T4. COACHING LEARNERS TO GIVE AND RECEIVE FEEDBACK

Created for the CanMEDS Teaching and Assessment Tools Guide by S Glover Takahashi.
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See Scholar Role teacher tips appendix for this teaching tool

Learner’s name: _______________________________________

A. Receiving Feedback

1. Take a minute to recall a specific time/situation recently when you received feedback in a way that was effective at improving your performance.

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2. Describe the details of that situation (e.g. what, where etc).

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3. Why do you think that your performance was improved by that feedback? (Do you have supporting ‘evidence’ of improved performance – if so describe the evidence?)

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4. Now try to recall a specific time/situation recently when you received feedback in a way that was not effective at improving your performance.

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5. Describe the details of that situation (e.g. what, where etc)

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6. Why do you think that your performance was not improved by that feedback?

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7. Are there differences in the features of the situations (e.g. who, what, where and why)? What are the differences? How do you interpret the impact on your performance?

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B. Giving Feedback

8. How might you determine
   - if a learner is ready for feedback?
   - If a learner trusts the teacher?
   - If the learner is motivated to improve?

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9. What sorts of things/‘content’ would you explore with a learner when discussing their performance (will vary by case and Roles, e.g. interpretation of results/Medical Expert; use of open ended questions/Communicator)?

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10. For monitoring the learner’s ‘reactions’ to the feedback, what sorts of things would you monitor? (e.g. the areas of agreement)

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11. In ‘coaching’ for performance change, what sorts of things would you include in your coaching? (e.g. tips, priorities)

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