

Faculty Development Day 2018

*Can I tell you what I saw happen...?*  
**In-the-moment Coaching &  
Feedback**

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# Conflicts of Interest

- None to declare



# Learning outcomes

- 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**

## CBME Context: Assessments are FOR Learning

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

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**



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# PERSONAL BEST

*Top athletes and singers have coaches. Should you?*



By Atul Gawande

The ITM  
coach



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



# 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

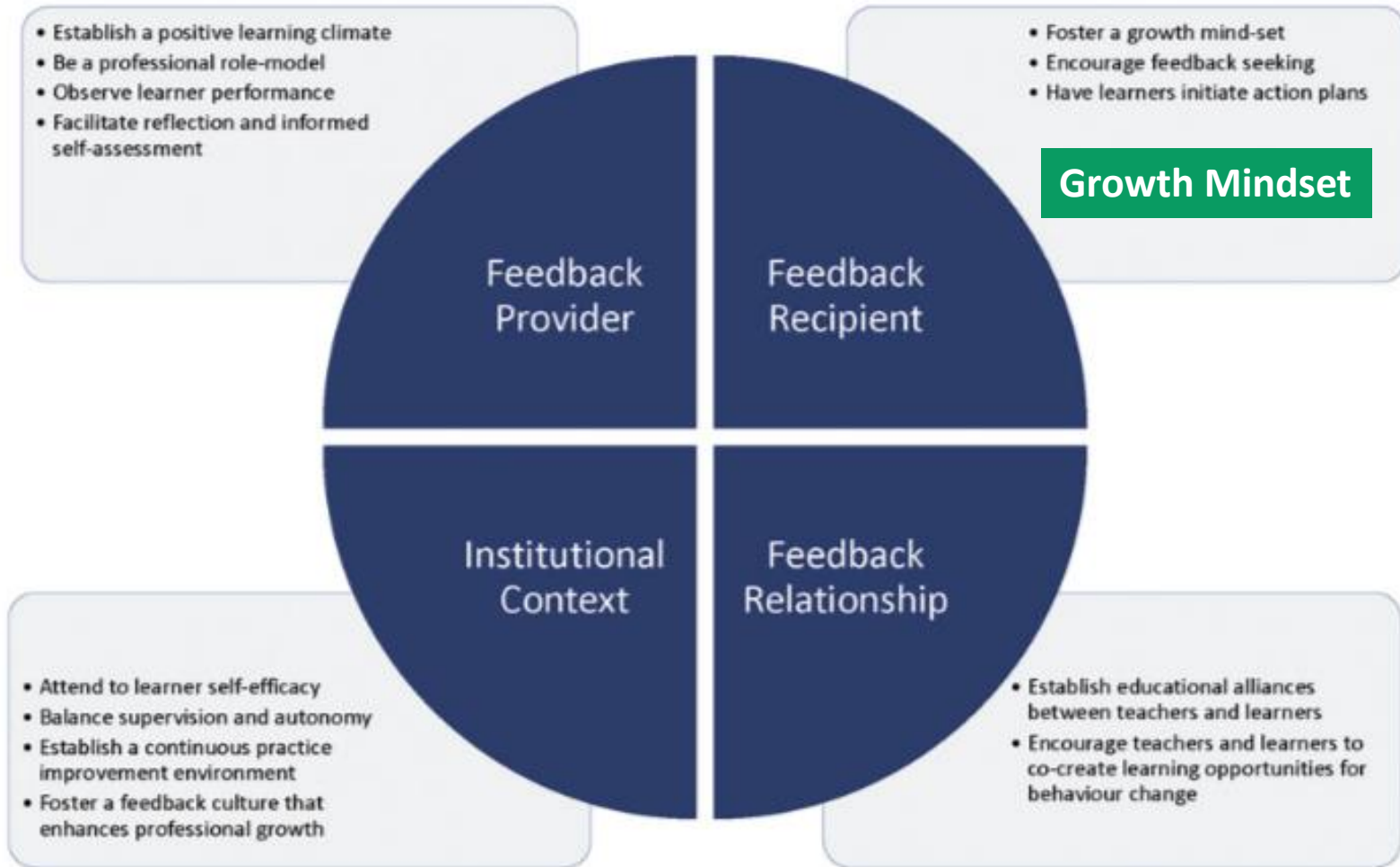
## FEEDBACK GAP



MIND THE GAP

- Feedback given  $\neq$  feedback received
- Influenced by
  - Learner factors
  - Supervisor factors (credibility)
  - Relationship
  - Culture

# Feedback Culture



# Quality Feedback

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

# 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



# ITM Coaching & Feedback Models

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



# BAYER INSTITUTE

## 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

# Summary

- **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

