

How to get best value from the MSF and PSQ

Aims....

- A brief overview of MSF and PSQ
- The theory
- Research experience
- Consideration of how to get best use from the MSF and PSQ
- A proposed feedback model
- Some discussion

What is the PSQ and what does it measure?

- CARE – Consultation And Relational Empathy
- A process measure of the consultation
- Measures empathy – “the ability to communicate an understanding of the patient’s world and act on that understanding in a therapeutic way”
- Reliable
- Considered relevant by patients and GPs
- Equally valid in deprived populations
- Communication and Practising holistically

What is the MSF and what does it measure?

- 2 question MSF
- Piloted as part of the nMRCGP WPBA pilot
- Reliable
- Rates clinical ability and professional behaviour
- Non-clinical staff only rate professional behaviour
- Uses free test boxes to obtain specific feedback
- Requires 2 iterations
- Covers multiple competencies

How they work – underpinning theory

- Discrepancy between self-evaluation and the views of others will increase self-awareness
- Enhanced self awareness is required for maximal performance
- Self awareness will lead to change

- BUT –there is little evidence that the views of others are key drivers in individual change

So.....

- Using MSF feedback for 125 MBA students showed that negative rankings:
 - were not seen as accurate or useful,
 - did not result in increased awareness,
 - resulted in discouragement, anger, de-motivation.
 - suggesting that those who may most need to benefit may be least receptive
- (Brett, Atwater 2001)

Why?

“Performance appraisal touches on one of the most emotionally charged activities in business life - the assessment of a man’s contribution and ability. The signals he receives about this assessment have a strong impact on his self-esteem and subsequent performance”. Thompson and Dalton, 1970

- Negative feedback is perceived as less accurate
- Assessment often hurts
- It often generates feelings of shame, powerlessness, anger, embarrassment
- Those who consistently assess themselves lower or higher than others have less insight and are less likely to use feedback.
- **These effects can be long lasting**

Factors that will influence acceptance of feedback

- Recipient's attitude to feedback and appraisal in the workplace, including the 'psychological contract' or 'inner deal' people strike with individuals and the organisation
- Perceived accuracy and reliability of assessment methods
- Congruence or otherwise of self perceptions with the feedback received
- Manner in which the feedback is delivered and discussed

The 2 question MSF

- Reliable with 5 clinical and 5 non-clinical raters
- Requires 2 iterations
- Rates clinical ability and professional behaviour
- Non-clinicians rate professional behaviour only
- Web based
- Prompt for free text boxes
- **Quality of feedback is determined by the free text comments**

Giving feedback

- Descriptive
- Non-judgemental
- Balanced
- Emphasis on behaviours that have potential for change
- *SMART*

This key skill is now required by all in your practice who will be asked to participate in the MSF

MSF and PSQ

- 3rd party performance feedback
- Raises self awareness and aids change
- Literature suggests a coaching model required
- Initial 'screening' by trainer for preparation and timed and controlled delivery and discussion
- Time for reflection by the registrar

A proposed FRAMEWORK

- Setting the scene
- Preparation and planning
- Feedback facilitation – the ‘ECO’ model

Setting the scene...

At the beginning of training:

- Negotiate the educational contract
- Agree the frequency and nature of feedback
- Address issues around the MSF and PSQ assessment tools

Preparation and planning...

Trainer:

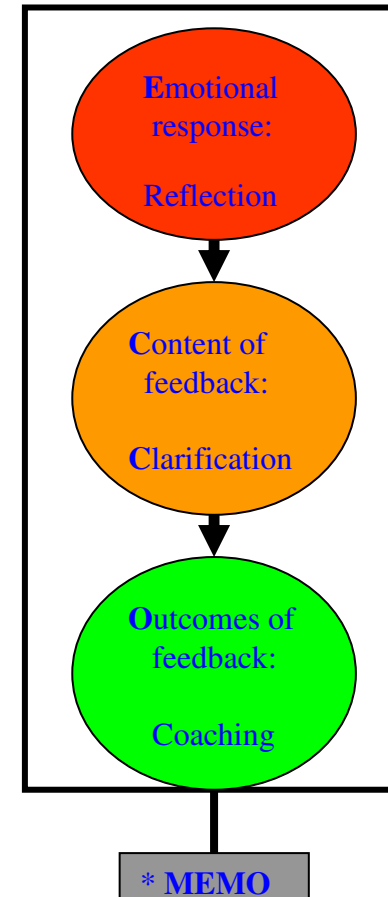
- Consider the nature of the feedback ?which group
- review feedback and consider what challenges may arise
- Allow appropriate time for trainee reflection before meeting

Trainee

- Review the feedback
- Consider in the light of their self assessment of performance and the questions it raises
- Identify opportunities for improvement

Feedback facilitation - The 'ECO' model

- Emotional response
- Content of feedback
- Outcome(s)



Emotional response...

- Encourage Registrar to reflect on their ***emotions*** on receiving the MSF responses, probe & challenge if necessary, ***before*** discussing content in detail.
- Allow distress and dissatisfaction rather than jumping in and “rescuing”
- Use awareness raising questions
- May not get closure but registrar feels understood

Clarifying content ...

- Encourage **Registrar** to interpret and describe content messages in terms of his/her own performance in specific tasks

Coaching outcomes...

- Encourage ***Registrar*** to reflect on the feedback and what they got out of it, to identify their learning needs, the changes needed and the potential barriers before offering your own views/suggestions
- formulate action plan

The 'ECO' Model

