

## **PP063**

### **Factors associated with the feedback literacy of undergraduate clinical students of three medical faculties in Sri Lanka**

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#### **Introduction**

Feedback is an inseparable part of medical education. Development of students' feedback literacy enables uptake and action based on feedback.

#### **Objectives**

Explore the factors associated with feedback literacy of undergraduate clinical students in three medical faculties in Sri Lanka.

#### **Methods**

Secondary analysis was performed on focus group discussion data collected for an exploratory study on feedback in undergraduate clinical teaching settings in Sri Lanka which also included observational and interview components. 46 students from the third to final year and 19 recent graduates of three medical schools in Sri Lanka took part in eight focus group discussions. Framework analysis was performed using a model of student feedback literacy as the theoretical framework.

#### **Results**

The two major themes found to have influenced students' feedback literacy were: difficulties in forming decisions for improvement based on feedback and difficulties in managing affect related to feedback. Students found it difficult to form judgements as they were novices and when they found variation among the teachers on the substance of feedback. Students found it easier to manage their emotional reactions to feedback when they perceived that the teachers cared about their improvement; with more experience with feedback as they progress through the years and when the emotional burden of feedback was not overwhelming.

#### **Conclusions**

Undergraduate students in Sri Lanka need support in making academic judgments regarding the feedback they receive. They attempt to accept and work on feedback if the providers cared for their improvement and the affective load of feedback is manageable.

**Key words:** *Effective feedback, clinical education, medical education*