

5. Non-Evaluative Feedback: Sample Coaching Questions:

How	What	When	Where	Why*
<ul style="list-style-type: none"> • How did you think / act / feel? • How did that come about? • How have you coped in the past? • How does that fit in? 	<ul style="list-style-type: none"> • What happened? • What makes you think that? • What might you do differently next time? • What was important about that? • What did you learn from that? 	<ul style="list-style-type: none"> • When did it start? • When did that first occur? • When did you realize? • When did you decide? • When will that happen? 	<ul style="list-style-type: none"> • Where does it happen? • Where can we start to make a change? • Where did it go all wrong? • Where will that get you? • Where do you see yourself in ... ? 	<ul style="list-style-type: none"> • Why did you do that? • Why do you think that happened? • Why do you think they responded that way? • Why is this happening?

Zeus and Skiffington (2002).

*“Why” questions, although effective, can sound interrogatory. Use with care.

TOOLS / RESOURCES

1. Weston 4 Corners: Start Doing / Do Less of / Do More of / Stop Doing
2. Google: One-Minute Preceptor: Five Microskills for Effective Clinical Teaching
3. Additional resources:
 - a. [Preceptor Education Program \(PEP\)](#)
 - b. [e-tips For Practice Education](#)

CLINICAL LEARNING LIASON (CLL) ROLE

The CLL's are available to support northern preceptors in all aspects of clinical education including giving and receiving feedback. Should you require support, or additional resources in order to provide effective feedback please contact us at rehabstudies@nosm.ca

REFERENCES

- Brown M, Hodges B, Wakefield J. Chapter 1.3 – Points for giving effective feedback. In Evaluation Methods: a resource handbook, 1995, Norman G (ed). McMaster University
- Lucas J et al. Walking the Balance BEAM: The Art and Science of Becoming a Successful Clinical Teacher. Family Medicine, July/August 2002 (498-99)
- Neher, J. O., Gordon, K. C., Meyer, B., & Stevens, N. (1992). A five-step “microskills” model of clinical teaching. Journal of the American Board of Family Practice, 5, 419-424.