INTRODUCTION

Medical students and interns are the main communicators during inpatient bedside patient- and family-centered rounds (PFCR) in academic pediatric hospitals. They present to the care team and family on the child’s medical assessment and plan for the day. Excellent presenters are able to synthesize and share this information in a manner that is easy for all to understand, including the patient and family. As part of our Quality Rounds Initiative, we instituted a Parent Coaching Program in which a trained parent coach observes and rates rounds presentations via a validated tool (PEA-21), interviews the patient and family, then provides family-centered feedback and coaching to the trainee to help them develop their PFCR presentation skills.

KERN INSTITUTE TRIPLE AIM

**Character:** Learners will practice good judgment, honesty, and ability to receive constructive feedback.

**Competence:** Learners will develop professionalism and presenting/communication skills.

**Caring:** Learners will communicate actively with the patient and family and receive their feedback via the parent coach.

PROJECT DESCRIPTION

**Value Statement:** Having a trained parent observe PFCR and provide coaching to trainees can improve learners’ presentations & the patient/family experience.

**Discovery Process:** We interviewed stakeholders including residents, students, parents, hospitalists, and nurses.

**Minimum Viable Pilot:** We piloted the program for 1 year prior to the Kern I3 program. We found we needed a minimum of 0.4 FTE for the parent coach, badge materials for learners, and print resources for scoring rounds. With the guidance and resources of the I3 Program, we used entrepreneurial techniques to improve our program for learners and families.

RESULTS

<table>
<thead>
<tr>
<th>#</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>710</td>
<td>Rounds presentations observed &amp; scored</td>
</tr>
<tr>
<td>157</td>
<td>Families interviewed for feedback</td>
</tr>
<tr>
<td>240</td>
<td>Learner feedback sessions by parent coach</td>
</tr>
<tr>
<td>136</td>
<td>Medical students &amp; residents involved</td>
</tr>
</tbody>
</table>

| RESULTS |

**DISCUSSION**

Through the I3 Process, we learned how to tailor the program to better meet the interests of our stakeholders:

1. **The role of the parent coach needs to be consistently introduced to each new rotation of trainees in order to help their understanding:** she is a coach, not a corrections officer.

2. **Learners have unique preferences when to receive coaching feedback**

3. **The parent coach could also educate families on their role in PFCR**

ENTREPRENEURIAL MINDSET

**CURIOSITY**

We began with an attitude of curiosity by interviewing stakeholders on their experiences and perspective of the parent coaching program. Through these conversations, we identified ways to improve and expand our program, including orienting learners to the parent coach role, timing feedback delivery to learners’ preferences, and coaching parents themselves on their rights and role in PFCR. Learners and families could benefit from parent coaches throughout the hospital from diverse backgrounds.

**CONNECTIONS**

The parent coach collaborates with learners and families.

**PEA-21**

Validated 21-item presentation rating tool scored by parent coach during PFCR observations

**Structured interview with families**

**INVOLVEMENT**

1. Did you feel like you were involved in rounds as much as you would like to be?
2. Was your child involved as much as you would like them to be involved?

**COMMUNICATION**

1. Were you asked to participate in discussions?
2. Did you provide input into discussions and planning?
3. Did the team use your input in a way that you were happy with?

**UNDERSTANDING**

1. Did you think the team had a good understanding of your child and your goals?
2. Did you understand the communication that occurred during rounds?
3. Did you understand the plan for the day? What is your impression of today’s plan?

**CREATING VALUE**

Employing a trained parent to observe rounds and coach learners is an innovative approach to educating learners in a low risk, safe environment, with the additional benefit of providing insight into the families’ points of view.

Giving patients and families the opportunity to share their perspective with the parent coach during the structured interview can improve satisfaction scores and empower families to take part in PFCR.

We received an MCW Learning Resource Fund grant and Department of Pediatrics internal funding award to support our parent coach’s FTE for the next year.