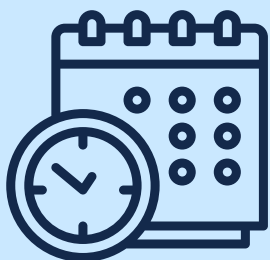


FOCUSING ON GOAL CO-CONSTRUCTION IN FEEDBACK AND COACHING



Dr. Laura Farrell



Tuesday
April 25, 2023

Time
12:00pm EDT
12:00pm PDT

This webinar will be
delivered in English



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The total hours (11.0) is for the entire series. Each webinar is 1.0 Section 1 hour/1.0 CFPC Mainpro+ credit/per hour.

Biography:

Dr. Farrell is a Clinical Associate Professor in the Division of Community Internal Medicine, Department of Medicine and a Scholar at the Centre for Health Education Scholarship (CHES). Since 2021, she has served as the Associate Dean, Student Affairs in the University of British Columbia (UBC) MD Undergraduate program and previously held roles as the Assistant Dean, Undergraduate Education in the Island Medical Program (a distributed site for UBC medicine) and as a Master Teacher. She has been involved in teaching in all four years of the undergraduate medical education curriculum and has spent many years as a clinician teacher on the Internal Medicine Clinical Teaching Unit in Victoria, BC. She completed her Masters in Medical Education from University Dundee in 2015 and has various research interests including goal oriented feedback, autoethnography, goal co-construction, and threshold concepts.

Overview:

The importance of establishing mutually agreed-upon goals in feedback discussions has been emphasized repeatedly in medical education literature. Goal co-construction of goals has also been underscored as an important aspect of longitudinal coaching conversations. However, there is little discussion around how to engage in goal-oriented discussions that ensure a learner centred approach while maintaining program standards. This talk will explore the nuances of engaging in goal-oriented feedback dialogue with learners, including both the benefits and challenges of goal co-construction in each of these settings.

Objectives:

- Describe how goal-oriented feedback can address feedback tensions.
- Discuss how goal co-construction is enacted in longitudinal academic coaching relationships
- Discuss how differences in goal oriented discussions in feedback versus coaching may impact learner development of competence and professional identity.