Can I tell you what I saw happen...?

In-the-moment Coaching & Feedback

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Conflicts of Interest

▪ None to declare
1. Understand the role of the coach & critical skills needed for successful ITM coaching & feedback
2. Enhance communication skills needed to have feedback conversations WITH and provide coaching TO learners
3. Acquire strategies for ITM feedback & coaching sessions
CBME

- Emphasis on abilities
- De-emphasis on time
- Focused on outcomes
- Learner-centered
  - Learner more engaged
  - Assessments FOR learning
- Competence is contextual

Frank et al, 2010
CBME Context:
Assessments are FOR Learning

- Increased emphasis on observations
- Many low-stakes workplace-based assessments
- Supervisors should record actionable, timely & concrete feedback

Holmboe et al, 2010
Tekian et al, 2017
Why is learner feedback & coaching needed?
We are terrible at self-assessment!
Purpose of ITM coaching & feedback:

- Confirms behavior by encouraging reiteration
- Corrects behavior by encouraging change
- Ensures there are no surprises for learners
I’ve been a surgeon for eight years. For the past couple of them, my performance in the operating room has reached a plateau. I’d like to think it’s a good thing—I’ve arrived at my professional peak. But mainly it seems as if I’ve just stopped getting better.

During the first two or three years in practice, your skills seem to improve almost daily. It’s not about hand-eye coordination—you have that in school. It’s about re-learning, refining, and, yes, becoming complacent over the years. For some of us, it’s possible to “plateau” and stay there. For most, though, we need to keep pushing.

Top athletes and singers have coaches. Should you?
Types of feedback

**FORMATIVE**
In context of teaching
- Informal
- Ongoing
- Penalty free

**SUMMATIVE**
In context of evaluation
- Formal, pre-arranged
- Determines competence
- Consistent with learning objectives
Learner’s perspective

- Not receiving enough feedback
- Feedback is inadequate or too late

Parikh et al, 2001
Lefroy et al, 2015
Feedback given ≠ feedback received

Influenced by

- Learner factors
- Supervisor factors (credibility)
- Relationship
- Culture

Lefroy et al, 2015
Ramani et al, 2018
Feedback Culture

- Establish a positive learning climate
- Be a professional role-model
- Observe learner performance
- Facilitate reflection and informed self-assessment

- Foster a growth mind-set
- Encourage feedback seeking
- Have learners initiate action plans

Ramani et al, 2018
Quality Feedback

- Based on first-hand knowledge
- Descriptive
- Specific
- Relevant
- Well timed
- Action-oriented
- Encourages reflection
- Verbal AND written

Lefroy et al, 2015
Barriers to Feedback
Barriers to Feedback

- Time!
- Assessment
  - Not observed
- “Not sure what to say”
- “Negative” feedback is taken personally
  - High self esteem
- Emotional reaction

Tekian et al, 2017
ITM Coaching & Feedback Models

- Feedback “sandwich”
- Pendleton’s “rules”
- Reflective feedback conversation
- R2C2
- X-OCD

Lefroy et al, 2015
Sargeant et al, 2016
Continue...
- Comment on aspect of performance that were effective
- Be specific & describe impact
- Highlight things you would like to see done in the future

Start, or do more...
- Identify behavior the learner knows how to do, and should do or do more often

Consider...
- Highlight a point of growth for the learner, a “doable” challenge for future interactions

Stop, or do less...
- Point out actions that were not helpful, or could be harmful
- Be specific and include potential impact
Feedback Model Commonalities

1. Engage
2. Appropriate setting
3. Descriptive
4. Limit info
5. Avoid comparison
6. Check interpretation
7. Encourage action plan
Feedback
Warm Up!

1. Think of a resident or student with whom you recently worked, and where you noted an area for improvement
2. Write your feedback in a comment
3. Write your suggestion for how they should address this area for improvement
4. Share the comments with a person at your table who is not in your specialty
   - Do they understand the comment and suggestion?
   - Does it seem like a useful comment and suggestion? Why or why not?
Role Play: Case 1

- Observation of patient handover
- Consider the following CanMEDS roles:
  - Collaborator
  - Scholar
  - Leader
Role Play: Case 2

- Observation of DNR discussion
- Consider the following CanMEDS roles:
  - Medical Expert
  - Communicator
  - Health Advocate
  - Leader
Learner feedback and in-the-moment coaching promotes growth

Feedback is a conversation

Develop your approach

- Based on observation
- Descriptive
Thank you!

One thing you will continue doing...

One thing you will start doing...

One thing you will stop doing...
Resources