



Feedback Literacy

Learner Toolkit for Feedback Literacy

BEFORE FEEDBACK

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Conceptualize feedback as an active process that can be learner-initiated.

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Identify opportunities to seek out feedback.

- Make a plan at the start of the shift about when feedback will occur.
- Identify sources of feedback beyond your preceptor/supervisor (e.g. other health professionals, peers, learners).

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Set the environment for feedback.

- If seeking out feedback, aim to do so in a private space with adequate time for discussion.



DURING FEEDBACK

☐ Be aware of your affective response. Introduce yourself as a student; identify who else is part of the call and confirm with the patient that you are in a confidential setting.

- View feedback as an opportunity for growth rather than as an attack on your skills.
- If a negative affective response is occurring, recognize and reflect on it.

☐ Recognize the value of diverse feedback sources. Inquire if anyone else is with the patient for the appointment and ask for that person to introduce themselves if applicable.

- Is the person giving you feedback from your profession or a different one? What perspective might they be offering that would otherwise be missed?

☐ View feedback as a reciprocal process.

- Engage in active dialogue with the person providing you feedback.
- Seek clarification and ask questions.
- Practice self-evaluation - actively reflect on your own performance, and how it compares to the feedback you are receiving.



AFTER FEEDBACK

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Take concrete steps to act upon the feedback.

- Identify what actions need to be taken.
- How will you assess whether you have achieved the desired outcome?
- Who can you go to for additional feedback on your action plan?

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Record the feedback in a reflective journal or e-portfolio.

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Revisit your reflective journal/feedback portfolio at the start and end of each new placement.