamli-Gaugnat4Faculty of Medicine, National Heart and Lung Institute, Imperial College, London, UKFind articles by Neil Saad51st Dept of Tuberculosis and Respiratory Care, 1st Medical School and General University Hospital, Charles University in Prague, Prague, Czech RepublicFind articles by Ilona Rousalova6Dept of Clinical Immunology, Pulmonology and Rheumatology, University Hospital Centre "Sestre Milosrdnice", Zagreb, CroatiaFind articles by Katherina B. SreterAuthor information Copyright and License information PMC Disclaimer1Dept of Respiratory Medicine, King's College Hospital, London, UK2Dept of Respiratory Medicine and Allergy, King's College London, London, UK3Dept of Clinical Science, University of Bergen, Bergen, Norway4Faculty of Medicine, National Heart and Lung Institute, Imperial College, London, UK51st Dept of Tuberculosis and Respiratory Care, 1st Medical School and General University Hospital, Charles University in Prague, Prague, Czech Republic6Dept of Clinical Immunology, Pulmonology and Rheumatology, University Hospital Centre "Sestre Milosrdnice", Zagreb, CroatiaE-mail: moc.liamtoh@allevadrahaigroegIn most European countries, feedback is embedded in education, training and daily professional activities. It is a valuable tool for indicating whether things are going in the right direction or whether redirection is required. In the world of healthcare professionals, it is intended to provide doctors with information about their practice through the eyes of their peers. Feedback is a valuable tool for doctors to gather information, consolidate their awareness of strengths and areas to improve, and aims to support effective behaviour. Doctors of all levels may be approached by peers or juniors to give feedback, or they may ask others to give feedback on their own performance.Feedback is the breakfast of champions.Ken BlanchardFeedback is the fuel that drives improved performance.Eric ParsloeIn most European countries, feedback is embedded in education, training and daily professional activities. It is a valuable tool for indicating whether things are going in the right direction or whether redirection is required. In the world of healthcare professionals, it is intended to provide doctors with information about their practice through the eyes of their peers. Feedback is a valuable tool for doctors to gather information, consolidate their awareness of strengths and areas to improve, and aims to support effective behaviour. Doctors of all levels may be approached by peers or juniors to give feedback, or they may ask others to give feedback on their own performance.Giving and receiving feedback is not an easy task and poses significant challenges for both sides.

In this article, we will discuss pragmatic feedback models, to overcome barriers to an effective feedback and tips for giving effective feedback, as well as how to receive feedback and make the most out of it.Informal feedback is the most frequent form. It is provided on a day-to-day basis, and is given on any aspect of a doctor's professional performance and conduct, by any member of the multidisciplinary team. It is usually in verbal form.Formal feedback comes as part of a structured assessment; it can be offered by any member of the multidisciplinary team, but most frequently by peers or superiors. It is usually in written form.Formative feedback, "for learning", is about a learner's progress at a particular time through a course or during the acquisition of a new skill. It provides opportunities to gain feedback, reflect and redirect effort (where appropriate) before completing a final assessment. It gives you the experience of writing or performing a task without it having a direct impact on your formal progress and relies on continuous encouragement.Summative feedback, "of learning", measures performance, often against a standard, and comes with a mark/grade and comments to explain your mark. It can be used to rank or judge individualsFor the purpose of this article, we will focus on formal and informal feedback.As a general rule, it seems that learners value feedback more when it is given by someone they respect as a role model. Appropriate feedback contributes significantly in developing learners' competence and confidence at all stages of their professional careers; it helps them think about the gap between actual and desired performance, and identify ways to narrow the gap and improve. For health professionals in particular, it promotes reflective and experiential learning ,which involves "training on the job", and reflecting on experiences, incidents and feelings.

More importantly, feedback aims to develop performance to a higher level by dealing with underperformance in a constructive way.If we do not give feedback, this will come with a cost. The learner can assume that everything is fine and will continue practicing in the same way. This leads into a false assessment of their own skills and abilities, and builds up a false perception.In professional life, your patients and anyone working with you as a member of the multidisciplinary team can give you feedback. Feedback in these cases is meant to be given reciprocally, i.e. you will also need to give feedback to your peers. We have listed the most common sources of feedback in figure 1.Your educational or clinical supervisor can be a major source of feedback.

They are meant to act as your mentor, monitor your clinical and educational progress, and ensure you receive appropriate career guidance and planning. Educational or clinical supervisors do not formally exist in all respiratory medicine training programmes across Europe and this role may be informally undertaken ad hoc by the clinical lead of the department, a supervising consultant or a PhD/MSc supervisor. Regardless of the role allocation, feedback is integral to the process, and should cover clinical and academic practice, professional conduct, complaints and/or serious incidents that should be discussed in a reflective, nonjudgmental manner to allow improvement and personal development. Should this occur in a structured and organised manner with a delegated supervisor, it will be helpful for the learner.As previously stated, the feedback process should be reciprocal. Departmental trainee feedback is essential to monitor and improve the quality of specialty training. Trainees' feedback must be used with other sources of information to review and improve the training programmes and posts. Obtaining this type of feedback can sometimes be challenging as it may be biased by the fear of identification and labelling of trainees; therefore, in some countries, it is given anonymously. This feedback should also be an opportunity to raise concerns about patient safety or colleague bullying and undermining.People you work with as members of a multidisciplinary team are expected to provide their feedback in a constructive manner, being open and supportive. This multisource feedback aims to improve your own understanding of where things stand; it is a clear "reality check" and, at the same time, gives a clear direction of travel in terms of improving behaviours, attitudes and skills. If you have not received such feedback, ask for it.Patients' feedback provides valuable information about what patients and service users think about the healthcare services offered. Examining patients' feedback will give a direct insight into what is working well and what needs further improvement in the way care is delivered. Furthermore, patient feedback to healthcare professionals is also important as it highlights examples of good practice where lessons can be learned and areas of concern where improvements can be made. Measuring patients' feedback and experiences of care/treatment highlights areas that need to improve to provide a patient-led healthcare service.There are several different models of giving feedback. Not every model is applicable in all daily cases of providing feedback. Below we have listed some feedback models.The feedback sandwich starts and concludes with positive feedback, and what can be considered as the more critical feedback is "sandwiched" between the positive aspects. This can be applicable in everyday clinical practise. However, if you use this method continuously, it might lose its effectiveness. The person receiving our feedback will only wait for the "but" in the middle of your sentence. In this case, make sure to give positive feedback on its own when the opportunity arises. If your coworkers feel acknowledged daily, they will be more open to all kinds of feedback when applicable. A couple of examples of the feedback sandwich follow."You have done really well in the acute take; you prioritised cases efficiently and your management plans were well structured.

I was thinking we could discuss a few things I believe you can further improve such as timely communication of messages to the nursing staff and emphasising the urgency of particular tasks. After completing your management plan in the medical notes, you can consider discussing with the urgency of some tasks with the nurse looking after the patient so that they are alerted and can proceed with them promptly rather than relying on them going back to read the medical notes, which can take longer due to the overwhelming emergency department. Additional verbal communication will complement the excellent quality of your work, will ensure your well-structured management plan is implemented in a timely manner for the patient's benefit and will further improve your patient's outcome.""I noticed you made the patient and relatives feel very comfortable while you explained the bronchoscopy test to them, and your explanation was very clear. It would have helped further if you had given them patient information leaflets, as at times they were looking a bit overwhelmed. However, you have set a time for meeting with them again, and this will give you the opportunity of answering any questions and giving the leaflets."Chronological fashion feedback focuses on reflecting observations chronologically, reiterating the events that occurred during the session back to the learner. For instance, an observer can go through a learning session and give feedback from beginning to the end."The first thing you did really well when you entered the room was to introduce yourself to the patient. Then, you proceeded with physical examination without getting the patient's consent for this and at that point, the patient looked distressed. It was after that when you explained what you would do and got their consent, and consequently, the patient was more relaxed during the rest of the physical examination."This is helpful for short feedback sessions but you can become bogged down in detail during long sessions.The Pendleton model was developed in 1984. It is more learner centred, conversation based and identifies an action plan or goals: "reflection for action". The facilitator needs to check whether the learner wants and is ready for feedback. Then, the learner gives some background about what is being assessed and states what was done well. This aims to create a safe environment first by highlighting positives and consequently this prevents defensiveness. The facilitator then reinforces these positives and the learner suggests what could be improved. This is important, as weaknesses are discussed to offer opportunities for reflection. The facilitator advises how this could be improved and a mutually agreed action plan is formed. The main idea is to use open questions and give the learner the opportunity to think and reflect."What do you think went well?""What do you think could be done differently?""What could be further improved?""How can this be achieved?"Various factors can impact on effective feedback and act as barriers (table 1). It is important to be able to identify and overcome them. Effective feedback is dependent on communication skills and as such, it is vital that the message intended by the sender is understood by the receiver in the same terms.Barriers to effective feedbackGeneralised feedback not related to specific factsLack of advice on how to improve behaviourA lack of respect for the source of feedbackFear of upsetting colleaguesFear of damaging professional relationshipsDefensive behaviour/resistance when receiving feedbackPhysical barriers: noise, or improper time, place or spaceGeneralised feedback is unhelpful and can be confusing. The person receiving feedback remains unclear about the actual purpose of the session and usually starts exploring hidden agendas that might have triggered the feedback. It disrupts professional relationships and causes unnecessary suspicion.We all tend to accept feedback more from people we value. In the opposite case, it is advised that you ask another colleague that was present to provide informal feedback rather than doing it yourself as otherwise, this might impact on professional relationships and feedback will be ignored.The person giving feedback might be different from the recipient in terms of sex, age, hierarchy, and educational and cultural background. These factors may result in a demotivating feedback session. Therefore, feedback needs to be given in a supportive, empathic and relaxed manner, and on a background of a working relationship based on mutual respect.Poor handling of situations in which the recipient is resistant or defensive can result in a dismissive approach; therefore, feedback will be disregarded.Giving feedback loudly in a noisy corridor, or in the presence of other colleagues or patients, is inappropriate. Such feedback loses its objectivity and the recipient may consider this as an insult that will impact their professional relationship with their peers and patients.Language and cultural barriers convey unclear messages and result in unclassified assumptions.

It is important to confirm the message sent is the message that is actually received. All feedback sessions should be held in a respectful and supportive manner.Personal agendas should not influence feedback. As soon as you realise this is a possibility, it is best not to give feedback as this will be perceived by the recipient negatively. Personal reflection will identify the reasons behind this and will be crucial in improving this aspect.A person given feedback who lacks confidence may exhibit shyness, difficulty in being assertive, or lack of awareness of their own rights and opportunities.When preparing to give feedback, think about what you would like to achieve. What do you want to highlight, what went well and where could there be some improvements?

Table 2 summarises tips on giving feedback. Planning in advance is crucial to the process.

Planning should encounter to when you are giving feedback. There is no "one-size fits all" approach; feedback should be tailored to each individual and the corresponding situation. It is of vital importance that you reflect carefully about how you want to convey your message and focus on a couple of key points without overwhelming the learner. The learner might not be ready (i.e. not receptive), which could have adverse effects. Therefore, think about how they will react to the feedback and what your response might be. Tips on giving effective feedbackGive promptly, right after the eventThink about what you want to achieve and drive discussion accordinglyOne-on-one feedback is preferableEncourage self-reflectionBe aware of nonverbal cluesSelf-reflect after the feedback session is completedGenerally, you will provide one-on-one feedback and you must make sure to give it privately. Offering public feedback will only be perceived as a criticism by the learner and overall it may have detrimental effects on departmental relationships. The learner may feel insulted and embarrassed.In the end, remember to summarise the session in a letter/e-mail and to follow up on what has been discussed. Feedback aims to improve performance and it is advised that time is given to the recipient of feedback to rectify behaviours, then proceed with a follow up session to measure whether or not that is happening, and then make adjustments as you go.A learner-centred approach is often recommended to effectively provide feedback.

This involves adopting an open-minded listening strategy, reflection and a willingness to improve one's performance. The recipients of the feedback are asked to evaluate their own performance and assess how their actions impact others. This approach works best when the feedback is ongoing, regular, supportive, and originating from a wide range of reliable and valid external sources. When this is not the case, the learners may not have sufficient understanding to self-assess and correct behaviours that may hinder their development.

However, when constructive feedback is used wisely, it can positively impact the learners' personal and professional development.It is very helpful to receive feedback from leaders/teachers in real time and firsthand. When the learner is unable to respond positively, however, this often inhibits the feedback providers from giving direct face-to-face, personalised feedback on a regular basis. Learners' responses to criticism may present in negative ways (i.e. anger, denial, blaming or rationalisation), particularly when they discount their own ability to take responsibility for their learning. It is important to view feedback as a means to reflect on strengths and weaknesses, and build on previously learned competencies. The result will be increased confidence and independence, while facilitating a stronger rapport with colleagues, other medical staff and patients.In order for feedback to be effective, it has to be received well. How a recipient interprets and reacts to feedback is very important to the outcome of the teacher-learner relationship and future learning opportunities. Differing interpretations or uptakes of feedback may be based on a number of factors that include: personality, fear, confidence, context and individual reasoning processes. It is essential to develop an open dialogue between the person giving feedback and the recipient. Differences of opinion should be handled in a professional manner. Both parties should be comfortable, and able to focus on actively listening, engaging, reflecting and developing action points for future development. Effective communication is key to a successful feedback interaction.Table 4 presents tips to the learner on receiving constructive feedback.Tips for receiving feedbackWhen in doubt, ask for clarificationEmbrace the feedback session as a learning opportunityRemember to pause and listen before respondingAvoid jumping to conclusions, and show that you are invested in the learning process and keen to improveThink positively and be open to helpful hintsLearn from your mistakes and be motivatedBe a good sport and show appreciationFirst, truly listen to what the feedback provider is saying, instead of immediately preparing a response, defence or attack.

The feedback provider will feel more comfortable giving feedback if you are approachable and welcoming.If you did not hear it clearly the first time, politely ask for it to be repeated, then restate it in your own words. This will help you understand more about yourself and how others interpret your actions.Ensure that constructive feedback is constructive until proven otherwise, then consider and use those elements that are truly constructive. Thinking about your own actions in the context of the feedback provider's comments is beneficial to making appropriate changes.Your aim is to have a professional conversation that benefits you. Focus on understanding the feedback first, not on your immediate innate reaction. Reflection, and particularly self-reflection, is essential to feedback acceptance.Ask for clarification and examples if statements are general, unclear or unsupported. It is important to validate the feedback by inviting details and specifics about the criticism. Assuming the feedback provider's comments as reality, in the context of their perceptions and impressions, defuses your own negative feelings in the face of criticism.You will get more out of the feedback session if you accept the comments positively (for consideration) rather than dismissively (for self-protection). You may disagree with the criticism if the facts are incorrect but this should be done in a graceful manner.Ask for suggestions of ways you might modify or change your behaviour. Do not be afraid to ask for advice on what and how to do differently.

Seek to meet expectations and promptly address the understood feedback. Be respectful throughout the discussion and thank the person giving feedback. Being polite and approachable will encourage future feedback.Try out some of the suggestions, and make careful notes regarding any improvements and changes in behaviour. Following-up with the feedback provider enables the receiver to share how the feedback was helpful.Giving and receiving effective feedback are skills that are central in healthcare settings. The whole process is closely linked with professional development and improved performance. Both of these impact the quality of healthcare services and patient satisfaction. Feedback should be constructive by focusing on behaviours that can be improved. Developing robust professional relationships is a prerequisite for giving/receiving constructive feedback that will act as a powerful motivator.Conflict of interest None declared.