Workplace-based assessment, feedback & coaching: Changing culture for better results

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Learning outcomes

By the end of this session, you will be able to:

1. **Describe the relationship between assessment, feedback, & coaching**

2. Explain the importance of including coaching in assessment & feedback

3. Identify frameworks for effective coaching & feedback

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Learning outcomes

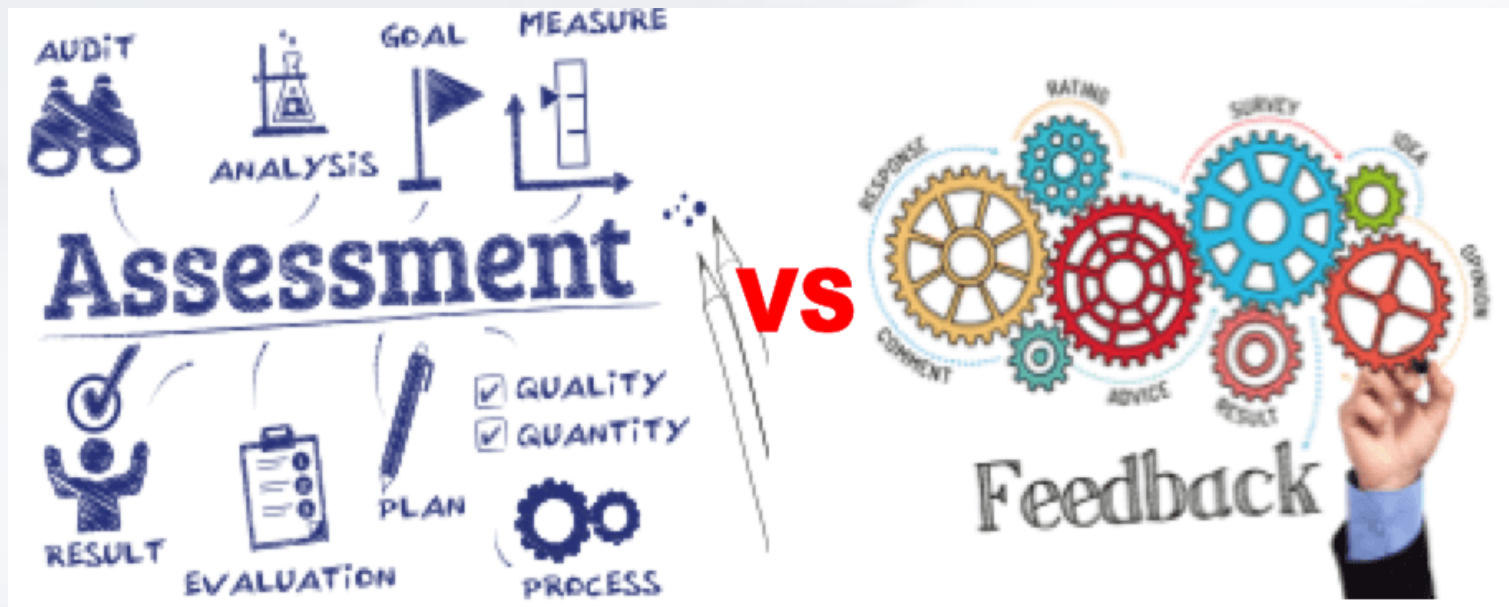By the end of this session, you will be able to:

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What do these words mean to you?

- **Assessment –** Comparison between a trainee's observed performance and a standard (judgment)
  - Formative vs summative

- **Feedback –** Specific information about the comparison between a trainee's observed performance and a standard, given with the intent to improve the trainee's performance (Burgess & Mellis, 2015)

- **Coaching –** One-to-one conversation focused on providing practical suggestions for improvement aimed at enhancing learner performance in a specific activity (Landreville et al., 2019)

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ALL FEEDBACK IS ASSESSMENT AND ALL ASSESSMENT IS FEEDBACK

FORMATIVE & SUMMATIVE ➡ **CONTINUUM OF STAKES**

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ALL FEEDBACK AND ASSESSMENT ARE NOT COACHING

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BUT... ALL COACHING REQUIRES ASSESSMENT AND FEEDBACK

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Moving towards coaching

- **Coaching = Assessment + Feedback + <u>Practical suggestions for improvement</u>**

- <u>Shifting the assessment culture towards coaching means:</u>
    1. Improving our ability to assess (i.e., observe and compare)
    2. Improving our ability to provide specific information about performance relative to a standard
    3. Improving our ability to have safe and supportive conversations about assessment and feedback that drive learner improvement

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1. Improving observation

- Planned and explicit observation

- Observation of specific competencies/tasks that are well-defined

- Clearly defined standards known to learner and assessor prior to observation

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2. Based on clear and transparent performance criteria

- **Norm referencing-** Assessing performance relative to the 'average'
  - 'Compared to your R1 colleagues your performance was above average'

- **Criterion referencing-** Assessing performance relative to pre-defined standards
  - e.g., Rubric

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Englander, 2015

O-SCORE Entrustability Scale

Level	Descriptor
1	**"I had to do"** i.e., requires complete hands on guidance, did not do, or was not given the opportunity to do
2	**"I had to talk them through"** i.e., able to perform tasks but requires constant direction
3	**"I had to prompt them from time to time"** i.e., demonstrates some independence, but requires intermittent direction
4	**"I needed to be in the room just in case"** i.e., independence but unaware of risks and still requires supervision for safe practice
5	**"I did not need to be there"** i.e., complete independence, understands risks and performs safely, practice ready

Gofton WT, Dudek NL, Wood TJ, Balaa F, Hamstra SJ. The Ottawa surgical competency operating room evaluation (O-SCORE): a tool to assess surgical competence. Acad Med. 2012;87(10);1401-7. http://journals.lww.com/academicmedicine/Fulltext/2012/10000/The_Ottawa_Surgical_Competency_Operating_Room.24.aspx Reproduced with permission of the authors.

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Why criterion reference?

- Makes clear what the expectation is for the trainee and the assessor

- Helps identify gaps in performance and provide more meaningful feedback
  - Helps give 'negative' feedback in way that is objective, not taken personally and easy to understand

- Improves the accuracy of assessment (and self-assessment)

- Aligns assessment with everyday practice

Holmboe 2010; Carriccio 2016

3. Associated with timely and meaningful feedback that incorporates coaching

Models for feedback & coaching

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R2C2

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Sargeant, 2016

R2C2 Framework for effective feedback

- Relationship building

- Reaction exploration about feedback

- Content exploration (of the feedback)

- Coaching for performance change

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Relationship building

- **Goal:** to engage the resident, build the relationship, and build mutual respect and trust
    1. Be explicit about the feedback discussion you are going to have
    2. Listen, validate and normalize
    3. Encourage reflection
    4. Confirm what is being said

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1. Be explicit

- Explain the purpose of assessment report and interview; i.e.; to provide:
  - A sense of how they're performing and a conversation about this
  - A chance to describe their training and experiences
  - Data that can lead to improvement

- Outline the agenda to:
  - Review assessment data and gaps
  - Discuss their reactions to the data and what it means to them
  - Develop an action plan from the data

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- General questions/phrases:
  - 'The purpose of this feedback session is to see where you're doing well and where we see opportunities for improvement to help you with your learning.'

- For more difficult conversations:
  - 'Some of what I have to say may disappoint you, it may not be what you wish to hear; however, I'm here to help you address it.'
  - 'This may be a difficult conversation. My job is to support you in addressing concerns and planning for improvement.'

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2. Listen, validate and normalize

- Listen
  - 'I'm curious about how the rotation has been for you. What did you enjoy? What challenges you?'
  - 'How have your assessments and feedback been to date? What's been especially helpful for you? Where are the gaps?'
  - 'How do you think you've done on this rotation? What are the areas you feel comfortable in and what would you like to work on?'

- Validate and normalize
  - 'You're not the first resident to say that, Many report feeling anxious about …X…'
  - 'You're not the first one to identify that as a stumbling block…'
  - 'Yes, I can remember that feeling well from my residency days (e.g., overwork, too many demands, etc.)'

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3. Encourage reflection

- 'Can you say more about that?'
- 'That sounds like it was … difficult, rewarding, etc., can you tell me more?'
- 'Tell me more.'

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4. Confirm what is being said

- So it sounds like ...
  - You're doing well on this
  - This was a surprise for you
  - This was disappointing for you
  - This is pretty important to you

Reaction exploration about feedback

- **Goal:** for resident to feel understood and that their views are heard and respected
  - General questions:
    - "What are your initial reactions? Anything particularly striking?"
    - "How does this compare to the feedback you usually get?"

  - Responding to more negative reactions:
    - "It's difficult to hear feedback that disconfirms how we see ourselves"
    - "We're all trying to do our best and it's tough to hear when we're not hitting the mark"
    - "We're going to work together"

Content exploration

- **Goal:** for the resident to be clear about what the assessment data means, and the opportunities suggested for change
  - *"Is there anything in the assessment report that doesn't make sense to you?"*
  - "Anything you're unclear about?"
  - *"Let's go through section by section."*
  - "Anything in section X that you'd like to explore further or comment on?"
  - *"Anything that struck you as something to focus on?"*
  - "Do you recognize a pattern?"

Coaching for improvement

- **Goal:** for the resident to identify areas for change and develop an achievable learning/change plan

- **Coaching:**
  - Guiding the development of goals and activities to achieve them
  - Supporting self-directed learning
  - Ensuring a concrete plan is developed

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Coaching questions

- "What do you see as the prioritie/s for your improvement?"
- "What would you like to achieve for your next rotation?"
- "What 1-2 things would you target for immediate action?"
- "What would be your goal for this?"
- "What actions will you have to take?"
- "Who/what might help you with this change?"
- "What might get in the way?"
- "What else might you do to progress to the next level?"

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Take home messages

- There is NO SUCH THING as feedback without assessment
  - Assessment without feedback is of no/limited use
- Create a learning environment that promotes the value of assessment for learning (i.e., coaching)
  - This requires commitment from staff and residents
- Target specific skills/abilities to be assessed and make use of direct observation
  - Residents must be involved in identifying what needs assessment
- Assess according to explicit and transparent criteria
  - Criterion-referencing
- Effective feedback for coaching requires trust, engagement of the residents, opportunities for reflection and the development of an action plan

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Section 3 Credits (FREE)

COACHING TO COMPETENCE MODULES

https://www.royalcollege.ca/mssites/rxocr/en/story.html