



THE UNIVERSITY OF
MELBOURNE

Department of
Medical Education
Melbourne Medical School

PhD completion seminar

Creating, testing and refining the Feedback Quality Instrument (FQI) for guiding quality verbal feedback in health professions education.

Abstract

Feedback is important but problematic in the health workplace. Our goal is to promote high quality feedback which engages, motivates and enables a learner to improve.

To assist educators, we have developed, tested and refined an instrument for systematically evaluating an educator's role in quality verbal feedback in clinical practice. We also anticipate that the instrument will be helpful in guiding professional development programs for clinical supervisors aiming to improve their feedback skills and for learners to better understand their own role in feedback interactions.

The initial development of the instrument involved an extensive literature review and collaboration with an expert panel to clarify the distinct elements of feedback with the potential to influence learner outcomes and the educator behaviours that exemplify high quality feedback. This resulted in a foundation Feedback Quality Instrument (FQI), which was then tested and refined. Six raters utilised the FQI to evaluate thirty-six videoed sessions of authentic clinical feedback. This quantitative analysis has been used to create an observational report on common educator behaviours in contemporary workplace feedback practice and to compare these to recommended behaviours in high quality feedback, as outlined in the FQI. Secondly to investigate the psychometric properties of the instrument and to inform the refinement of the FQI, we used Rasch and exploratory factor analysis.

In addition to the quantitative analysis of educators' approaches to feedback in the workplace (observational study), we performed a qualitative analysis of the video data, focussing on the two key emergent themes of 1) the role of feedback in promoting learners' own evaluative judgement and 2) the ways in which supervisors cultivate psychological safety within feedback interactions. The qualitative analysis will help to clarify desirable educator approaches to feedback, and to assist with the refinement of the FQI and to address gaps identified during the psychometric testing phase.



Dr Christina Johnson

Thursday 12 December 2019
2.15-3.00pm

DME Library (N714)
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Biography

Dr Christina Johnson is the Director, Monash Doctors Education and a Consultant in General and Geriatric Medicine at Monash Health. Her special areas of interest include feedback, remediation and workplace learning.