



LOCAL SUPPORT PATHWAY

Knowing when and how to seek support as feedback continues



When feedback is not leading to change in performance, adding structure often includes reaching out to the PEP Team for support.

This guide helps identify when to pause, what to consider, and how the PEP Team can help - so concerns are shared and learners are supported over time.



Seeking Support as Feedback Continues

Knowing when to seek support is part of effective feedback - not a last step.

- Reach out early to your **Regional Coordinator (RC)** when concerns begin to form
- Bring clear observations and patterns
- Consider what has already been tried

Support helps translate feedback into action and shared understanding.

When a concern arises...	What to consider	Who or what can help
You notice a pattern of feedback not leading to change	What have I directly observed? What behaviours or tasks are concerning?	Consult your RC : early to gain perspective
You feel unsure how serious a concern is	Are expectations clear? Is this developmental, contextual, or persistent?	Consult your RC to help interpret what you are seeing
Feedback conversations are repeating	What actions have been tried? How has the learner responded?	Consult your RC for support with goal clarity and action planning.
You are spending significant energy carrying concern	Am I managing this alone? Is additional structure needed?	Consult your RC for shared problem-solving and reassurance
You are moving beyond informal coaching	What documentation would help? What patterns should be recorded?	Consult your RC for guidance
Concerns persist or patient safety may be affected	What support would best help the learner now?	Consult the RC and the PEP Team for supports including learner meetings, and Performance Improvement Plan (PIP)

Support is available at multiple levels. Start with your **Regional Coordinator** for early consultation and guidance.

Additional support may involve the **Coordinator of Practice Experience**, and in some cases, collaboration with the **PEP Faculty Member** depending on the situation. This layered approach ensures that support remains coordinated, learner-centred, and aligned over time.



**Seeking support early helps feedback remain clear, shared, and focused on learning.
You are not expected to manage ongoing concerns alone - support is part of the process.**