

### Strategies for Successful Coaching Encounters

<b>How To Engage Disengaged Residents</b>	
<p>1. Be direct in your conversations with residents about your needs as a Coach (esp. with communication and scheduling)</p>	<ul style="list-style-type: none"> <li>○ “I would like to be a useful part of your residency experience, but can’t be when I don’t hear back from you.”</li> <li>○ “I’m having a hard time tracking you down and need your help to make this easier for us.”</li> <li>○ “I’m working very hard to find you and I don’t want scheduling issues to take away from the time we could use to discuss issues that are important to you.”</li> <li>○ “I want us to have a productive relationship and need your help making that happen.”</li> </ul>
<p>2. Explore ways to make coaching sessions more meaningful (esp. for Juniors and Seniors)</p>	<ul style="list-style-type: none"> <li>○ Consider using the “wildcard” observation form based on resident identified needs (morning report, care conference)</li> <li>○ Maintain focus on clinical skills – ask residents to identify one or two clinical skills they want feedback on (e.g., in specialty/intended specialty area)</li> <li>○ Use your knowledge of the resident’s history to encourage deeper reflection on strengths, improvements over time, and how this knowledge can be translated into future practice</li> <li>○ Encourage residents to practice assessing their learners’ level of knowledge and help them develop a plan for assessing and responding to this</li> <li>○ Encourage residents to reflect on the skills/knowledge of their team members as a way to foster deeper reflection on own skills and professional growth as a physician</li> </ul>
<p>3. Bring what you can from the Clinical Competency Committee (CCC) meetings into your coaching discussions</p>	<ul style="list-style-type: none"> <li>○ CCC meeting brings diverse perspective on resident behaviors and skills</li> <li>○ Chief residents may have unique knowledge that can be shared in coaching sessions</li> </ul>

**Challenging Scenarios and Strategies to Address Them**

<p>1. Intern questions the competence of his/her senior resident</p>	<ul style="list-style-type: none"><li>○ If patient safety is a question or clearly at risk, explain to intern that he/she has permission to text page the fellow on service to discuss concerns (also, may need to alert program leadership about the senior)</li><li>○ Similarly, intern can express concerns to nurse or hospitalist for escalation of care and call rapid response if needed</li><li>○ Invite third party to talk through the case with the intern and senior to explore what each sees and how to make sense of different perspectives</li><li>○ Intern can directly express disagreement with senior and ask if they can “seek the opinion of the group/whole team.” Often helpful to bring disagreements to team for discussion</li><li>○ Intern can say, “I’m really worried about this patient. Can we go see him/her together and I’ll tell you what my concerns are?”</li><li>○ In coaching discussion, encourage the intern to reflect on what they would do to help senior see the issue</li><li>○ Frame as an area of professional growth and learning – i.e., encourage intern to reflect on what he/she wants from the relationship with the senior. Explain that there will always be disagreements among team members and knowing your goals and/or needs for the relationship will make difficult interactions easier</li><li>○ Take as opportunity to reinforce how important “second-guessing” is and checking your thinking. It’s an opportunity and privilege to work with a team – want to hear their perspectives and check their ideas against one’s own (residents don’t need to know the right answer)</li><li>○ If appropriate to the case, take as opportunity to teach that there are often multiple “right answers” and we can learn from others’ explanations and thought processes</li></ul>
<p>2. Feedback is received defensively (or not at all)</p>	<ul style="list-style-type: none"><li>○ Don’t let this prevent you from giving feedback to your residents. They usually need to hear it. Consider, “We know you have strengths in several areas, but this feedback has come from a few people, so we think it’s important for you to hear so we can explore ways to improve the situation.”</li><li>○ Be direct: “I don’t feel like you’re hearing me.” “I don’t feel like you understand the impact this is having on your colleagues and/or patients.”</li><li>○ Share an example of your own experience receiving constructive feedback. Validate that it’s never easy to hear negative comments but these present important learning</li></ul>

	<p>opportunities</p> <ul style="list-style-type: none"> <li>○ Acknowledge and validate the resident is working hard</li> <li>○ Integrate negative feedback with positive</li> <li>○ Explain relevance to professionalism and life-long learning – evaluation and feedback a part of life as a physician, not just as a resident; have to be able to learn from people and hear their perspectives. “We can always do better.”</li> </ul>
<p>3. Coach’s feedback is summarized from multiple sources and resident wants to know who the sources are</p>	<ul style="list-style-type: none"> <li>○ Explain that you cannot divulge that information but that those who provided the feedback want to be helpful to the resident and his/her growth as a physician</li> <li>○ If multiple people are giving the same or similar feedback, it is important to explain that this is a common theme. Discuss the impact residents’ behaviors are having on others – even patients</li> </ul>
<p>4. Resident explicitly disagrees with Coach’s feedback and says no other attendings have ever commented on this aspect of his/her performance</p>	<ul style="list-style-type: none"> <li>○ Explain that your role is to provide a perspective of what others may see in other settings – relevant not just to this rotation or this time point</li> <li>○ May need to explain that lack of feedback from attendings is often misinterpreted as acceptance but this isn’t usually the case</li> <li>○ Explain that there are multiple “right” ways of doing things and you’re sharing one “alternative” way that you think others would respond well to</li> <li>○ Encourage learning from all situations, regardless of the resident’s attitude towards the feedback itself</li> <li>○ Reach out to the attendings on the rotation and encourage them to give direct feedback to resident or solicit their perspectives on the resident’s performance/skills and permission to share with resident</li> </ul>