

TOMORROW
STARTS
TODAY.



Providing Faculty Feedback

ADAPT Method

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Tomorrow starts today.

Disclosure

I have no relevant commercial interests to disclose.

I am a member of the ACGME IM RC and some of my slides have been used in ACGME Workshop and Course

DEVELOPING FACULTY COMPETENCIES IN ASSESSMENT

March 24-29, 2019



**Accreditation Council for
Graduate Medical Education**

Objectives

Define feedback and its importance in CBME

Identify barriers to providing feedback

Identify characteristics of effective feedback

Describe how to give feedback



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What is feedback?

Feedback is an assessment for learning

What Do They Have in Common?



How Do People Become Experts?

Deliberate practice

- *Working on well defined tasks*
- *Informative feedback*
- *Repetition*
- *Self-reflection*
- *Motivation*
- *Endurance*

Ericsson KA et al. Psych Rev. 1993. 100(3):363-406.



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What is Goal Orientation Theory?

Learning (Mastery) Goals:

- ❖ Learning oriented students are interested in increasing their competence.
- ❖ As Kaplan and Maehr (2007) state, it refers to "a purpose of personal development and growth that guides achievement-related behavior and task-engagement"

Performance Goals:

- ❖ Performance oriented students are interested in demonstrating their competence.
- ❖ Studies show that performance-oriented goals foster avoidance of challenging tasks due to anxiety about failure (Dweck & Leggett, 1988).

Learning vs. Performance Goal-Oriented Students

- I like class work that I'll learn from even if I make a lot of mistakes.

(Learning goal-oriented)

- I would feel really good if I were the only one who could answer the teacher's questions in class.

(Performance goal-oriented)

- Doing better than other medical students in class is important to me.

(Performance goal-oriented)

- An important reason why I do my work in class is because I want to get better at it.

(Learning goal-oriented)

- I like class work best when it really makes me think.

(Learning goal-oriented)

The Purpose of Coaching

Igniting others' insight, enabling them to take accountability for meaningful change.



Becoming a Professional Life Coach – Lessons from the Institute for Life Coach Training
Patrick William and Diane S. Menendez.



Advocate Coaching Model

	Validate	Ask	Seek	Solicit	Explore	Investigate	Validate	Ask	Seek	
Investigate	<ul style="list-style-type: none"> • What are you looking to change? • Where are you currently? • Where do you want to be? • What's keeping you from moving to the future state? • What is the first action you will take to close the gap? • How and when would you like to share feedback with me on your progress? 									Solicit
Explore										Explore
Solicit										Investigate
Seek										Validate
Ask										Ask
	Explore	Solicit	Seek	Ask	Validate	Investigate	Explore	Solicit	Seek	

inspiring possibilities

 Advocate Health Care

TOMORROW STARTS TODAY.

 Advocate Health Care

Expectation of Teachers

Music/Sports	Medicine
<ul style="list-style-type: none"><li data-bbox="318 394 852 437">• Central/ indispensable<li data-bbox="318 511 799 612">• Provide motivation, direction, support	<ul style="list-style-type: none"><li data-bbox="975 394 1286 437">• Role models<li data-bbox="975 511 1495 612">• Multiple roles, not just teaching



Coaching vs. Fixing

Coach	Fixer
Encourages self-reliance	Encourages inter-dependency
Increases coachee's responsibility & accountability	Reduces level of accountability
Helps coachee explore possibilities' pros/cons	Encourages black and white thinking
Maximizes the time and investment made in the coachee	Minimal time invested in the coachee

inspiring possibilities

 Advocate Health Care

Expectation of Feedback

Music/Sports	Medicine
<ul style="list-style-type: none">• Central to learning• Critical normalized• ↓ emotional response	<ul style="list-style-type: none">• Marginal to learning• Constructive rare• ↑ emotional response

Feedback Reconceived

- A supportive conversation that
 - clarifies the trainee's awareness of their developing competencies
 - enhances their self-efficacy for making progress
 - challenges them to set objectives for improvement
 - facilitates their development of strategies to enable that improvement to occur

Lefroy J et al. Perspectives in Medical Education. 2015;4(6):284

Jennifer R. Kogan, MD



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Implications

- Missed learning opportunities
- Performance plateau
- Learner insecurity
- Inaccurate perception of performance
- Disappointment and surprise with final evaluations

Jennifer R. Kogan, MD



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Advocate Health Care

Teacher Barriers

Time constraints

Lack of knowledge

Limited information about performance

Unclear standards of competence

Giving negative feedback

- Undesirable consequences for learner

- Undesirable consequences for teacher

Trainee characteristics

Recognition of feedback

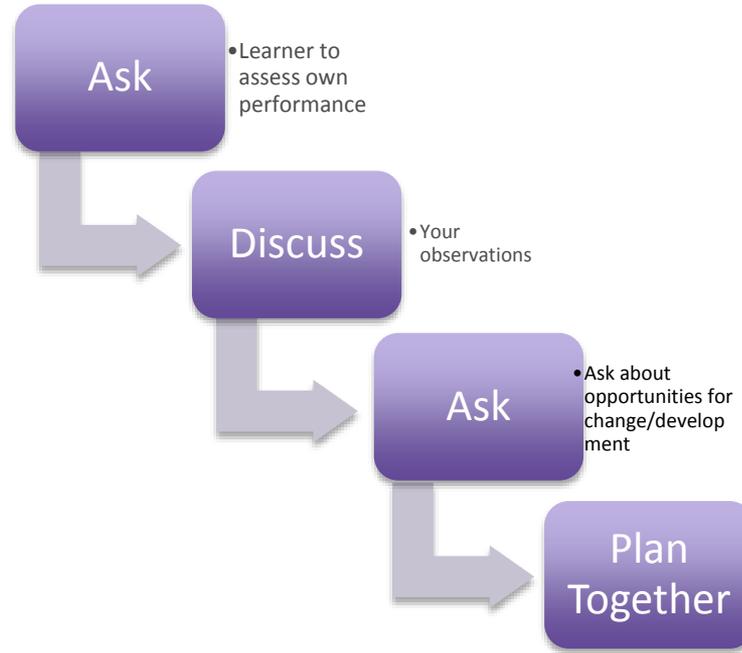
Promote Relationship

- Engage the trainee
- Build relationship and trust
- Understand learner context
- Level the playing field



Sargeant et al. Acad Med 2015.90(12);

ADAPT



*Johnston S, Pauwels J and colleagues; U Washington
Konopasek L 2009; New York Presbyterian*

ADAPT



- Learner to assess own performance
 - Feedback becomes dialogue
 - Assess learner's insight
 - Learner often identifies area for improvement
 - Tailor feedback to learner perceptions

Ask Examples

“How do you think that went?”

“How do you think things are going?”

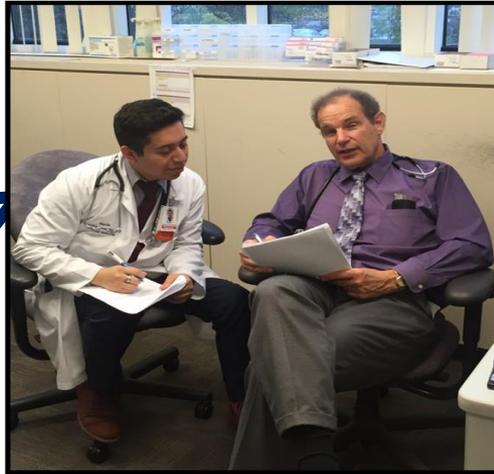
“What is going/went well?”

“What do you want feedback about?”

“What are you trying to work on?”

“What didn’t go as well as you hoped?”

“What would you do different the next time?”



*“What was your goal?
In what ways were you/were you not successful achieving that goal?”*



Coaches...

Remember, ask a single question and
stop talking



Examples: Reviewing Evaluations

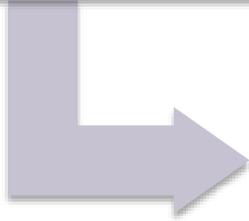
“What is your initial reaction to these evaluations?”



“Are the evaluations helpful? Tell me more about that”

“How do these data compare with how you think you were doing? Any surprises?”

ADAPT



Learner's self-assessment

Your observations

Positive

Corrective

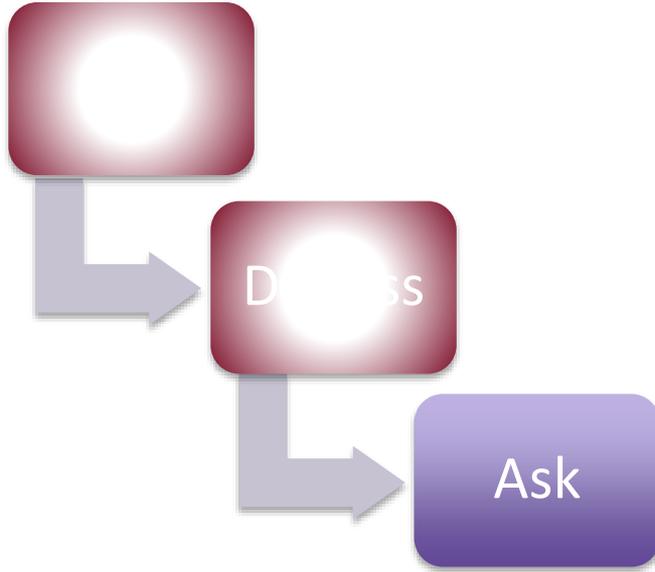
Specific

Prioritized (2-3 points)

Descriptive (not evaluative)

Focus on Performance (not person)

ADAPT



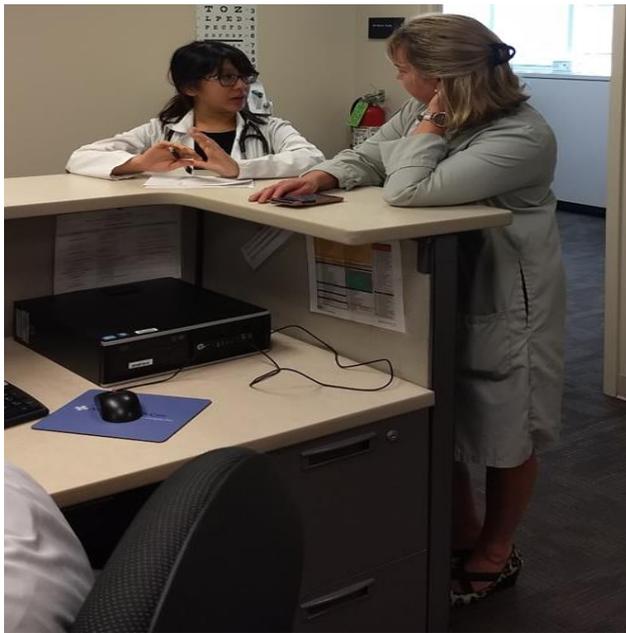
Clarify what feedback means for learner

Ask about opportunities for change/development

The second **ASK** is for Learner Understanding

“What are your thoughts about that?”

“Anything I discussed that doesn’t make sense to you?”

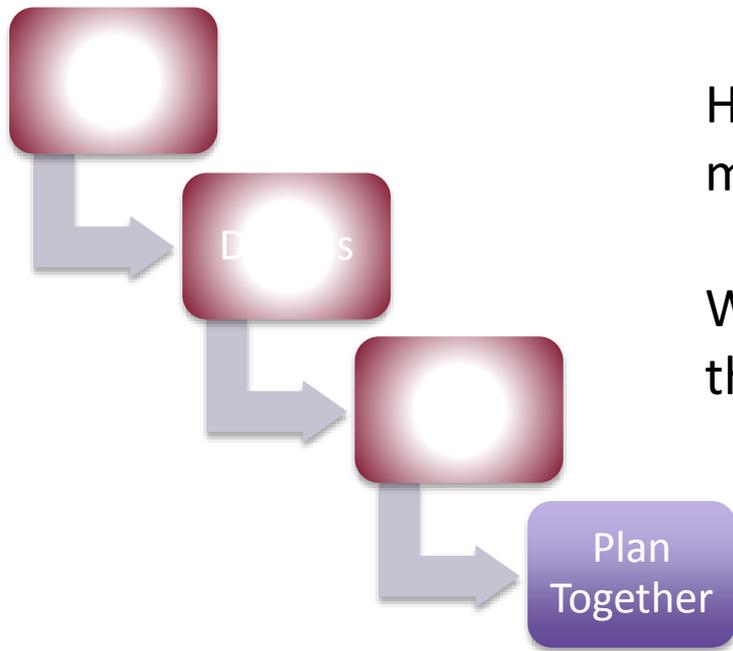


“Anything that struck you as something to work on?”

“Do you recognize any patterns?”

Sargeant et al. Acad Med 2015.90(12);1698-1706

ADAPT



How can the learner to
move forward?

What can you do to help
them?

Asking for Action Plan

“In X time, is there anything you would like to see changed?”

“Who/what might help you with this change?”



“What action might you take?”

“Next time you do X try to do Y by . . .”

“What might get in the way?”

Difficult Feedback Situations

- Professionalism
 - Name it
 - “*The perception is. . .*”

- Lack of insight
 - Unconscious incompetence
 - “*Career limiting*”

Resident Unprofessional Behavior

A family member at the bedside sees her Mother shaking in the bed and calls the nurse thinking her Mom had a seizure. Nursing calls the Senior on the Unit to evaluate.

Resident response “ *There is no shaking now, it is over, just keep an eye on it*”

Nurse observed a tremor lasting 5-10 seconds and calls the resident

The resident tells the nurse in front of the patient and the patient's daughter

“ *I cannot keep coming to the room again and again*”

ADAPT

Ask – Do you remember an interaction with ICU nursing and a patient with possible seizure? How do you think the interaction went?

Discuss- the resident admits she was overwhelmed, patient's daughter was overbearing. They called me over 6 times and I never saw any seizure activity. I was trying to admit SICU overflow to the MICU with their continued interruption.

Do you remember telling the nurse you could not keep coming to the room in front of the patient and the patients' family? Did you know that in the morning the patient was found to be in status epilepticus?

The Second Ask -

What was your goal with your communication with the nurse?

In what ways was it successful or not?

Of course I did not intend to ignore seizure activity. I told the nurse to call me if any changes. I did not intend to upset the patient's family. I should have explored why the nurse was uncomfortable and kept calling me...



Plan Together

Next time what would you do differently?

I could have let the nurse know I was busy with overwhelmed new admission. Next time I will ask the nurse what she thinks we should do. I can call the other medicine senior to come and help me out.



Feedback

Think of self as a coach

Use ADAPT

Give learners time to process the feedback

Work on learning culture

Thank You

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