

Enhancing the feedback literacy of both learners and assessors to better navigate feedback discussions in assessments of performance in clinical and professional practice.

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Abstract

Background and Importance for research and/or practice

Whilst the competencies assessed through most workplace-based assessments (WBAs) are similar, the assessors vary widely. This impacts on both the reliability and validity of these assessments [i]. Learners who employ effective feedback practices anticipate their learning needs and seek feedback from a range of assessors to provide different perspectives and breadth on their clinical practice [ii]. Near peers will understand their current learning needs, senior peers are performing at the level they aiming to achieve, practicing clinicians and other health professionals will understand the health system and context within which their practice is applied, and patient feedback will support a deeper understanding of the application of patient-centred care. Whilst we encourage this variation, exploring strategies that do not rely on the almost impossible task of standardised assessor training is essential.

Drawing on the parallels between being learner-centred as an educator and delivering patient-centred care as a clinician, we looked to tools from clinical medicine and those employed by other health and non-health disciplines to facilitate their professional practice. Drawing on the COIN (Context, Observation, Impact, Next Steps) model utilised in the business sector [iii], we incorporated these elements into the mini-CEX WBA form. We further enhanced the COIN framework by including categories of Impact relevant to clinical practice to scaffold and therefore enhance the feedback that assessors provide, and for our learners to use, to effectively navigate feedback discussions for greatest impact.

Workshop format

This will be an interactive and experiential workshop.

We will present our framework drawing on the COIN model and other disciplinary tools we have encountered that may apply to observational assessments of clinical practice (workplace-based assessments such as the mini-CEX).

In small groups, participants will consider these tools and draw on their own experiences to explore other tools, models, or frameworks within, and outside of, their own discipline's clinical and/or professional practice that may be adapted to such assessments within their own context.

Participants will then explore and develop strategies to adapt and refine these tools to ensure relevance to the feedback discussions of observational assessments of clinical and/ or professional practice within their own learning and teaching setting.

Following this, a whole-group discussion will aim to summarise the key findings and potential next steps for education research and practice.

Who should participate?

Anyone involved in designing opportunities to provide and evaluate feedback in assessments of clinical and/or professional practice in health professional programs, higher education and healthcare workplaces.

Level of workshop

Intermediate to advanced

Number of participants

Maximum 25

Take-home messages/workshop outcomes

Participants will identify translatable aspects of tools, models and frameworks utilised in clinical practice and/or professional practice outside their own discipline. Participants will then consider, refine and adapt these tools, models and frameworks to apply to observational assessments of clinical and/or professional practice within their own context. This workshop will provide an opportunity to scaffold and therefore enhance the feedback that assessors provide, and for learners to use, to effectively navigate feedback discussions for greatest impact.

References (maximum three)

[i] Ponnampereuma, G. 'Workplace based assessment', in Kieran Walsh (ed.), Oxford Textbook of Medical Education, Oxford Textbook (Oxford, 2013; online edn, Oxford Academic, 1 Oct. 2013), <https://doi.org/10.1093/med/9780199652679.003.0046>, accessed 9 Aug. 2023.

[ii] Molloy, E., Boud, D., & Henderson, M. (2020). Developing a learning-centred framework for feedback literacy. *Assessment and Evaluation in Higher Education*, 45(4), 527–540. <https://doi.org/10.1080/02602938.2019.1667955>

[iii] Carroll, A. *The Feedback Imperative: How to Give Everyday Feedback to Speed Up Your Team's Success*: River Grove Books (2014).