Adapting the ‘SBAR’ tool to provide effective learner feedback in Critical Care

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SITUATION
We adapted the SBAR handover tool to deliver high quality standardised written feedback to our learners.

BACKGROUND
Delivery of constructive feedback and guidance is an essential part of the assessment and development process for learners and closely correlates with improved performance (Plakht et al, 2013).

ASSESSMENT
Over the last two years the introduction of the SBAR template has allowed us to deliver feedback using a standardised approach, which has been well received by learners, managers and mentors.

RECOMMENDATIONS
- Evaluation of the SBAR feedback model in more detail (we are in the process of devising a survey to facilitate this).
- Develop a continuous process of feedback for all learners from all mentors.
- Move towards rolling this out to other areas in the trust.

THE ORIGINAL

OUR ADAPTATION

SITUATION
Overview of events to provide context (patient acuity/stability).

BACKGROUND
Summary of the learner’s previous experience and current course/competencies.

ASSESSMENT
Summary of observed practice and discussions.

RECOMMENDATIONS
Guidance tailored to the individual’s identified needs.

ONE LEARNER SAID...
“Thank you very much for your feedback. I have taken on board all the recommendations and will continue to implement them in my practice to help me improve.”

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