

The Westerveld Framework

for giving and using feedback information in interprofessional dialogues

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INFORMATION GIVER

INFORMATION USER

PRINCIPLES

- Is open to responses to feedback,
- including critique → Uses substantive, not authoritative
- arguments → When appropriate, addresses and cor-
- rects defensive reactions to feedback
- seeks positive and negative feedback Responds respectfully, avoiding

Is open to learn from- and proactively

defensiveness

INTERPROFESSIONAL ADDITIONS Gives feedback to professionals from other Seeks and accepts feedback from team members

Open & respectful

- professions Crosses professional group boundaries and
- contributes to interprofessional team identity
- Addresses and overcomes power differentials from hierarchy, years of experience or educational role (teacher, learner or peer)
- Crosses professional group boundaries and con-
- tributes to interprofessional team identity
- Addresses and overcomes power differentials from hierarchy, years of experience or educational role (teacher, learner or peer) when safe

FEEDBACK CRITERION

Relevant

PRINCIPLES

- Discusses goals until mutual understanding is achieved
- Gives feedback information related to mutual goals

observed task performance

Gives feedback information based on

- INTERPROFESSIONAL ADDITIONS
- Discusses goals until mutual understanding is achieved
 - Seeks feedback related to mutual goals Asks feedback on performed task from
 - observer

Clarifies how feedback contributes to patient care

- Clarifies feedback dialogue goal: improving per-
- sonal growth or work-efficiency Addresses alignment between feedback and role
- or expertise (why perspective of specific provider is valuable for user)
- Clarifies how feedback contributes to patient care Clarifies feedback dialogue goal: improving users'
- personal growth or work-efficiency Addresses alignment between feedback and role
- or expertise (why perspective of specific provider is valuable for user)

Timely

PRINCIPLES

- Verifies readiness of giver and user Gives user the opportunity to first learn
- independently Times feedback so the user has the op-
- portunity to adapt
- Verifies readiness of giver and user Seeks feedback after attempting to learn
- independently Seeks feedback when there is still opportu-
- nity to adapt performance

INTERPROFESSIONAL ADDITIONS Considers and verifies possible differences in Considers and verifies possible differences in (tim-

- (timing of) work process between professions whilst assessing readiness
- ing of) work process between professions whilst assessing readiness

Participates actively in dialogue: listens

FEEDBACK CRITERION >

Dialogical

PRINCIPLES

asks questions, listens actively, answers questions, offers room to respond, verifies understanding Uses clear and unambiguous language

Offers feedback in a dialogical manner:

- actively, asks clarifying questions when necessary, answers questions, verifies understanding Uses clear and unambiguous language
- **INTERPROFESSIONAL ADDITIONS**

Addresses when differences in professional Addresses when differences in professional background characteristics influences exchange background characteristics influences exchange

- of feedback Avoids the use of professional jargon and asks clarification when jargon is used
- of feedback Avoids the use of professional jargon and asks clarification when jargon is used
- Responsive

Asks about user needs, competence and

FEEDBACK CRITERION >

needs, competence and motivation; con-

When appropriate and relevant, shares:

PRINCIPLES

expressed emotions Addresses how previous feedback has been used

motivation; contextual factors and

- textual factors and emotions Feeds back on previous and current feedback information in terms of content, use, and emotional response
- **INTERPROFESSIONAL ADDITIONS** Explores and clarifies differences in professional

background characteristics and addresses how

seeking acceptance, understanding and use)

these differences affect feedback processes (incl. these differences affect feedback processes (incl. seeking acceptance, understanding and use)

PRINCIPLES

Sense making FEEDBACK CRITERION

Prioritises to most important, mutually

Explores and clarifies differences in professional

background characteristics and addresses how

Summarises message

understood information

- Invites user to come back for further clarification if needed
- Interprets and prioritises received feedback information by comparing to: learning goals, previously received feedback, personal view on performance and perception of own strengths and weaknesses
- Seeks additional clarification when sense making stagnates

feedback is adequate and useful

Based on interpretation, judges whether

INTERPROFESSIONAL ADDITIONS Explores how differences in professional back-

ground characteristics influence interpretation

and prioritisation of feedback

FEEDBACK CRITERION

Gives forward looking feedback: suggests

Addresses how differences in professional

tion and prioritisation of feedback

background characteristics influence interpreta-

Actionable **PRINCIPLES**

Encourages user to make an action plan Directs user towards useful resources to

improvement strategies

support relevant actions

- Discards feedback when judged inadequate or not useful

Creates action plan to achieve refined

Revisits learning goals based on sense

learning goals Implements action plan on the next occasion

making of feedback

INTERPROFESSIONAL ADDITIONS

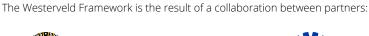
Discusses possible facilitators and barriers stem-

stemming from differences in professional background charactheristics when directingtowards actions for improvement

Discusses possible facilitators and barriers

ming from differences in professional background charactheristics when creating and implementing actions for improvement

Based on: Claudia Tielemans, Renske de Kleijn, Marieke van der Schaaf, Sjoukje van den Broek & Tineke Westerveld † (2021): The Westerveld framework for interprofessional feedback dialogues in health professions education, Assessment & Evaluation in Higher





Education.



