

A Reflective Tool: Live Feedback Form

Objective:

We aimed to critically appraise the value of live feedback in providing the objectively assessed evidence by designing and using this live feedback form after each clinical session in obstetrics & gynaecology practice.

Design:

The aim was to obtain live feedback on the skills and behaviours of clinician during that particular clinical session to obtain evidence objectively and confidentially.

Method:

A Proforma was designed by the primary clinician to obtain live feedback from nursing staff, midwives, HCAs, Theatre staff & accompanying medical students in clinics from Keele University. The Proforma was collected by the receptionist at the end of each clinical activity and was handed over to the primary clinician.

Results:

This was a quality improvement project in response to 360 MSF feedback as a part of annual appraisal process. A Proforma was designed by the primary author and practiced at the end of every clinical session while working as specialty doctor in Obstetrics & gynaecology. This practice continued during direct clinical care activities and supporting professional activities from January 2015 to December 2017. A significant improvement was noted after obtaining live feedback on regular basis and many interpersonal concerns were improved by taking this feedback constructively. Many areas of improvement in non-technical skills were identified including External: BAME Background, SAS doctor, Cultural difference. Internal factors included emotional intelligence, political intelligence and tactfulness.

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Conclusion:

The live feedback form proved a useful tool to identify external and internal factors that needed modification though having its own limitations on long term basis.

Strengths

1. Engaging/ Insightful
2. Objectively assessed
3. Auditable
4. Reproducible
5. Used for Appraisals/revalidation
6. Can be used for CESR application

Weakness

1. Time consuming
2. Specific to one clinical session
3. Additional paperwork for peers
4. Possibility of personal bias



"Learners need endless feedback more than they need endless teaching."

-Grant Wiggins, Less Teaching and More Feedback?, ASCD Inservice,



Clinic Live Feedback (Clinic_____)

Introduction & team briefing	
Time management	
Communication with colleagues	
Communication with pts, families & carers	
Compassion/Empathy to patient & relatives	
Situational Awareness	
Management of complex clinical problems	
Ref. to MDT/Mental capacity (if needed)	
Teaching & training	
Follow up	
What went well?	
Could we improve anything?	
Any issues to be addressed?	
Any incidence requiring escalation?	
Name & sign	
Position	Date



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Our Vision: To provide excellent care for the communities we serve



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