



# Feedback Literacy

## Learner Toolkit for Feedback Literacy

### BEFORE FEEDBACK

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

- 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?
  
- Record the feedback in a reflective journal or e-portfolio.
  
- Revisit your reflective journal/feedback portfolio at the start and end of each new placement.