Reviewer’s report

Title: Face yourself! - Learning progress and shame in different approaches of video feedback: a comparative study

Version: 0 Date: 03 Oct 2018

Reviewer: Amy Prunuske

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64 medical students participated in a video recorded standardized patient encounter. They were divided into 4 groups to receive feedback on their performance. One group independently reviewed a checklist, one group received feedback from a teacher, one group reviewed the feedback as a group, and the last group receive feedback from a student tutor. Participants rated their shame before and after the encounter and recalled feedback points to determine strategy effectiveness. The results support the value of having in-person discussion of video results with little impact on shame and higher effectiveness scores. Understanding the role of shame in providing student feedback is important as it can impact student motivation. This study is of value since it provides evidence for interventions aimed to improving provider communication.

I have a few comments I would like the authors to address prior to publication

1. Did the standardized patients provide any feedback on the student's performance? Did students in any of the groups view other students videos- possibly in the group?

2. Please include the feedback checklist and clarify how effectiveness with the feedback was measured. Are the students remembering general feedback points or feedback points specific to their performance? How much time was delayed from the feedback before they were asked to recall the feedback points?

3. Figure 1

I would use T0 rather than t0 to be consistent with the rest of the paper.

4. For Figure 2 in the legend a would include the types of groups with the abbreviations (Checklist-CL, Group-G, Tutor-ST, Teacher-T) as well as clarifying the source of the data

May want , to be .

* indicates significance p-value<0.05 assume this was generated from a paired t-test.

5. Was there any relationship between shame scores and their ability to remember the feedback points?

Are the methods appropriate and well described?
If not, please specify what is required in your comments to the authors.

Yes

**Does the work include the necessary controls?**  
If not, please specify which controls are required in your comments to the authors.

Yes

**Are the conclusions drawn adequately supported by the data shown?**  
If not, please explain in your comments to the authors.

Yes

**Are you able to assess any statistics in the manuscript or would you recommend an additional statistical review?**  
If an additional statistical review is recommended, please specify what aspects require further assessment in your comments to the editors.

Not relevant to this manuscript

**Quality of written English**  
Please indicate the quality of language in the manuscript:

Acceptable

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