

Delivering Effective Feedback

Some Guidelines to Delivering Effective Feedback

- Ensure feedback is given in a private setting and soon after the event has occurred
- Give feedback on specific behaviors that you have directly observed
- Give feedback on behaviors that can be changed
- Be clear about why the student's behavior concerns you
- Do not criticise a student's character or personality
- Phrase feedback in a non – judgmental manner
- Be sincere, respectful, and unhurried
- Use "I" statements (e.g., "I noticed that ..." "I observed....")
- Try to substitute "but" with "and"
- Be aware of your non-verbal communication
- Provide student with an opportunity to explain his rationale behind his actions/behaviors.
- Explore student's perception of his performance
- Explore student's interpretation of the feedback provided
- Involve student in identifying strategies for improvement

*Steinert Y, Boillat M, Ouellet MN, Nicholls and members of the Faculty Development Team.
Faculty Development Train – the - Trainer Program Faculty of Medicine: McGill University 2010*

One method that can be used to delivery "coaching feedback"

Reflective Coaching Conversation Method.

- Step 1. Preceptor asks the student to identify what he thinks went well.
- Step 2. Preceptor asks the student if there are areas that he thinks could be improved.
- Step 3. Preceptor states what he thinks went well.
- Step 4. Preceptor states what he thinks needs improvement.
- Step 5. Preceptor asks the student if he has any ideas about how he could improve his performance (behavior/action).
- Step 6. Preceptor shares her suggestions/strategies on how student's performance could be improved.

*Wagner M, and Bateman D, Teaching Development Series at the ISON, McGill University,
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