Providing Faculty Feedback
ADAPT Method

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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 Coarse

DEVELOPING FACULTY COMPETENCIES IN ASSESSMENT

March 24-29, 2019
Objectives

Define feedback and its importance in CBME
Identify barriers to providing feedback
Identify characteristics of effective feedback
Describe how to give feedback
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

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

<table>
<thead>
<tr>
<th>Validate</th>
<th>Ask</th>
<th>Seek</th>
<th>Solicit</th>
<th>Explore</th>
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</tr>
<tr>
<td>• What are you looking to change?</td>
<td>• Where are you currently?</td>
<td>• Where do you want to be?</td>
<td>• What’s keeping you from moving to the future state?</td>
<td>• What is the first action you will take to close the gap?</td>
<td>• How and when would you like to share feedback with me on your progress?</td>
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*inspiring possibilities*
## Expectation of Teachers

<table>
<thead>
<tr>
<th>Music/Sports</th>
<th>Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Central/ indispensable</td>
<td>• Role models</td>
</tr>
<tr>
<td>• Provide motivation, direction, support</td>
<td>• Multiple roles, not just teaching</td>
</tr>
</tbody>
</table>
## Coaching vs. Fixing

<table>
<thead>
<tr>
<th>Coach</th>
<th>Fixer</th>
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</thead>
<tbody>
<tr>
<td>Encourages self-reliance</td>
<td>Encourages inter-dependency</td>
</tr>
<tr>
<td>Increases coachee’s responsibility &amp; accountability</td>
<td>Reduces level of accountability</td>
</tr>
<tr>
<td>Helps coachee explore possibilities’ pros/cons</td>
<td>Encourages black and white thinking</td>
</tr>
<tr>
<td>Maximizes the time and investment made in the coachee</td>
<td>Minimal time invested in the coachee</td>
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*inspiring possibilities*
## Expectation of Feedback

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<tr>
<td>• Central to learning</td>
<td>• Marginal to learning</td>
</tr>
<tr>
<td>• Critical normalized</td>
<td>• Constructive rare</td>
</tr>
<tr>
<td>• ↓ emotional response</td>
<td>• ↑ emotional response</td>
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</table>
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
Implications

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

Jennifer R. Kogan, MD
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

Ask
• Learner to assess own performance

Discuss
• Your observations

Ask
• Ask about opportunities for change/development

Plan Together

Learner to assess own performance
- Feedback becomes dialogue
- Assess learner’s insight
- Learner often identifies area for improvement
- Tailor feedback to learner perceptions
“How do you think that went?”
“How do you think things are going?”
“What is going/went well?”

“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?”

“What do you want feedback about?”
Coaches...
Remember, ask a single question and stop talking
Examples: Reviewing Evaluations

“What is your initial reaction to these evaluations?”

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

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

Ask

Learner’s self-assessment

Discuss

Your observations
Positive
Corrective
Specific
Prioritized (2-3 points)
Descriptive (not evaluative)
Focus on Performance (not person)
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
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?”

“What action might you take?”

“Next time you do X try to do Y by…”

“What might get in the way?”

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

“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 see’s 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 and 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 patients’ 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?
What was your goal with your communication with the nurse? It 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 patients 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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