

FEEDBACK LITERACY

Gold Coast Health
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Developing residents' feedback literacy in emergency medicine: Lessons from design-based research

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Purpose

To empower doctors in emergency to maximise the effects of feedback processes in order to improve their own performance. **A feedback literate learner will...**

- Seek to understand expectations of performance eg. **ask the supervisor what they expect of you**
- Understand that feedback is a process that ultimately results in a plan for improvement. eg. **when there is no plan, begin to create a plan and ask for input**
- Recognise feedback is not just about formal conversations eg. **if a supervisor gives some advice or direction in response to something you have done, that is feedback**
- Learn how to manage emotional response to feedback in order to utilise it eg. **notice if your initial reaction is defensive and challenge yourself to overcome that defensiveness in order seek the benefit of the feedback to your performance at work**

FINDINGS

Best time

Night shifts > late shifts > day shifts due to fragmented supervision during the day

Priming

Establish what you want feedback specifically about and share this at the start of shift. Check in again well before the end of the shift.

Going beyond 'Good job'

Questions you could ask...

- Can you tell me what an excellent 'More senior dr' might do in this situation?
- Can you tell how I could be even 1% better in this specific area of my practice?
- I would like to be even better at xxx, can you tell me how to do this?

Best place

Less acute areas

Short stay > Acute > Resuscitation due to imminent busy-ness & fragmented supervision

Not just supervisors

Everyone you work with holds some feedback information for you

- Junior doctor colleagues
- Nursing staff
- Allied health staff
- Plaster technicians

KEY ELEMENTS

1

Appreciating feedback

Recognise when feedback is occurring - which includes signposted conversations as well as looking out for more subtle clues about your performance from **supervisors, patients and colleagues**

Making judgements

Make judgments about your **own work versus a standard of work** (if you're not sure, it's up to you to clarify using supervisors, colleagues, curriculum guidelines etc.). You will also need to make judgments about the **validity of the feedback**. If you are unsure, do further investigation eg. ask more widely and check in with your own values.

2

3

Managing affect

Understand that you may have an **emotional reaction to feedback** and learn how to manage this emotion, in order to be curious about the truth of the feedback to help you improve. You will need to be curious about your **impact (not just your intention)** and adopt a growth mindset.

Taking action

Ask questions during feedback conversations to ensure you understand what you are going to work on and ensure there is a **clear plan for improvement**

4

Framework for critiquing feedback

Orientation to standards of work & purpose of feedback	Was I oriented to the standards of work and purposes of feedback? How can I determine what the standards of work are?
Activity 1	Was the feedback based on a particular activity or performance over time?
Learner judges work	Did I take the time to judge my performance? What was my judgement?
Learner asks for specific feedback	Did I ask for specific feedback on my performance? Was I given an opportunity to ask for specific feedback? If not, how could I create this opportunity?
Others judge work	Did the supervisor provide feedback based on my performance? If not, how can I hone the discussion towards feedback based on <u>particular activities</u> ?
Compare judgments	Did the feedback conversation include a comparison about my judgements with the supervisors? How can I ensure that both parties' judgments are discussed? How am I doing with my <u>ability to judge my performance</u> ?
Plan for improved work	Did the discussion generate a plan for improved work? How can I ensure <u>a plan for improved work is generated</u> ?
Activity 2	Have I implemented the suggestions for improvement into my clinical practice? Is my performance improving? If no, do I need more feedback?

Feedback Mark II (Boud and Molloy, 2013)

Link to article

<https://pubmed.ncbi.nlm.nih.gov/37529173/>