

Feedback by design for an Interprofessional Audience

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The effective use of feedback is important to securing a culture of patient safety.

The goal of this workshop:

To enhance the confidence and competence of attendees in :

- (a) choosing the correct type of feedback to improve taskwork in role or teamwork in an interprofessional context and
- (b) using feedback effectively to close performance gaps.

Faculty are frequently challenged by requests to engage in educational initiatives, but rarely afforded opportunities to develop their skill set with the provision of feedback. After a brief review of the principles of effective feedback and value of using a structured approach, attendees will be given the opportunity to provide feedback to a faculty member based on their observations of a video of team performance. Faculty will wear two hats, role playing the person the feedback is directed to and coaching the attendee in the process.

This is an immersive workshop planned to expert model experiential learning theory. The workshop will begin with the solicitation of attendee's perspectives of challenges in providing feedback to educators and colleagues. These themes will be used to frame learning objectives and attendee learning. A brief power-point presentation will review the key principles of effective feedback supporting three types of feedback (direct feedback, plus delta and advocacy inquiry). A video depicting a learning session will be used to create the context for attendee deliberate practice providing the lead educator with feedback. A faculty member will engage attendees in using the plus/delta approach to identify effective and ineffective feedback behaviours, which will be recorded on a flip chart. Then in smaller groups (8-10) attendees will be coached to provide feedback using a blend of the three feedback approaches discussed. Each group will be supported with the Script Assisted to Educate (SAFE cognitive aid) to support a structured approach to enhance learning.