



WHEN FEEDBACK ESCALATES

A preceptor guide for action, accountability, and shared support



This guide focuses on the **Continue** phase of feedback - what happens after feedback and coaching conversations, when improvement is not yet happening. It supports preceptors in adding structure, documentation, and shared support in ways that are learner-centred and aligned with patient care.

Escalation to the PEP Team is not a failure of feedback - it is a form of support.

In this phase, feedback becomes an ongoing process that connects insight to action, ensuring learners, preceptors, and patients are supported over time.



When Feedback Needs More Structure

When feedback conversations do not yet lead to changes in performance, the next step is adding structure and support.

- Clarify expectations and next steps
- Translate feedback into specific defined expectations and observable actions
- Build in follow-up and re-observation
- Share responsibility through documentation and consultation with the PEP Team

Structure supports learning - it does not signal failure.

Recognizing When Feedback Needs to Escalate

Escalation may be appropriate when:

- Feedback on the same concern does not lead to change
- The learner agrees but does not follow through
- Expectations are clear, but behaviour remains unchanged
- Concerns feel persistent, unclear, or difficult to carry alone
- There are concerns about professionalism, readiness, or safety

Early concern is reason enough to seek support from the PEP Team

You Are Not Carrying This Alone

No preceptor should carry concern alone.

A strong feedback culture is shaped by how challenges are approached over time. Preceptors support this by being clear about expectations, responding calmly to difficulty, and normalizing consultation and shared support.

Framing structure as part of learning -not failure - helps learners see that feedback, follow-up, and escalation are all part of development.

Graduated Support Pathways

Primary (Routine coaching and feedback)

- Clear expectations and feedback
- Task-anchored observation
- Informal checkins

Secondary (Added structure and action planning)

- Consultation with PEP team
- Specific, observable goals
- Scheduled follow-up and reobservation
- Documentation of patterns and plans

Formal support (PEP Program level support)

- Discussion and shared decision-making
- Written action plans
- Access to remediation or reassessment pathways as needed
- Clear communication with learners about process and support



When feedback isn't yet leading to change, adding structure helps learning move forward.

Early escalation, clear expectations, and follow-up help feedback become more actionable and supported over time.