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Family Medicine

Département de
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Innovative Peer Coaching Models for Family Medicine

FMF - Wednesday, November 6th, 2025

Presenter Disclosures

Presenter: Dr. Catherine Jarvis

No financial disclosure

Membership on Advisory Boards

- Coalition Inclusion Quebec (Community Non-profit)
- Old Brewery Mission (Community Non-profit)

Presenter; Dr Marion Dove

No financial disclosure



At the end of this session, I will be able to:

1. Describe the strengths of peer coaching as a faculty development strategy
2. Examine 5 elements of peer coaching models, weighing their challenges and benefits
3. Identify opportunities for peer coaching in family medicine



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How could peer coaching
be used more effectively
in my setting?



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Question slide

I have participated in Peer Coaching

Yes

0%

No

0%

Not sure

0%





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Preparing Results

I have participated in Peer Coaching

Yes

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No

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Not sure

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Peer Coaching

Chapter 8 Peer Coaching and Mentorship



Michelle Elizov and Catherine Jarvis

Huston and Weaver (2008) define peer coaching as: “a collegial process whereby two faculty members voluntarily work together to improve or expand their approaches to teaching.”

Introduction

Faculty development encompasses the broad development of many academic roles including that of teacher, leader, and researcher; it can also include personal growth, work-life balance, and career development. Three reviews of faculty development initiatives and strategies in medical education (McLean et al., 2008; Steinert et al., 2006; Steinert, 2020) support the need for new approaches to faculty development. Key features of effective faculty development highlighted in these reviews include the role of experiential and authentic learning, the value of feedback, the importance of peers for support and as role models, the value of extended programs, and the importance of workplace learning and communities of practice. Common goals, collegiality, and shared reflection are additionally important elements for faculty development that is work-based and integrated within communities of practice (Steinert, 2010, 2020). As well, faculty development should encompass both formal and informal approaches and provide opportunities for individual and group reflection. As Wilkerson and Irby (1998) noted, a comprehensive approach to faculty



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Question slide

What do you think are the benefits of peer coaching?



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Preparing Results

What do you think are the benefits of peer coaching?



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Benefits & Strengths

What does the evidence show?

- Improves Skills
- Fosters reflection and growth
- Reduces sense of isolation and increases commitment to teaching
- Contributes to a culture of teaching and learning
- Flexible, adaptable and effective across multiple settings
- Low-resource and scalable





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Question slide

What are the biggest challenges to peer coaching?



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Preparing Results

What are the biggest challenges to peer coaching?



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Challenges

What does the evidence show?

- Logistical issues and time constraints
- Varying levels of engagement
- Participants require clarity around goals and expectations
- Requires trust and psychological safety



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What's New?

Peer Coaching in the Health Professions



Flexible,
Practical &
Effective



Individualized
Feedback,
Reflection &
Interpersonal
Connection



Innovative and
Growing Field



Can be used in
all Academic
Roles



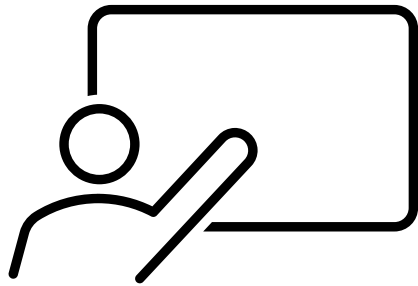
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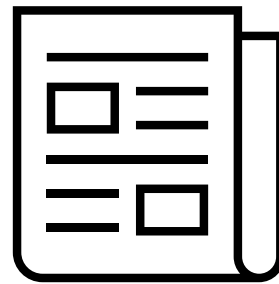
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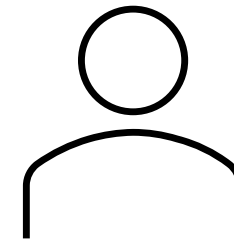
Peer Coaching in Academic Roles



Teacher



Researcher &
Scholar



Leader



One minute paper

Peer Coaching

- What is currently going on in your setting for peer coaching?
- What does that program look like?
- Who is benefiting?
- Who is not participating?

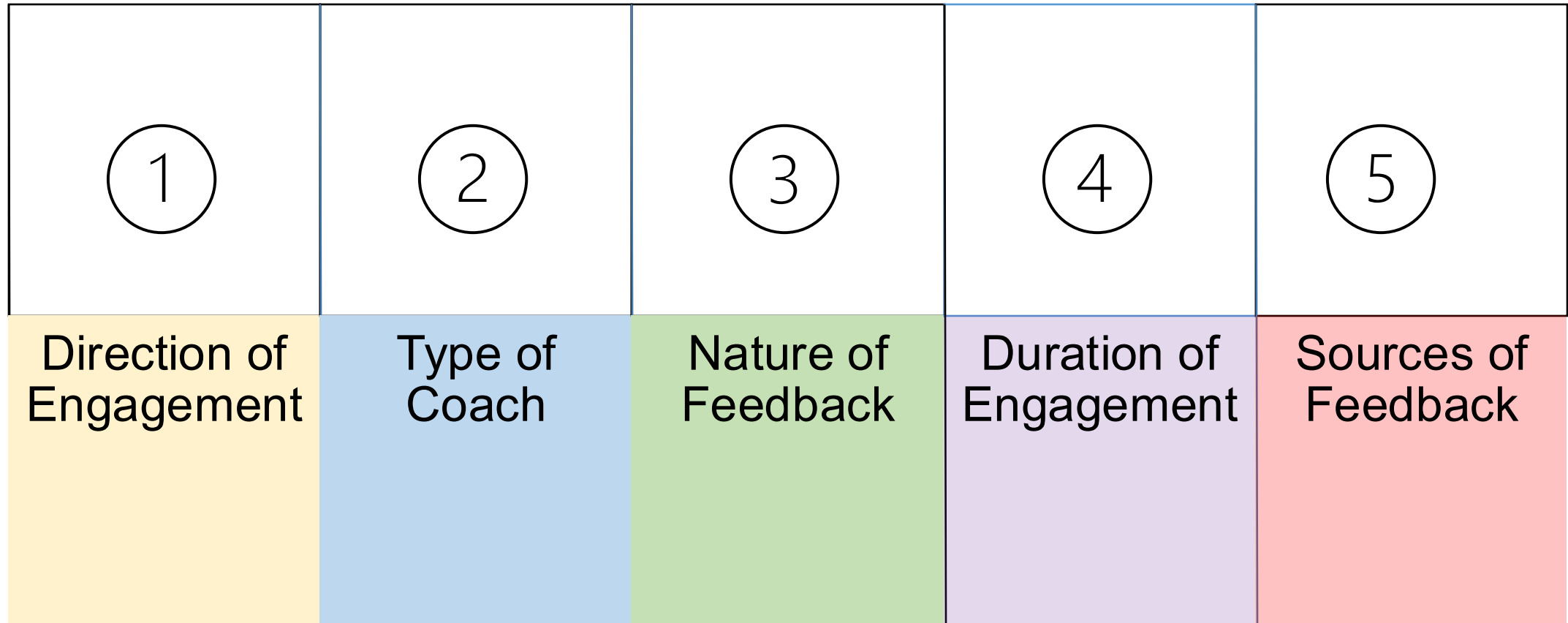
No Peer Coaching

- What kind of program is needed where you are?
- What academic roles would be most important to address?
- Who might participate?



Framework for Peer Coaching

Five Intersecting Elements



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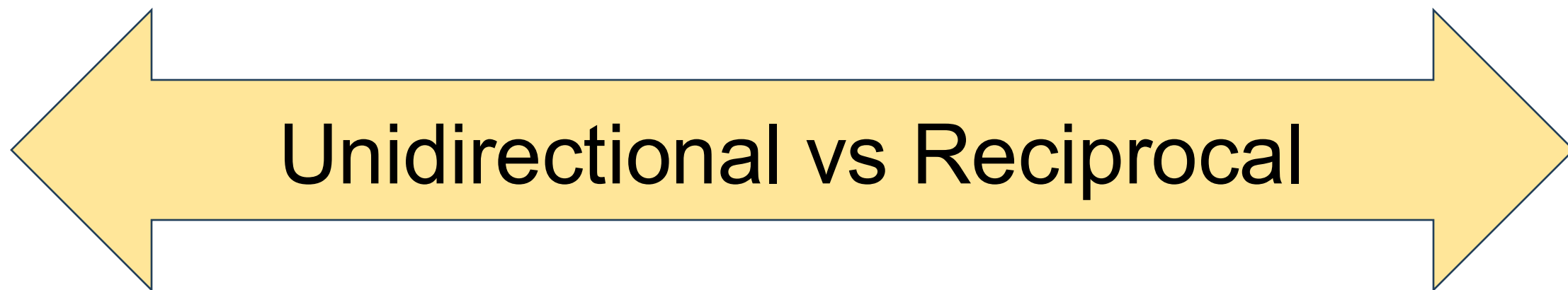
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①

Direction of Engagement

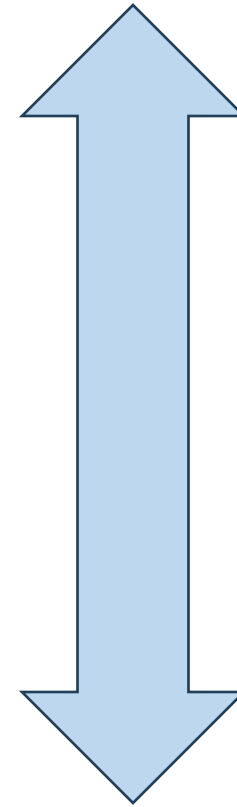


② *Type of Peer Coach*

Colleagues who share
something in common

vs

Colleagues with
different experiences



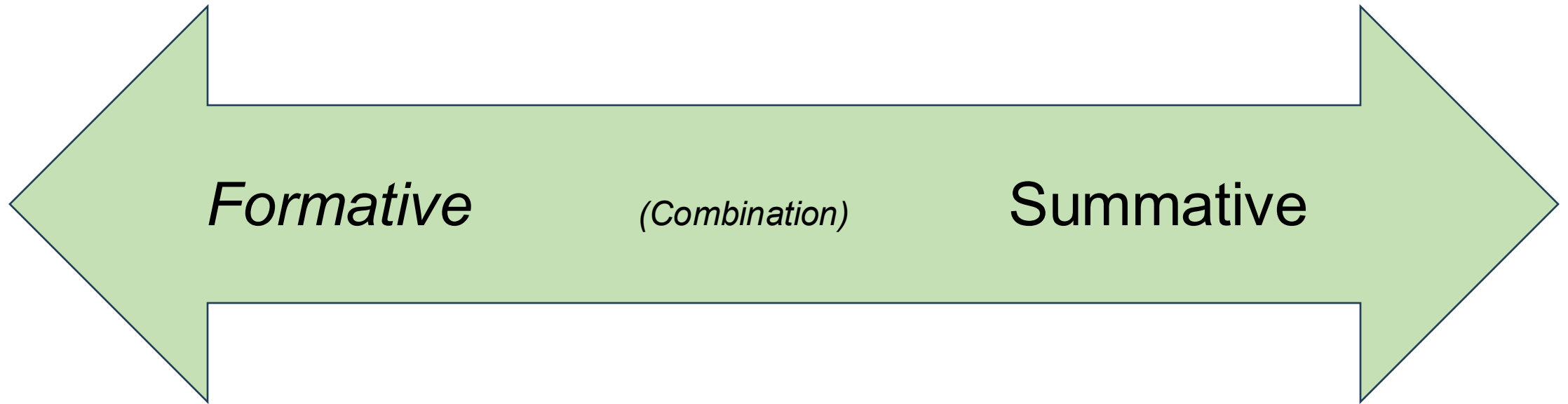
Near-peer

vs

Expert

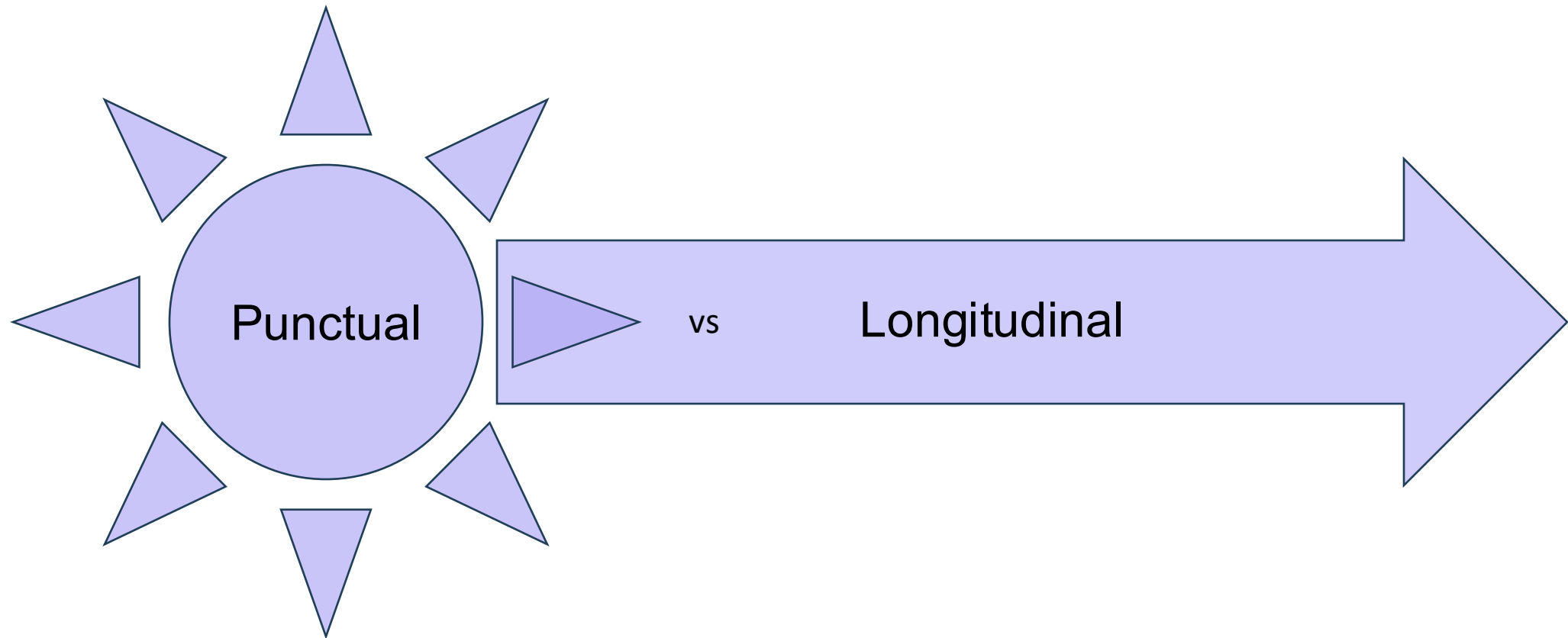


③ *Nature of Feedback*



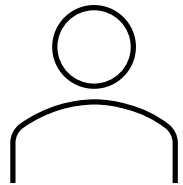
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Duration of Engagement

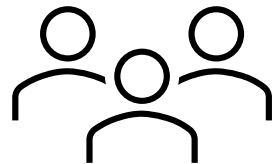


⑤ Sources of Feedback

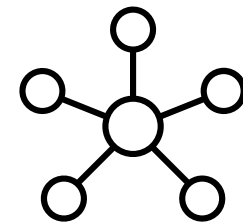
Individual



Group



Multisource



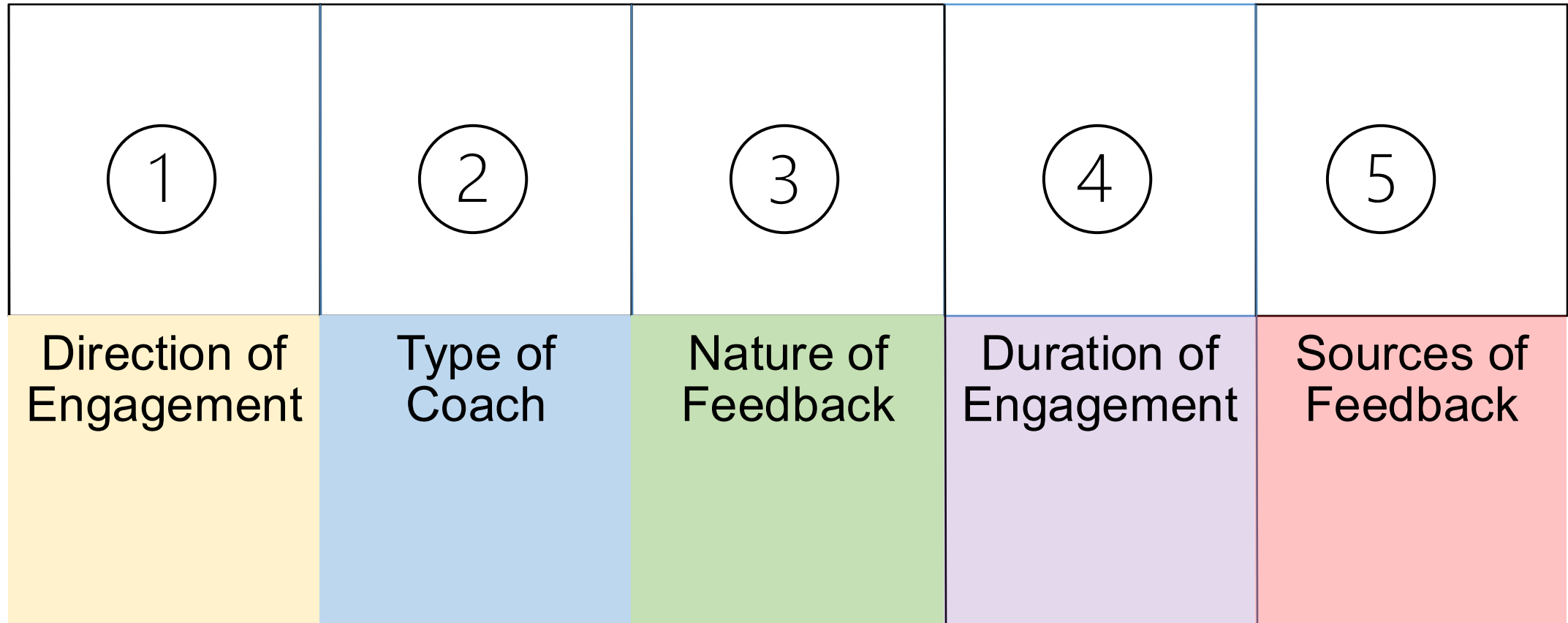
Review 1 Minute Paper

Using the Peer Coaching Framework,
what adaptations might you make?



Framework for Peer Coaching

Five Intersecting Elements



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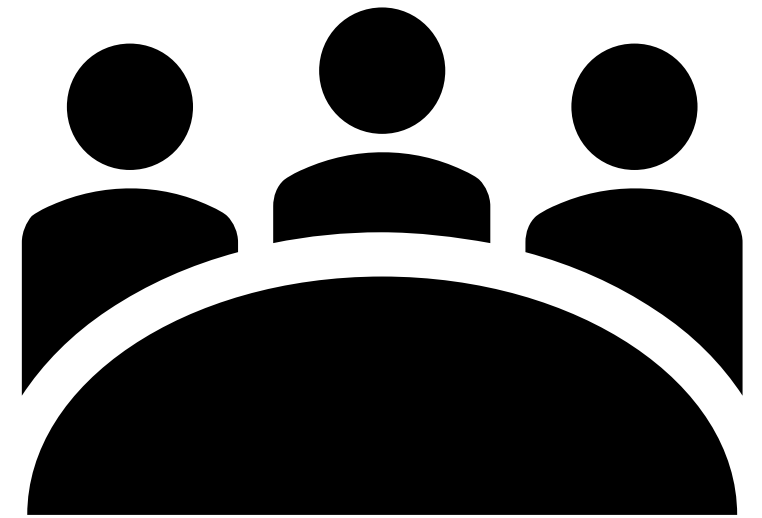
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Table conversation

Get feedback from your colleagues

1. What is working?
2. How do you get people engaged?
3. What challenges do you face and how are you addressing them?





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Question slide

What is one pearl you will take away from the table conversation?



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Preparing Results

What is one pearl you will take away from the table conversation?



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Peer coaching is successful if:

- it is adapted to the working conditions and local situation
- conducted with specific purposes in mind
- benefits the programs or the individuals involved



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Best Practices

- Give deliberate and careful consideration to design
- Establish safe and collegial environment
- Ensure thoughtful matching of coaches
- Normalize and build a culture of peer supported feedback
- Provide training and clear structure for peer coaching***
- Incorporate evaluation/research and follow-up mechanisms



Training & Structure

Guide to Peer Coaching for Teachers



Value of Peer Coaching

- Powerful and collegial way to improve your teaching skills
- Innovative faculty development approach that differs from the usual expert-learner model
- Promotes self-reflection, observation, and feedback from peers to improve teaching

Teacher's Role

- Understand the formative nature of peer coaching
- Reflect on your teaching challenges and goals
- Clarify your needs and be specific about the kind of feedback you need
- Remember that this is a self-reflective process
- Consider the suggestions offered by your peer
- Develop a personal improvement plan/teaching goals

Peer Observer's Role

- Reinforce the formative/non-evaluative aspect of your feedback and ensure confidentiality
- Clarify the needs/context of the teacher
- Be non-judgmental, act as a coach.
- Use a structured observation grid
- Ask about the teacher's own thoughts before providing feedback



Teacher's Goals

Don't forget that the ultimate goal is a personal improvement plan!

- After feedback, develop a plan to improve your teaching
- Consider using SMART goals - specific, measurable, attainable, realistic, and timely
- Schedule a time to revisit your goals at a future date

Peer Observer's Goals

Follow the Peer Coaching Road Map

- 1 Set aside 30 minutes to prepare for coaching, agree on goals, and review the observation grid
- 2 30 - 60 minutes of observation
- 3 Set aside 30 minutes to encourage self-reflection, give feedback, and coach for change

The Peer Coaching Road Map

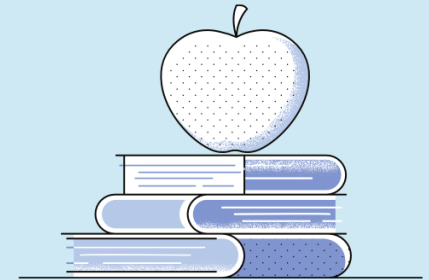


Preparation

- Set the schedule (e.g., 20 - 30 minute meeting)
- Review the formative/non-evaluative framework of coaching and confidentiality
- Get familiar with the teacher's context (e.g., physical space, type of learners)
- Understand the needs of the teacher and agree on a goal for the session
- Review the observation grid
- Clarify what will be observed

Observation

- Keep the focus on what was chosen to observe
- Stay alert to other aspects that could enrich your feedback
- Take notes and document observations - be specific
- Consider verbal and non-verbal cues (e.g., student reactions)
- Careful: focus on teaching rather than content
- Identify strengths and opportunities for improvement

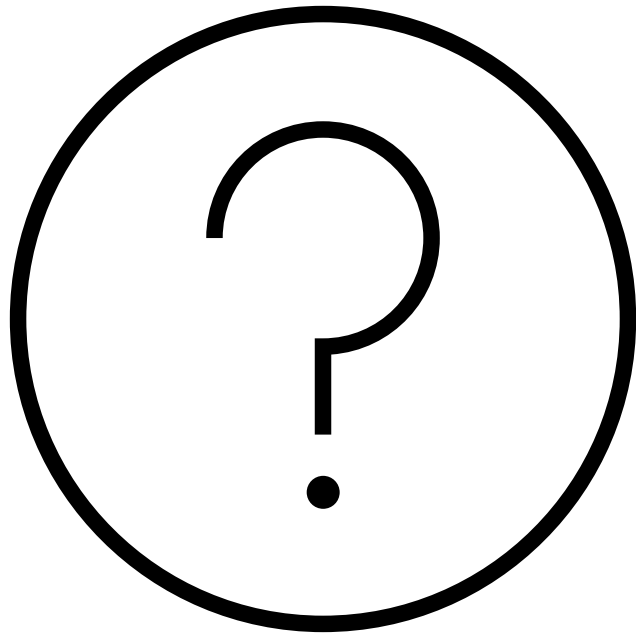


Feedback

- Organize your observations
- Exchange:
 - Invite the teacher to reflect on the session
 - Share your observations and highlight 2 - 3 specific strengths and areas for improvement
 - Share resources (e.g., tips, readings, workshops)
 - Invite the teacher to reflect on the feedback
- Conclude:
 - Share something you have learned
 - Invite a self-reflective teaching goal
 - Make it a win-win situation



Research Needed



Does Peer Coaching make a difference?

Who participates and who doesn't?

How might we study the various program designs?

Are these programs sustainable?



Take-home Messages



1. Peer coaching is a flexible, adaptable and effective faculty development strategy in all faculty roles and settings



2. Literature shows growing interest and innovation in model design



3. Be intentional when choosing a framework for Peer Coaching that meets the needs of your community of practice



THANK YOU!

PLEASE FILL OUT YOUR SESSION EVALUATION NOW!



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