

Tricks and Tips for Fieldwork Supervision: Giving Feedback

This is a critical component of the informal evaluation process. The following ideas were discussed and shared by Liz Macleod, Senior Instructor in the School of Audiology and Speech Sciences (<http://www.audiospeech.ubc.ca/>)

Ideas for the Clinical Educator:

The following principles (Ende, 1983; Ellis, 2001) will help to guide your feedback:

- ▶ Work as an ally of the student:
 - set a time for feedback – the sooner the better after a session
 - ask the student about his/her performance before providing your comments (e.g. "Did the session go as you expected?")
 - relate feedback comments to mutually agreed upon goals; ask the student beforehand what he/she would like you to comment on
 - check with the student that he/she is clear about your comments

- ▶ Base feedback on specific observed aspects of performance and on modifiable behaviour (based on data you have gathered as you observed). Perhaps develop a quick one page form that you and your student each completes after a client interaction so you can compare behaviours you saw with how the student interprets their performance
 - balance positive feedback with constructive criticism
 - give feedback that is specific, can be validated and is non-judgmental
 - give feedback on decisions and actions, not on one's interpretations of the student's behaviours

- ▶ Give feedback in small, digestible quantities: make the point, stick to the point, get off the point!

- ▶ Involve the student in suggesting solutions to enhance their performance

References:

Branch, W. & Paranjpe, A. (2002). Feedback and reflection: Teaching methods for clinical settings. Academic Medicine, vol. 77, No., 12, 1185-1188.

Dowling, S. (2001). Supervision: Strategies for Successful Outcomes and Productivity. Boston: Allyn & Bacon.

Ellis, G. (2001). Looking at ourselves – self-assessment and peer assessment: practice examples from New Zealand. Reflective Practice, vol. 2, No. 3, 289-302.

Ende, J. (1983). Feedback in clinical medical education. JAMA, 250, 777-781. [How to Give Effective Feedback](#)