

Prince of songkla University
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Reply form

Title	Creating Learning Conversations to Improve Clinical Skill Performance
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ขอเชิญร่วมเข้าฟัง การบรรยายพิเศษ เรื่อง

Creating Learning Conversations to Improve Clinical Skill Performance

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Objectives

- **Discuss** the learning conversation model and apply to the clinical learning environment
- **Describe** exemplar models of feedback, debriefing, and the limitations of both frameworks in medical education

What Are the Differences Between Feedback and Debriefing?

- Feedback :
 - Constructive and objective appraisal of performance given to improve skills
- Debriefing :
 - Process of facilitated reflection, aims to describe key events and analyze thoughts & actions to apply new understanding to future performance

ความเหมือน

- A discussion between trainee and educator
- Educator's role- process, integrate, translate exhibited behavior, engage in exchange of information to improve performance

ความต่าง

- How, when, and where they occur in educational practice
- Debriefing-post event discussion to facilitate conversation from an experiential activity
- Feedback- teacher centric, primary unidirectional model, facilitate learner-centered discussion to “accept diagnosis”

An Educational Alliance Centered Framework for Feedback: R2C2

- **R**apport Building- build relationship and trust, establish credibility
- Explore **R**eactions- reactions to perceptions of data/report
- explore **C**ontent- understanding of content of data/report
- **C**oach for Change – development achievable action plan

Summary

- Feedback and Debriefing facilitated discussions have unique components in structure and delivery
- Learning conversations cultivates an alliance between teachers and learners by utilizing experiential reflection from debriefing and guiding to a standard in feedback to optimize performance improvement
- Strategies to optimize the culture in which the learning conversation occurs supports a growth mindset