Conflicts of Interest

I/we have no conflicts of interest to declare.
The relationship between faculty and resident is important in mediating the effectiveness of coaching and feedback.
Facilitated Reflective Performance Feedback: Developing an Evidence- and Theory-Based Model That Builds Relationship, Explores Reactions and Content, and Coaches for Performance Change (R2C2)

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Abstract

Purpose
To develop and conduct feasibility testing of an evidence-based and theory-informed model for facilitating performance feedback for physicians so as to enhance their acceptance and use of the feedback.

two recognized research frameworks: the UK Medical Research Council guidelines for studying complex interventions and realist evaluation. Using these frameworks, they conducted the research in four stages: (1) modeling, (2) facilitator preparation, (3) model feasibility testing, informing them. The findings contribute to understanding elements that enhance recipients' engagement with, acceptance of, and productive use of feedback. Facilitators reported that the model made sense and the phases generally flowed logically. Recipients reported...
Good Coaching Needs Good Relationships

Coaching in the Moment requires clinicians to establish rapport and set expectations with their residents, observe the residents doing their daily work, provide coaching feedback, and document the encounter. Frequent observation is a key ingredient in resident learning and assessment.

Coaching in the Moment follows a process:

- **R**: Establish educational Rapport between the resident and the clinician (an educational alliance or partnership)
- **X**: Set expectations for an encounter (discuss learning goals)

-Observation, Coaching Feedback, and Documentation

Richardson 2018
Good Coaching Needs Good Relationships

Relationships as the Backbone of Feedback
Exploring Preceptor and Resident Perceptions of Their Behaviors During Feedback Conversations

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The relationship between faculty and resident is important in mediating the effectiveness of feedback and coaching.

Practical constraints can impede the development of strong relationships between residents and faculty.

Can we catalyze the relationship between teacher and learner?
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 to faculty development in quality improvement (QI).

**Results**
Of the 55 faculty participants, the supportive program lead. Faculty with limited QI experience reported improved QI knowledge, skills, and project facilitation but were ambivalent about assuming a co-learning role.
Co-learning is faculty and residents learning together – simultaneously, and with and from each other.

Can co-learning catalyze the relationship between faculty and trainee?
Co-Learning Intervention

Train the Trainer: Building a Culture of Feedback and Coaching

- 19 participants
- 7 resident and faculty groups
- 3 2-hour sessions
- 5 postgraduate programs
Results – Relationships

Relationships:
• Are affected by multiple variables
  • The individual
  • The local culture
  • The length of the relationship
• Good relationships improve receptivity to feedback, particularly constructive feedback

“If I don’t have a good relationship with somebody or not even a good one, just not a strong one, I might not be fully aware of the intention of the feedback.”

 “[The relationship between teacher and learner] is quite variable depending on the person and depending on the site and also I think that the relationship sort of evolves as well like as you become more senior.”
Results – Co-Learning Catalyzes Relationships

Co-learning:
• Allows sharing of perspectives
• Acknowledges coaching/feedback challenges as shared issues
• Creates shared coaching literacy
• Catalyzes the relationship between trainee and faculty

“[It was] a good experience for us to sort of, guess, bond and talk a little bit about our perspectives which were sometimes different, actually.”

“I think that it was […] encouraging to know that there was a faculty who wanted to improve the culture of feedback and coaching within the program.”

“It was really interesting to actually start implementing the language into our own feedback sessions and we both reflected on that and how interesting it was.”
Commitment to the learner’s development

- Improves receptivity to coaching
- Was NOT assumed; benefited significantly from explicit expression

“it’s hard to tell if the [...] information they are delivering to you is truly just, “I just want to coach you on this; I just want to see you get better.”

“This [faculty] generally thinks I’m a hard working, good resident, okay now, when they tell me hold the instrument like this or when they tell me to change this in order to improve this skill, [...] it’s because they just want to see me get better.”

“I think it really comes back to trust and me believing that they have my best interest at heart.”
Results – Feedback vs. Coaching

Feedback vs. coaching:
• Feedback denotes evaluation, assessment, judgement
• Coaching aims to improve learner's performance

"[I think that something that [we are] maybe not great at or good at is sort of separating out evaluation and coaching in medicine [compared to] in some very non-academic facets of my life; like, the coaching is like simply for improving your performance so there’s less of a personal sting."

"[feedback involves] assessment which I think right now [we] can do pretty comfortably but coaching is much harder, you know, […] it’s very hard to know like what specifically the resident needs to do to improve."
Take Away Messages

- Co-learning catalyzes an improvement in the coaching relationship.
- Explicit commitment to a learner’s development was powerful in improving resident receptivity to coaching.
- “Feedback” was generally equated with assessment, while “coaching” was associated with giving information to improve performance.
Thankyou!

Questions?
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Aidez-nous à nous améliorer. Votre opinion compte!

- Téléchargez l’application de la CIFR
- Visitez le www.collegeroyal.ca/evaluationscifr afin de remplir une évaluation de la séance.
References


Ramani S., Konings K., Ginsburg S., et al. Relationships as the backbone of feedback: Exploring preceptor and resident perceptions of their behaviours during feedback conversations. Acad Med 2019; PAP
Co-Learning: Faculty & Residents Learning Together

**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
Results – What’s Your Intention?

What’s your intention:
• Participants differentiated between benchmarking, and coaching

“I think it really comes back to trust and me believing that they have my best interest at heart and so if I don’t have a good relationship with somebody or not even a good one, just not a strong one, I might not be fully aware of the intention of the feedback.”

“This [faculty] generally thinks I’m a hard working, good resident, okay now, when they tell me hold the instrument like this or when they tell me to change this in order to improve this skill, [...] it’s because they just want to see me get better.”