



LEARNING CONVERSATIONS: FEEDBACK AND DEBRIEFING PRACTICES IN CLINICAL PRACTICE AND IN SIMULATION

Effective communication optimises learning. While feedback and debriefing are common in health professional education, there is substantial variance in how they are practiced. From a learner's perspective, feedback and debriefing are often insufficient or simply not recognised.

Examine how this form of communication – framed as 'learning conversations' – can contribute to learning and teaching processes.

In this 6 week online course, you'll consider perspectives of both the learner and teacher, and develop strategies for creating safety-enabling honest communication in learning conversations. Learn from an international expert in health professions education. Our course draws on literature from clinical supervision and simulation, where concepts of feedback and debriefing are framed to support professional development.

LEARNING OBJECTIVES

- Describe the role of feedback and debriefing in supporting learning.
- Identify the range of settings in which learning conversations occur.
- Recognise strategies to create safety for learning conversations.
- Outline strategies to promote learner-initiated feedback.
- Demonstrate learner-centred approaches to briefing.
- Demonstrate specific debriefing approaches in diverse learning contexts.

WHO SHOULD ATTEND

This course is designed for anyone involved in supporting the development of students and professionals in health and social care, in both clinical and simulated environments.

ACCELERATE YOUR QUALIFICATION

Eligible participants who complete the assessed version of this short course can receive 6 credit points towards the Graduate Certificate of Clinical Simulation.

Learn more at monash.edu/healthed-institute/award-courses

DATES

Refer to website

DELIVERY

6 week online course

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FOR MORE INFORMATION AND TO REGISTER

monash.edu/medicine/healthed-institute/short-courses