

The ARCH Model

ARCH FEEDBACK MODEL

What: Structure for instructor/preceptor to provide learner feedback

When: 1:1 Teaching, Small groups and Clinical settings (M1 through M4)

REFERENCE

Baker, S.D., Turner, G., & Bush S.C. (2015, November). ARCH: A guidance model for providing effective feedback to learners. *Society of Teachers of Family Medicine*. Retrieved August 17, 2021, from <https://www.stfm.org/publicationsresearch/publications/educationcolumns/2015/november/>



A (Ask)

R (Reinforce)

C (Confirm)

H (Help)

ALLOW for Learner Self-Assessment

- ✓ Safe space
- ✓ Ask for learner's self-assessment with specifics
 - Plus – done well
 - Delta – needs improved
- ✓ Use learner information to dovetail to other parts of feedback model
"Could you share with me something you feel you are doing well and something you might like to improve? We can work together to investigate your strengths and improvement opportunities."

Areas of strengths in knowledge, skills, attitudes with positive feedback

- ✓ Tackle strengths identified by learner 1st and inquire how learner identified strengths and improvements made
"I agree that you demonstrated strength in [provide details and example]. What were some of the actions you took to improve in this area?"
- ✓ Incorporate additional learner strengths identified — be detailed and specific
"I also observed an additional strength in [provide details and example of knowledge skill, attitude]."

Any areas of improvement

- ✓ Attend to areas of correction/improvement identified by learner 1st
- ✓ Reaffirm identified area of correction
"I agree on your self-assessment of working on [restate learner's area of improvement] and have found that it is a common area for learners to want to grow and improve upon. It would be great to work together on this."
- ✓ [If needed] offer area that learner needs to correct/ improve on if not mentioned — be specific and use nonjudgmental language
"I noticed that [state specific area]. What would make this better for you next time?"

Coach learner with improvement action plan

- ✓ Ask learner to consider how best to correct/improve identified areas and offer thoughts in collaborative manner
- ✓ Set goals — consider creating specific, timely, measurable, achievable/attainable, realistic/ relevant, and timely (S.M.A.R.T.) goals¹
- ✓ Confirm final action plan with learner verbally and/or via email

¹ SMART goals for students. (n.d.). University of Massachusetts Dartmouth, Retrieved August 17, 2021, from <https://www.umassd.edu/fycm/goal-setting/resources/smartgoals/>

