

Incubator 4 Innovators April 6, 2021:

ZOOM Chat Box Highlights

Reflective practice

We encourage coaches to be reflective about their coaching activities, for example, and if they do that well they may be more critical of how things are going - which might explain the reluctance of your coaches to say “it’s going great”.

One thing we are going to be doing in Gen Peds is creating a community of practice for faculty coaches, so they will be able to share with each other some of their successes and challenges

I have one on one meetings with each coach to encourage them to be reflective about how they think coaching is going and how they can grow as a coach

Coaching vs Academic Advising

One way Coaching differs from Academic Advising is that Coaching is a team-based approach to leadership while academic advising is more institutional goal-oriented. Coaching helps residents and fellows see that they belong to a community of support and that there are resources to be found within the team itself. Academic Advising is more of a “how does the individual meet the standards of the institution and how can we get that learner to progress within that institution”

Competency Committees

I am reminded that the strongest predictor of student achievement is quality of teaching. I love the question you began with to your residents. What do you need the CC to be to support your learning?

For competence committee meetings, we find it very helpful having the fellow’s mentor actually be there to provide comments and “round out” the evaluation such that we’re just not looking at numbers

The Trouble with EPAs

Even at the most basic level, the EPAs themselves, as described, are part of the problem. In IM for example, the key things I want to give feedback or teaching dialogue around often don't match the EPAs. In essence, we have two forms of assessment happening. The real world dialogue and the formal documented ones and they may not match up.

Yes - same for me with doing critical care - I can't always figure out if there is a relevant EPA for something....
However - I also think verbal feedback in the moment counts for a lot also

in GI, the dialogue is very important in the moment, and often the written feedback is very abbreviated compared to the dialogue

Silver Lining?

I totally agree that there two assessments going on—the EPA and the non-EPA.

I think that providing multi-source feedback is essential and the Competence Committee is responsible for considering all types of feedback, not just EPAs.

I would steer towards your inclinations to IN THE MOMENT coaching and give feedback to what you perceive to be the most pressing issues.

The EPAs were designed to fill in gaps where the ITERS/ITARS did not address.

We control the EPAs
--they don't control us!

I do not think that we will get a perfect curriculum with what the Royal College has come up with, but I do believe that we can make positive changes until the RC inevitably makes changes... but of course these dialogues are a must.

Ultimately, the residents and faculty should feel empowered to do what is in the best interest of education and safety. EPAs should be in service of education and we have the discernment to make it so. We can tailor our coaching, teaching and assessing to our learner's needs and using EPAs that serve these goals.