

**Title:** Impact of Micro-feedback workshop on Postgraduate Faculty

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**What problem was addressed:** Post-graduate research supervision has emerged as a separate entity with clearly defined roles and responsibilities. One such important role is the provision of face-to-face effective feedback. Due to lack of structured faculty development workshops, postgraduate-research supervisors, especially the newly appointed ones struggle to cope up with their responsibilities and expectations.<sup>[1]</sup> With time and due to an increased workload, these supervisors become reluctant to take initiative and prefer to emulate the practices of their own supervisors on trial and error basis. If this reluctance is allowed to persist, it becomes a life long inhibition.

Furthermore, there prevails a mismatch between how supervisors and their supervisees perceive these feedback practices. This disparity is also attributed to a lack of structured faculty development workshops among the postgraduate medical professionals, not only in Pakistan but also globally. Thus, a structured approach may prove beneficial in developing the effective feedback skills among the postgraduate research faculty.

**What was tried:** This interventional study was based on a separate sample pretest post-test design. A micro-feedback skills workshop was conducted to enhance the feedback skills of the postgraduate research supervisors using microteaching technique. The first two levels of Kirkpatrick model were used to determine the workshop effectiveness. An informal Objective Structured Teaching Exercise (OSTE) was used to assess the feedback skills of pre-test and the post-test group before and after the workshop, respectively. Also, a 5-point Likert scale questionnaire was used to compare the pre-and post-workshop perceptions of supervisors and their corresponding supervisees regarding the ongoing feedback practices.

**What was learned:** A total of 14 out of 24 postgraduate supervisors who were invited to take part in the study, participated, corresponding to a response rate of 58.3%.

Kirkpatrick Level I Evaluation:

The evaluation forms for Kirkpatrick level I suggested a high level of satisfaction from workshop participants, who also appreciated the use of microteaching technique. The participants rated the workshop very high and showed significant improvement on all items of the pre-and post self-evaluation form.

Kirkpatrick Level II Evaluation:

For level II, the OSTE was computed using both the item-based checklist and Global Rating Scale. A significant difference between the OSTE performances of both the pre-and post-test groups was observed. More than 50% gain in the post-test OSTE scores suggested significant improvement in the feedback skills of the post-test group. Furthermore, a significant positive shift was observed in the post workshop perceptions of the supervisors regarding the feedback practices, with no change in supervisees' perceptions probably due to lack of pedagogic awareness among the supervisees.

This study evidently showed that the videotaped microteaching and OSTE could be utilized to enhance the supervisory skills. This approach not only provides a more realistic supervisory experience but also assists in modifying other supervisory practices. This study adds to the limited available literature on this domain by providing a structured approach for organizing faculty development programs.

**Reference:**

1. Al Wahbi A. The need for faculty training programs in effective feedback provision. *Adv Med Educ Pr.* 2014; 5:263–8.