COACHING & FEEDBACK
IN CBD

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The best health for all. The best care for all.
CBD Coaching Model Contributors

Special thanks to the following individuals who contributed to the development of this module:

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Objectives

• Understand Coaching as envisioned for CBD

• Describe the components of the CBD Coaching Model

• Brainstorm implementation issues
Coaching

“Guiding another through a process, leading to performance enhancement”
A coach’s priority is to promote improvement
<table>
<thead>
<tr>
<th><strong>Desire</strong></th>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
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</thead>
<tbody>
<tr>
<td>Look smart in every situation and prove myself over and over again. Never fail!!</td>
<td>Stretch myself, take risks and learn. Bring on the challenges!</td>
<td></td>
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<tr>
<td><strong>Evaluation of Situations</strong></td>
<td>Will I succeed or fail? Will I look smart or dumb?</td>
<td>Will this allow me to grow? Will this help me overcome some of my challenges?</td>
</tr>
<tr>
<td><strong>Dealing with Setbacks</strong></td>
<td>“I’m a failure” (identity) “I’m an idiot”</td>
<td>“I failed” (action) “I’ll try harder next time”</td>
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<tr>
<td><strong>Challenges</strong></td>
<td>Avoid challenges, get defensive or give up easily.</td>
<td>Embrace challenges, persist in the face of setbacks.</td>
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<tr>
<td><strong>Effort</strong></td>
<td>Why bother? It’s not going to change anything.</td>
<td>Growth and learning require effort.</td>
</tr>
<tr>
<td><strong>Criticism</strong></td>
<td>Ignore constructive criticism.</td>
<td>Learn from criticism. How can I improve?</td>
</tr>
<tr>
<td><strong>Success of Others</strong></td>
<td>Feel threatened by the success of others. If you succeed, then I fail.</td>
<td>Finds lessons &amp; inspiration in other people’s success.</td>
</tr>
<tr>
<td><strong>Result...</strong></td>
<td>Plateau early, achieve less than my full potential.</td>
<td>Reach ever-higher levels of achievement.</td>
</tr>
</tbody>
</table>
• “Summative assessment”
  • High stakes
  • Happens at the end of the learning process
  • Goal: judge/evaluate learning at that particular instant in time

• “Formative assessment”
  • Low stakes, safe environment
  • Embedded in the learning process (frequent and ongoing)
  • Goal: monitor learning/progress and provide immediate feedback that can be used to improve teaching/learning (feedback loop)
CBD Coaching Model

blueprint for learning goals
= EPAs
CBD Coaching Model

Facilitating learning and development of a residents' competence
Coaching Feedback

Feedback = *information* about what was observed compared to an expected standard

Observer makes determination of quality of observed task

Coaching Feedback = feedback + *actionable suggestions* for improvement

Observation of Work
A UBC FEEDBACK STUDY
Stephane Voyer
Rose Hatala
Cary Cuncic
Deb Butler

Med Educ, 2016
• Direct Observation

• Feedback divorced from assessment

• Longitudinal Relationships with learners
WAYS OF WORKING

• Clinical skills

• Higher order skills: clinical reasoning, communication
“you gave me a target, like, 15 minutes. I didn’t know if that was reasonable.... So you gave me very specific tangible things to work on that I could actually take and make useful on a day-to-day basis.”
WAYS OF THINKING AND LEARNING

- Identifying learning goals
- Reassessing learning goals
WAYS OF BEING AND FEELING

• Support

• Reassurance
“...just knowing that there was a staff person who knew me, who thought I was okay, and who was on my side the whole year was a surprisingly, like, really great thing to have in my corner.”

“...it was the realization that attendings are not scary. They’re there to help you.”
Conditions for meaningful feedback

1. Attend to the interpersonal
2. Think about credibility
3. Discuss learning goals
4. Engage in a conversation
5. Uncouple assessment and feedback
CREATING AN ‘EDUCATIONAL ALLIANCE’

“using the educational alliance as a lens reframes the feedback process from one of information transmission…to one of negotiation and dialogue occurring within an authentic and committed educational relationship that involves seeking shared understanding of performance and standards, negotiating agreement on action plans, working together toward reaching the goals, and co-creating opportunities to use feedback in practice.”

Telio S. Acad Med. 2015
Coaching in the Moment is...

- workplace-based, occurs in a clinical environment
- a key component of Workplace Based Learning
- part of normal learning activities
- low stakes and frequent
- Timely and efficient

- Guidance for improvement
Coaching in the Moment: A Process

1) RAPPORT
2) EXPECTATIONS
3) OBSERVE
4) CONVERSATION
5) DOCUMENT A LEARNING PLAN

RX-OCD
CBD Coaching Model

Facilitating learning and development of a residents’ competence
Coaching Over Time

• Another educational partnership/alliance

• A longitudinal relationship between clinician and learner

• Learners: greater responsibility for reviewing observation data & setting learning goals
Coaching Over Time: Two Goals

1. To guide residents in their clinical performance progress:
   a. Help to synthesize the multiple types of observation data received

2. To facilitate the learner’s development of skills in self-regulated learning by engaging the learner in the process of guided self-assessment. Help the learner to:
   a. Set learning goals
   b. Process feedback and observation data related to goals
   c. Establish or revise new learning goals in response to their progress or other data
R2C2 COACHING MODEL

Sargeant et al, Acad Med, 2018
Portfolio Data

Caverzagie and Lobst
Coaching and Progression

Coaching and competence committees.

Competence Committees - decide

Coaches – develop
Summary

- Resident Learning & Development
- Educational Partnerships
- Assessment **FOR** Learning (observations)
- **Coaching Feedback** for Improvement
- **Coaching in the Moment**
  - Multiple low stakes observations
  - RX-OCD
- **Coaching over Time**
  - Guiding resident progression over time
  - Facilitating lifelong learning skills
- **R2C2**