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

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We have no conflicts of interest to declare.
Feedback Culture

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

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

1. Workshops
   Mixed faculty and resident audiences

2. Grant Competition
   Supports local projects that target feedback challenges

3. Symposiums
   Engaging key faculty and trainee education leaders

4. Train the Trainer
   3 session course for faculty and trainee education leaders
1. Workshops

Improving the Culture and Practice of Feedback

Improving the Culture & Practice of Feedback

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

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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 behaviors that caused this, or tips or coaching on how to move forward and make improvements in the future...
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 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.
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
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. Symposiums

Research & Best Practices in Building a Feedback and Coaching Culture
## Symposium Evaluation:

<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>”We plan to invite residents to the faculty development [session on] coaching.”</td>
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4. Train the Trainer Series
Building a Culture of Feedback and Coaching

Learning How to Teach Feedback

- 3 2-hour sessions
- Participants from Five Departments
- Mixed Faculty-Resident Pairs/Groups
- Participants Adapted a Curriculum to their Local Context
Preliminary Qualitative Results

Do you feel ready to train your colleagues in feedback and coaching?

Yes.

Not yet!

Yes and no. I still want to read more on the topics [...]. However [...] I feel more confident with my proposed curriculum after having presented it during the workshop.
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.
- Clarify 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 conflicted about giving feedback because they don’t know how the person will react.
- Sometimes we incorrectly view feedback as “giving bad news” rather than as 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/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 X so not able to improve) rather than a growth mindset.

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 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
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 method to building capacity for effective feedback.
Thank you!

Questions & Comments?

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