

OFFICIAL COURSE OUTLINE

Course Code:	CRES-1471
Short Title:	Giving and Receiving Constructive Feedback
Long Title:	Giving and Receiving Constructive Feedback
Prerequisites:	CRES-1100 (formerly CCR100) or CRES-1101 (formerly CCR101)
Co-requisites:	None
School:	Health, Community and Social Justice
Division/Academy/Centre:	Conflict Resolution
Previous Code & Title:	CCR206 – Giving and Receiving Constructive Feedback
Course First Offered:	June 1, 2008

Credits:	1.0
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Course Description

In this course, you will explore and practice the essential elements of giving and receiving feedback constructively. You will learn how to create opportunities for growth and increased understanding through giving and receiving constructive feedback. Critiquing the work or behaviour of others can be one of the most difficult tasks that we perform as individuals, colleagues, supervisors and managers. We are often called upon to give feedback, which, if done poorly, can damage relationships, limit opportunities and increase stress. *Instructor: Deborah White*

Course Goals

At the completion of this 2-day (14-hour) course, the learner will be able to:

- Receive feedback well and give useful feedback

Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. identify own attitudes and beliefs about feedback.
2. Manage self when giving or receiving feedback.
3. Describe the purpose of receiving feedback.
4. Receive feedback well:
 - Internal dialoging.
 - Listen for the message.
 - Show understanding by paraphrasing and reframing.
 - Gather specifics by using probing skills.

5. Describe the elements of giving constructive feedback.
6. Give constructive feedback.
7. Use clear and specific descriptive language.
8. Acknowledge and manage resistance.
9. Manage unconstructive feedback.
10. Set limits when feedback is unconstructive.

Course Topics/Content

- Reasons for receiving and giving feedback.
- Examples of negative internal dialogue.
- How to and skills for receiving feedback well.
- Setting limits and disengaging in hostile situations.
- Receiving feedback – setting limits.
- Giving good feedback.
- Managing the defensive response.
- Descriptive language.
- Starters – descriptive language.
- Giving feedback – scenarios.
- Managing resistance.

Text & Resource Materials

Required:

White, D. (2002). *Feedback – How to Give and Receive It*. New Westminster: Justice Institute of BC.

Equivalent JIBC Courses

None

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	14

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade (may be represented as a range)
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	
Simulations/Labs	60%
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
Total	100%

Comments on Evaluation

Course Grading Scheme*

JIBC1 (A to F) JIBC2 (MAS/NMA) JIBC3(CM/IN) JIBC4 (P/F)

(* <http://www.jibc.ca/policy/3304> Grading policy)

Other Course Guidelines, Procedures and Comments

Learners must attend the full course to receive credit.

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language
- Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those

and form of communication suitable for different audiences and mediums.

- Leadership:** Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.
- Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

with diverse cultures, backgrounds and capabilities.

- Inter-professional teamwork:** Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.
- Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.