Lessons Learned:
A multi methods systems approach to improving the culture and practice of feedback

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ICRE – Halifax, NS
October 2019
Disclosures & acknowledgments

• No conflicts of interest
• Thanks to PostMD leadership Drs. Salvatore Spadafora and Glen Bandiera for the support of this work.
• CBME grant provided by the Royal College of Physicians & Surgeons of Canada used to support 17-18 feedback grant program
Feedback Culture

- Coaching
- Longitudinal Relationships
- Educational Alliance
- Growth Mindset
- Bidirectional Feedback
Feedback Culture

- Lack of Feedback
- Performance Orientation
- Short-term Relationships
- Fixed Mindset
- Failure to Fail
Guiding Principles

- Co-Learning
- Faculty-Trainee Relationship
- Engaging Local Leaders
- Co-Teaching
- Support for Local Initiatives
- Multi-Level Intervention
**Intervention Overview**

1. **Workshop**
   Mixed Faculty and Resident Audiences

2. **Grant Competition**
   Supporting Local Projects
   Targeting Feedback Challenges

3. **Symposium**
   Engaging Key Faculty and Trainee Education Leaders

4. **Online Resource Bank**
   Handouts, Videos, Book Reviews
1. Workshops

Improving the Culture and Practice of Feedback

Eight practical, evidence-based messages to support feedback in medical education

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Friday, May 25, 2018

- Mixed Faculty-Resident Audiences
- Participants from One Department
- 1 and 4 hour Formats
- Local Challenges Discussed
1. Workshops
Improving the Culture and Practice of Feedback

Scenario

I received feedback from a faculty that made a general but critical/negative comment about my manner with patients, but then received no information as to the specific behaviours that caused this, or tips or coaching on how to move forward and make improvements in the future...

Local cases problem-solved with the mixed audience
2. Grant Competition

Enhancing Feedback Culture and Coaching Skills in CBME

Application Criteria:

- The proposed project have a goal of improving feedback, coaching or mentorship within a postgraduate program at our institution;

- The applicants consist of a at least one faculty AND one resident from a postgraduate program at our institution;

- If successful, at least one faculty and one trainee from each application attend 3 two-hour grant recipient meetings, together with all other grant recipients;
2. Grant Competition

Enhancing Feedback Culture and Coaching Skills in CBME

- Structured Educational Goal Setting and Feedback on an In-Patient Geriatric Medicine Consult Service
- Competence as Palliative Medicine Teachers in Competency-Based Medical Education (CBME)
- Preparing medical imaging residents for independent after-hours duty: A comprehensive case-based small group curriculum evaluated through simulation based testing
- Surgical Coaching in Obstetrics and Gynecology
- Development and implementation of a digital toolkit to teach and reinforce best practices in feedback and action plan coaching to support competence by design
2. Grant Competition

Enhancing Feedback Culture and Coaching Skills in CBME

Grant Competition Evaluation:

Focus Group Themes

- Co-learning and co-development integral to the success of the grant recipients’ projects.
- Co-teaching integral to the success of the grant program.
- Community of practice created.
- Mandatory meetings created time and space for faculty and residents to meet

Survey Responses

- "Learned from ideas of other groups – helped generate ideas of our own."
- "[I learned about] evidence for feedback."
- “Safe climate created.”
3. Symposium
Research & Best Practices in Building a Feedback and Coaching Culture
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Research & Best Practices in Building a Feedback and Coaching Culture
### Symposium Evaluation Take-Away Points:

<table>
<thead>
<tr>
<th>Faculty–Trainee Relationship</th>
<th>Coaching</th>
<th>Feedback Culture</th>
<th>Co-Learning</th>
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<tbody>
<tr>
<td>“[I now appreciate] the shared relationship [that is] needed for feedback, and the growth mindset”</td>
<td>“[I will ] try to develop a coaching relationship with trainees”</td>
<td>“The importance of the culture and relationship in feedback”</td>
<td>&quot;We plan to invite residents to the faculty development [session on] coaching.&quot;</td>
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</table>
4. Online Resources Bank

cbme.postmd.utoronto.ca

**U of T CBME Faculty & Resident Resources**
- CBME & CBD Videos
- Terminology - Faculty Version
- Terminology - Program Version
- Myth Busting
- References & Resources
- Best Practices in Evaluation and Assessment (BPEA)

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**Improving the Giving and Receiving of Feedback**

Glover Takahashi, S., Dubé, R., Nayer, M.

*What is feedback?*
Feedback is focused, specific, and helpful information given to a learner by a teacher/mentor/coach with the intent to support performance improvement.

*Clarity of the performance goal, and the feedback request:*
- Reassurance,
- Comparison of performance to peers, or
- Feedback information to improve performance.

*Feedback is hard to give*
- Most people are confident about giving feedback because they don’t know how the person will react.
- Sometimes we incorrectly view feedback as ‘giving bad news’ rather than a conversation to provide advice about how to improve performance or outcomes.

*Feedback is hard to take*
- Feedback can trigger intense (negative) reactions on the part of the learner or receiver if they view it as an attack or judgment on their personal worthiness, instead of a conversation to support improvement.
- Some have an unhelpful fixed mindset and believe their success is based on innate talent; i.e., I am not good at it so not able to improve, rather than a growth mindset, i.e., I can improve with practice.

*Feedback is MOST effective in improving performance when the conversation occurs within a trust relationship*
- A positive, cooperative trust relationship assists the sender and receiver in the giving/receiving of accurate and honest feedback, both the easier positive coaching information about what is working and the more challenging coaching information about what needs to be done for improvement.
- Trust facilitates the receiver’s ability to integrate and act on the challenging coaching information.

**Better not to ask for feedback if you’re not going to act on it**
- Learners need to GENUINELY want feedback to improve.

**Educational Goal-Setting:**
Setting goals is a key component of self-regulated learning and of CBME educational goal-setting is associated with improved clinical skills. It is in the contexts of an educational goal that is set by the resident is more likely to be achieved. Educational goal-setting is a powerful tool for improvement.

Examples of proposals focused on educational goal-setting include:
1) Creation, piloting, and evaluating the acceptability of an educational goal-setting session, and the impact to supporting performance improvement.
2) Pedagogical experience for learners and goal-setting sessions at the beginning of the term.

**For more resources on educational goal-setting:**

*Articles:*
Lessons Learned

Co-learning appears to be an important tool to enhance feedback relationships and culture.

Interventions designed with flexibility permit adaptation to local challenges and enhance buy-in.

Positive potential impact of multi-level, systems approach that applies an integrated relationship-centred approach to building capacity for effective feedback.
Thank you!

Questions & Comments?

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Faculty–Resident “Co-learning”: A Longitudinal Exploration of an Innovative Model for Faculty Development in Quality Improvement

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Abstract

**Purpose**
To examine the effectiveness of co-learning, wherein faculty and trainees learn together, as a novel approach for building quality improvement (QI) faculty capacity.

**Method**
from 13 subspecialty residency programs at their institution.

**Results**
Of the 56 faculty participants, the Co-Learning QI Curriculum trained 29 faculty mentors, 14 of whom taught formally. Faculty leads with an academic supportive program lead. Faculty with limited QI experience reported improved QI knowledge, skills, and project facilitation but were ambivalent about assuming a teacher role. Unplanned outcomes for both groups included QI teaching outside of the curriculum, applying QI principles to other work, networking, and strengthening one’s