How to BE SMART in workplace-based feedback and coaching

ICRE Ottawa
September 28th, 2019

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We do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
Objectives

1. Describe the challenges of feedback conversations.
2. Apply a novel framework for offering supportive feedback and engaging in actionable coaching conversations within competency-based education.
3. Apply a novel framework for receiving feedback effectively and engaging in coaching conversations that support ongoing educational development.
Who is in the room?
What is feedback?

Helpful feedback is a **supportive conversation** that clarifies the learner’s **awareness** of their developing competencies, enhances their **self-efficacy** for making progress, challenges them to **set objectives** for improvement, and facilitates their development of **strategies to enable** that improvement to occur.

- Lefroy 2015
Why is feedback important?

• Reinforce learning

• Correct errors
  • You don’t know what you don’t know

• Facilitate reflection
  • Self-assessment alone is inaccurate

• Plan next steps

Davis 2006, Regehr 2006
Developmental language

Assessment OF learning → Assessment FOR learning

Positive/negative → Reinforcing/developmental

Instructing → Coaching
Challenges

• What are some challenges of offering feedback?
• What are some challenges of receiving feedback?
Contributing factors

- Learner
- Preceptor
- Culture
Contributing factors – Learner

- Goal orientation – performance-oriented
- Desire to make good impressions
- Fear of disconfirming feedback
- Credibility judgments

Sargeant 2015, Ginsburg 2016
Contributing factors – Preceptor

• Multiple roles
• Feeling unprepared
• Fear of offending
• Fear of retribution
• Questioning impact
Contributing factors – Organizational culture

- Time pressures
- Performance-oriented
- Failure to fail
- Brief relationships
- Autonomy
- Hierarchy

Watling 2013, 2014
Why do these challenges exist?

• Cognitive traps
• Strong emotions
• Threatened self-esteem
• Organizational culture
Cognitive traps – Catastrophizing

- Personalization
  - It’s my fault this is awful

- Pervasiveness
  - My whole life is awful

- Permanence
  - It’s always going to be awful

Seligman 1990, Sandberg 2016
Strong emotions

- Emotional response
  - To the situation
  - To the feedback

- Impact of strong emotions
  - On motivation
  - On learning
Emotions affect learning

- Perception and information processing
- Interpreting new information
- Cognitive flexibility
- Memory retrieval
- Problem solving
- Acting on feedback information
Self-esteem

• Self-determination theory
  • Competence, Autonomy, Relatedness

• When feedback threatens self-esteem
  • Decreased performance
  • Decreased self-efficacy
  • Diminished goals
  • Avoidance
  • Helplessness, hopelessness, giving up
Organizational culture

• Workplace culture
  • Focused on learning vs perfection?
  • Open to change vs maintaining status quo?

• Resource constraints
  • Time
  • Space

Watling 2013, 2014
Build an educational alliance

• Relationship matters

• Feedback acceptance related to
  • Credibility, alignment of values
  • Belief that preceptor wants to help the learner

• Feedback process
  • Negotiation and dialogue
  • Shared understanding of standards & goals
  • Agreement on action plan
  • Co-creating feedback opportunities
## ‘Adaptive’ response to feedback

<table>
<thead>
<tr>
<th><strong>ADAPTIVE BEHAVIOURS ➔ GROWTH</strong></th>
<th><strong>MALADAPTIVE BEHAVIOURS ➔ RESISTANCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking to others</td>
<td>Withdrawal and hiding</td>
</tr>
<tr>
<td>Taking responsibility</td>
<td>Denying responsibility</td>
</tr>
<tr>
<td>Apologizing</td>
<td>Keeping the mistake to yourself</td>
</tr>
<tr>
<td>Making systematic improvements</td>
<td>Anger</td>
</tr>
<tr>
<td>Developing further knowledge/skills</td>
<td>Blaming</td>
</tr>
<tr>
<td>Prevent future similar behaviours</td>
<td>Dropping out</td>
</tr>
</tbody>
</table>
Reflections

Think about a time when you received really helpful feedback...

- Situation
- Relationship
- Specifics
- Experience

https://www.flickr.com/photos/nathanrussell/2976465113
Longitudinal feedback
R2C2 Facilitated Feedback Model

- Rapport Building
- Explore Reactions
- Determine Content
- Coach for Change

Sargeant 2015, 2018; Armson 2019
Feedback and coaching “in the moment”
Coaching Feedback = feedback + actionable suggestions for improvement

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

Observer makes determination of quality of observed task

Deiorio 2016, Sargeant 2018
Clinical feedback and coaching – BE-SMART

Amanda L Roze des Ordons¹, Jonathan Gaudet², Vincent Grant³, Alexandra Harrison⁴, Kelly Millar² and Jason Lord²
Foundational work

**Pendleton Model**

- **Pendleton 1984, 2003**

**Kurtz 2004**

**ALOBA**

**Giving Feedback**

Jane DeLima Thomas, M.D.¹ and Robert M. Arnold, M.D.²

**R2C2**

- Build Rapport
- Explore Reactions
- Explore Content
- Coach for Change

**Sargeant 2015**
Feedback and coaching in the clinical setting

BE-SMART

B uild rapport
E xpectations
S elf-assessment
M eaningful
A ctionable
R eaction + understanding
T ranscribe + translate

Parallel process for preceptor & learner
Dynamic
Iterative
Non-linear
Build rapport

**PRECEPTOR**
- Educational alliance
- Coaching mindset
- Interest in learner

**LEARNER**
- Educational alliance
- Growth mindset
- Enthusiasm for patient care

Expectations

**PRECEPTOR**
- Knowledge of educational objectives and standards
- Identify learner’s specific objectives

**LEARNER**
- Knowledge of educational objectives and standards
- Reflect on individual goals

Eva 2005, Schiller 2018
## Self-assessment

<table>
<thead>
<tr>
<th><strong>PRECEPTOR</strong></th>
<th><strong>LEARNER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engage in self-reflection</td>
<td>• Engage in self-reflection</td>
</tr>
<tr>
<td>• Guide learner self-assessment</td>
<td>• Honest self-assessment</td>
</tr>
<tr>
<td>• Listen without interrupting</td>
<td>• Share experience</td>
</tr>
</tbody>
</table>

Meaningful

**PRECEPTOR**
- Timely
- Relevant
- Behavioural focus
- Specific
- Balanced

**LEARNER**
- Listening
- Receptive
- Suspend defensiveness
- Ask questions
  - To obtain specific details
  - To understand perceptions
  - To clarify statements
  - To identify behaviours = success

Aligaigri 2014, Lefroy 2015
Actionable

PRECEPTOR

• Co-establish goals
• Brainstorm challenges & enablers
• Plan activities
• Identify resources
• Commitment

LEARNER

Kurtz 2004, Sargeant 2015
Reaction and understanding

**PRECEPTOR**
- Invite reactions
- Acknowledge reactions
- Seek mutual understanding
  - Ask questions
  - Clarify and elaborate
  - Summarize

**LEARNER**
- Reflect on feedback
- Share reactions
- Seek mutual understanding
  - Ask questions
  - Clarify and elaborate
  - Summarize

Transcribe and translate

**PRECEPTOR**
- Document key points
  - Supportive language
  - Justify numerical scores
  - Behavioural focus
  - Specific examples
  - Agreed upon actions

**LEARNER**
- Record reflections, impressions, applicability, commitment to change
- Translate feedback into action plan
# BE-SMART FOR FEEDBACK AND COACHING IN THE MOMENT

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<thead>
<tr>
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<th>Learner</th>
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<tr>
<td><strong>Build rapport</strong></td>
<td>☐ Educational alliance&lt;br&gt;☐ Coaching mindset</td>
<td>☐ Educational alliance&lt;br&gt;☐ Growth mindset</td>
</tr>
<tr>
<td><strong>Expectations</strong></td>
<td>☐ Shared expectations&lt;br&gt;☐ Educational handover</td>
<td>☐ Shared expectations&lt;br&gt;☐ Educational handover</td>
</tr>
<tr>
<td><strong>Self-assessment</strong></td>
<td>☐ Self-assessment&lt;br&gt;☐ Guide learner self-assessment</td>
<td>☐ Engage in self-reflection&lt;br&gt;☐ Share reflections</td>
</tr>
<tr>
<td><strong>Meaningful</strong></td>
<td>☐ Relevant&lt;br&gt;☐ Specific observations of behaviors/actions&lt;br&gt;☐ Balanced</td>
<td>☐ Receptive&lt;br&gt;☐ Ask questions to clarify</td>
</tr>
<tr>
<td><strong>Actionable</strong></td>
<td>☐ Strategize next steps&lt;br&gt;☐ Identify resources</td>
<td>☐ Strategize next steps&lt;br&gt;☐ Confirm plan</td>
</tr>
<tr>
<td><strong>Reaction + Understanding</strong></td>
<td>☐ Acknowledge thoughts &amp; emotions&lt;br&gt;☐ Confirm mutual understanding</td>
<td>☐ Share reaction&lt;br&gt;☐ Summarize feedback and plan</td>
</tr>
<tr>
<td><strong>Transcribe + Translate</strong></td>
<td>☐ Document feedback&lt;br&gt;☐ Record learner insight</td>
<td>☐ Transcribe reaction to feedback&lt;br&gt;☐ Translate feedback to action</td>
</tr>
</tbody>
</table>
“It takes time to create excellence. If it could be done quickly, more people would do it.”

“A coach is someone who can give correction without causing resentment.”

– John Wooden –
BE-SMART PRACTICE
Summary

• Feedback and coaching facilitate growth and development

• Feedback conversations can be challenging

• Frameworks can improve feedback and coaching
  • Longitudinally – R2C2
  • In the moment – BE-SMART
    • (R2C2-iTM in development)
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