

## Professional Feedback Guidelines

<b>Office of Accountability:</b>	Office of the Dean
<b>Office of Administrative Responsibility:</b>	Office of the Dean
<b>Approver:</b>	Senior Executive Committee
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### Definitions

<b>Feedback</b>	Feedback is the formal or informal communication of information about planned or unplanned work, activities or interactions. It can involve reflection, collaboration, discussions and/or documentation. Feedback can be formative or summative and may involve groups or individuals.
<b>Learner (s)</b>	Any individual enrolled in a course in the Faculty of Medicine offered through Graduate Studies, the Office of Professional and Educational Development, Postgraduate Medical Education or Undergraduate Medical Education.
<b>Mistreatment (as modified from the policy for the Mistreatment Policy)</b>	<p>Intended or unintended comments or conduct that involve objectionable behaviours which are abusive, offensive, demeaning or vexatious that are known or ought reasonably to be known to be unwelcome.</p> <p>Mistreatment includes personal harassment and harassment based on all Prohibited Grounds of Discrimination including race, colour, nationality, ethnic origin, social origin, religious creed, religion, age, disability, disfigurement, sex, sexual orientation, gender identity, gender expression, marital status, family status, source of income and political opinion.</p> <p>Mistreatment may occur during a single serious incident or a series of single incidents. Whether or not a single incident constitutes mistreatment will depend on the nature and type of incident(s).</p>

<b>Professionalism</b>	A standard of ethical behaviour based on the FoM Statement of Professional Attributes.

### Overview

In line with the [Faculty of Medicine's Statement of Professional Attributes](#), professionalism is a fundamental value of the Doctor of Medicine (MD) program, graduate programs and all postgraduate training programs. The practice of effectively providing, receiving and interpreting feedback involves collaborating and sharing ideas in a professional, inclusive and culturally-safe environment. The process of providing effective feedback is a shared responsibility and everyone should be aware of the impact of unprofessional feedback on an individual. For the purpose of these guidelines, this includes feedback which is provided anonymously.

Recognizing the developmental nature of professionalism, the Faculty of Medicine (FoM) believes that unprofessional behaviour will usually require mediation. Where appropriate, the relevant policies and practices will be applied.

### Purpose

To establish criteria for professional feedback as it is provided, received and interpreted in the Faculty of Medicine

### Scope

Learners, faculty, and staff who provide, receive and interpret feedback in the academic, administrative and/or clinical setting.

### Guidelines

**1.0** Fostering respectful learning and work environments is a priority of the FoM. Given the nature, type and context of the situation, effective and professional feedback should follow these core principles:

**Actionable** – Recognize and offer reasonable opportunities for follow-up, where appropriate.

**Balanced** – Offer a reasonable combination of feedback on what is being done well and what can be improved.

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**Clear** – Provide information that is easy to perceive, understand or interpret and is provided in a concise, specific and/or actionable manner.

**Measurable** – Offer specific strategies to improve performance conveyed in ways that lead to quantifiable outcomes.

**Realistic** – Focus on what can be changed.

**Regular** – Offer opportunities for follow-up communication on a consistent and continuous basis.

**Respectful** – Provide communication in a non-judgmental, non-discriminatory environment that values diversity and is mindful of boundaries and cultures.

**Specific** – Concentrate on the event, action or individual behaviour rather than the person.

**Timely** – Involve immediate communication, or as soon as reasonably possible after the event.

**Unbiased** – Recognize that feedback is influenced by perception and lived experiences of all individuals involved in the process. Be conscious of the impact of implicit bias and investigate ways to mitigate bias.

**2.0** Learners, faculty and staff have a responsibility to identify behaviours which fall short of being consistent with professional practice. Unprofessional behaviours should be addressed through relevant policies and procedures.

2.1. Learners:

2.1.1. For UGME and PGME learners:

As outlined on the FoM Professionalism and Mistreatment resource webpage, this will include the FoM policy for the [Prevention and Resolution of Learner Mistreatment](#) and [Student Code of Conduct](#).

2.1.2 For graduate learners:

As outlined on the FoM Professionalism and Mistreatment resource webpage, this will include the [Student Code of Conduct](#) or the [Non-Academic Appeals Process](#).

2.2. For faculty and staff:

As outlined on the FoM Professionalism and Mistreatment resource webpage, this will include the [Respectful Workplace policy](#).

2.3. For all members of the Memorial University Community:



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As outlined on the FoM Professionalism and Mistreatment resource webpage, this will include the [Sexual Harassment and Sexual Assault policy](#).

**3.0** All matters will be handled with confidentiality and in accordance with the [Access to Information and Protection of Privacy Act, 2015](#) and other privacy legislation and policies to the which the university is subject, as appropriate.

### **Related Policies and Standards**

[College of Family Physicians of Canada](#)

[Non-Academic Appeals Process](#)

[Prevention and Resolution of Learner Mistreatment Policy for FoM](#)

[Professionalism and Mistreatment Webpage for FoM](#)

[Respectful Workplace Policy](#)

[Royal College of Physicians and Surgeons of Canada](#)

[Sexual Harassment and Sexual Assault Policy](#)

[Statement of Professional Attributes](#)

[Student Code of Conduct](#)