

10 Tips to consider when providing feedback and coaching to learners

"Feedback provides insight into current performance, while coaching promotes improved future performance."

1. **Engage learners** in the feedback and coaching process by sharing your expectations and asking for theirs.
2. **Share your approach** to feedback and coaching – e.g., "I like to briefly observe something every day if I can and have a feedback and coaching conversation about it. I believe in coaching and that everyone can improve, including me. I'll ask you for feedback too"
3. Before giving feedback, **observe** learners' performance of a specific activity. (Like a sports or music coach, use this to collect performance data.)
4. First **ask the learner** for their self-assessment of the activity.
5. Then **Share** your specific observations.
6. **Engage in a conversation** about your respective views and how they're similar/different; agree on a priority.
7. Use phrases to help **address the emotion**; e.g. "My job is to help you develop and be the best you can be"; "I had trouble with this too when I was a student/resident."
8. **Coach** for improvement; i.e., collaboratively develop an action plan to address the priority.
9. Use the **R2C2** feedback and coaching model: (<https://medicine.dal.ca/departments/core-units/cpd/faculty-development/R2C2.html>)
 - Build and maintain **Relationship**
 - Explore learners' **Reactions and Reflections**
 - Confirm **Content**; i.e. the priority
 - Coach for change; i.e., co-create a realistic action plan
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10. **Develop a culture** of feedback and coaching (see p. 2)

Tips for “Fostering a Culture of Effective Feedback” for faculty and learners*

Faculty	Learners (students, residents, others)
<p>Establishing a culture of effective feedback When learners begin to work with you:</p> <ul style="list-style-type: none"> ● Ask for their goals and where they need help (specific area of focus). ● Share your goals and specifically how you can help ● Describe when and how you will be able to give them feedback; agree on this with learner. ● Ask learners to give you feedback. ● Role model feedback seeking and giving with colleagues. <p>Observe before giving feedback</p> <ul style="list-style-type: none"> ● Plan with the learner what you will observe (e.g., you don’t need to see the full procedure) ● Ask for their goals, focus; i.e., know what you are looking for ● Confirm time, include in your schedule ● Share how you’ll observe, intervene, give feedback <p>Giving Feedback</p> <ul style="list-style-type: none"> ● Plan time for feedback into schedule ● Seek a private location ● Ask for their self-assessment first ● Prepare for emotional response if feedback is disconfirming; discuss emotional response ● Ensure that feedback is timely, specific, objective, and for observed performance ● Ensure receptiveness and understanding ● Help plan for learning and improvement ● Coach <p>Supporting feedback seeking</p> <ul style="list-style-type: none"> ● Ask learner for goals for experience ● Ask to identify specific area of focus ● Match with your expectations for experience ● Allow time in schedule for planning with , observing and feedback discussions ● Actively engage in a plan 	<p>Establishing a culture of effective feedback When beginning a new rotation:</p> <ul style="list-style-type: none"> ● Meet with your attending and identify your learning goals and where you need help (specific area of focus) ● Ask how this fit with his/ her plans ● Ask when and how you might expect feedback ● Ask for feedback when needed <p>Being observed</p> <ul style="list-style-type: none"> ● Plan with your attending re your goals and whether you need to be observed for the whole procedure or just a select segment ● Be clear on the time, location, patient ● Provide attending with relevant information ● Ask how s/he would like to observe, intervene, give feedback <p>Receiving Feedback</p> <ul style="list-style-type: none"> ● Seek a private location ● Objectively self-assess (i.e., reflect on your own performance) ● Provide your own self-assessment and rationale ● Recognize that disconfirming feedback can be emotional; this is normal ● Discuss emotions and move on to feedback content ● Ask for clarification ● Ask for help to develop a plan of action <p>Seeking Feedback</p> <ul style="list-style-type: none"> ● Identify goals for experience ● Identify specific area of focus ● Share above with supervisor ● Prepare for all input/ feedback ● Clarify the details ● Actively engage in a plan

* Sargeant JM, Holmboe ES. *Feedback and coaching in clinical teaching and learning (chapter 13)*. In: Holmboe ES, Hawkins RE, Durning SJ (eds) *Practical Guide to the Evaluation of Clinical Competence, 2nd edition*. Elsevier, 2017, pp.256-269.