

Feedback Through Coaching

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Reflection

- **Describe a “receiving” moment of feedback**
- **Write for 5 minutes**
- **Share for 5 minutes**
- **Salient memories**

Session Objectives

Faculty Coaches will be able to:

- identify their role
- identify steps of our assessment model
- understand collaborative feedback
- use SOM checklists to identify behaviors

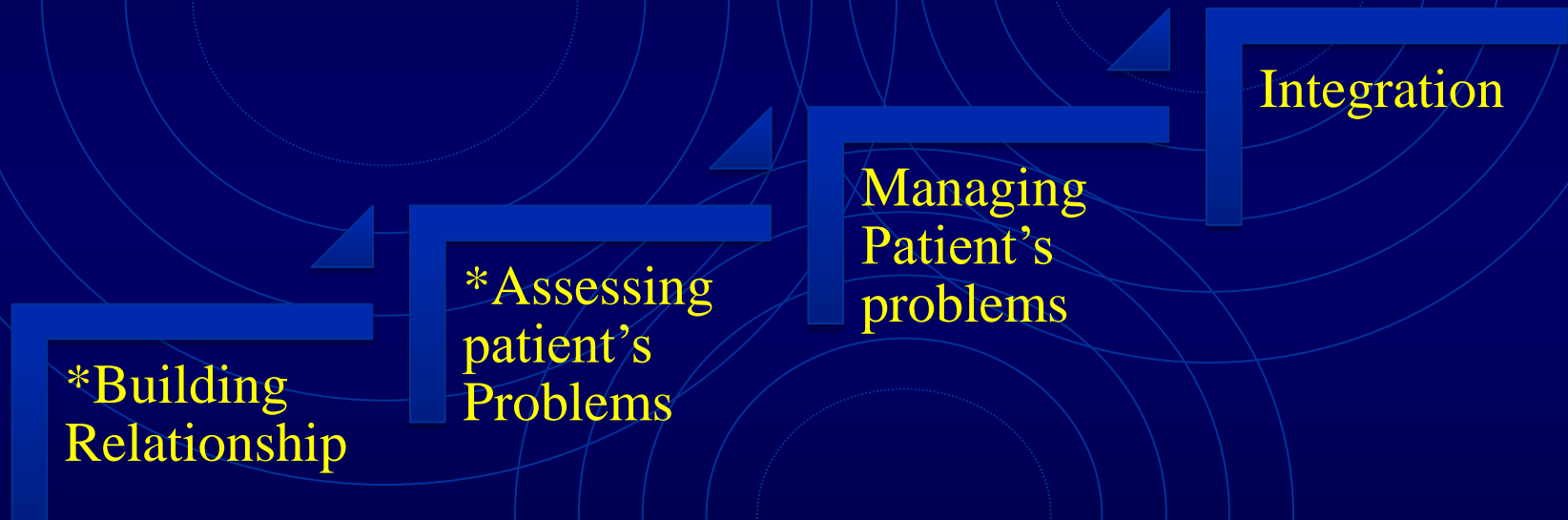
Agenda

- 7am: Gather in Room XX (Breakfast already ordered)
- 7:10/7:15 am: Alice begin group discussion on coaching/feedback tips
- 7:45 am: Break up into 4 rooms
- --Core (Judy)
- --Linda P (Linda)
- --Charles W (Gigi)
- --Laura S (Joe)
- 8:40 am: Katie will give everyone 5 min warning
- 8:45 am: End and tour facilities/practice on tablets
- 9:30 am: Official end time



Our Educational Frame:

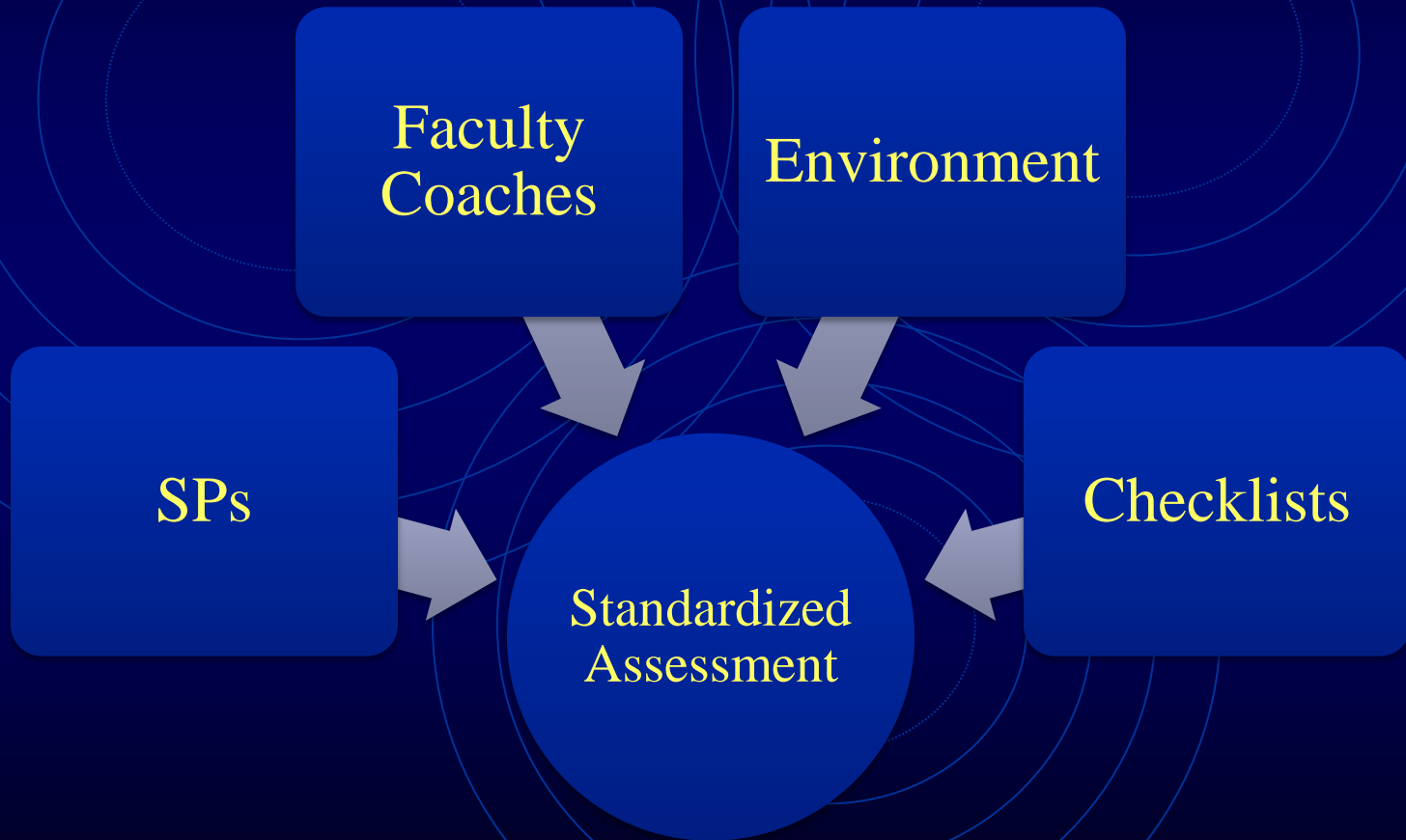
3 Function Model (Steven Cole)



*Focus of our early formative assessments

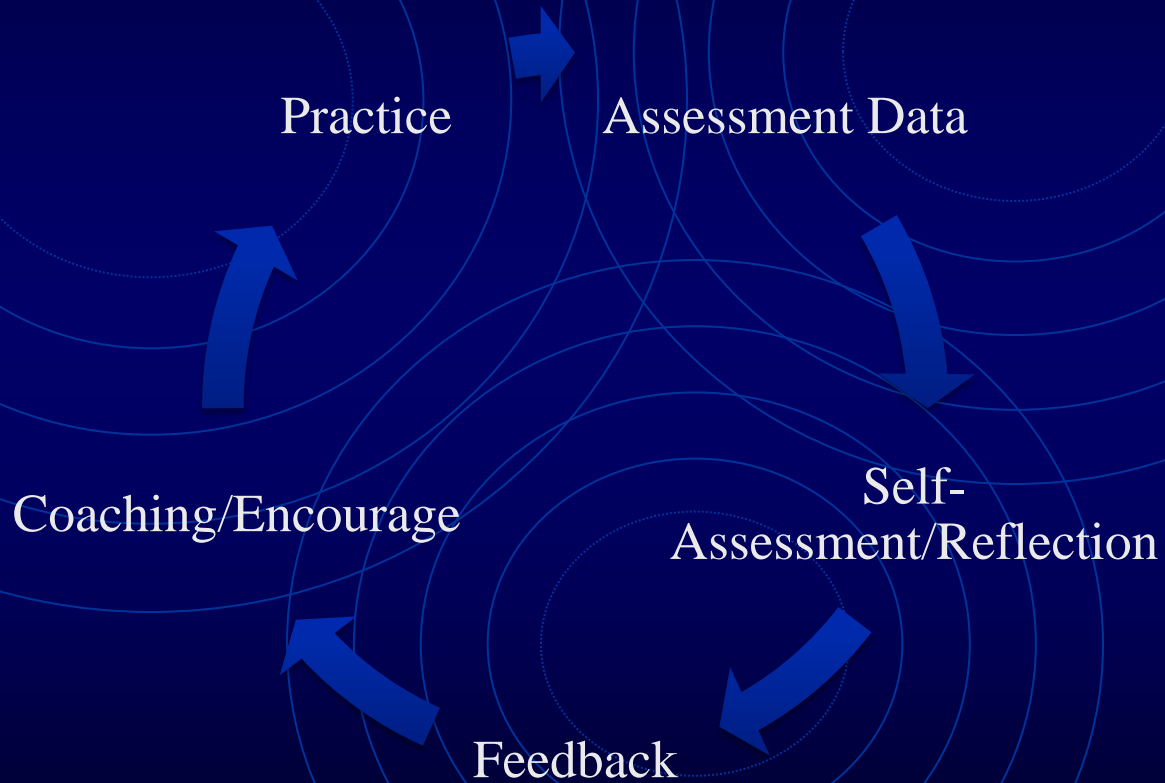
Our Model

Reflection Integration & Assessment



Our Model

Assessment Drives Learning



Our Goal

Ability/Skill

Confidence

The Medical Education Picture: Practice and Formative Assessment

- Core Skills (the doing)
 - Communication
 - Physical Diagnosis
- Attitudes/Values
 - Professionalism
- Behavior
 - Direct Observation
 - Checklist

Faculty Coach

- Direct Observation with checklist
- “Diagnoses” learner needs
- Allows student to self-assess
- **Provides feedback**
- Encourages learner reflection
- Coaches: provides direction for future practice (encourages)

What is **feedback**?

- **Feedback** is the information you provide to learners about their clinical performance that is intended to guide their future clinical performance.



Types of **Feedback**

- **Positive:** statements describing appropriate behaviors
- **Negative:** statements describing inappropriate behaviors
- **Collaborative:** faculty solicits feedback from the learner to “level the playing field” and establish bi-directional communication

Effective Feedback

- FED

- Feedback

- **Encouragement
(COACHING)**

- Direction

Bell, Hershey, Encouragement: Giving
“Heart to Our Learners in a
Competency-based Education Model
the Heart, *Family Medicine*, 2007,
39:1

- Review your goals and expectations of the student as indicated on the checklist
- Give interim feedback. **(F)**
- Ask the student to evaluate his/her performance prior to giving your own feedback. **(self-assess/reflect)**
- Focus feedback on the student’s behavior, rather than on the student’s personality. **(F)**
- Give specific examples to illustrate your observations.
- Suggest specific strategies by which the student might improve his/her performance. **(D)**

Ende, J. (1983) Feedback in clinical medical education,
Journal of the American Medical Association, 250,
pp. 777-781

4 Components of Feedback

- Level 1: Describing what you saw=**feedback**
 - Description of observed behavior (checklist)
 - Easier to accept by learner
- Level 2: Allow learner so self-assess/reflect
- Level 3: Your personal reaction=**coaching**
- Level 4: Your suggestion of behaviors to practice=**Direction**
- Closure: Always remember the E=**encouragement**

Feedback Sandwich

Positive Feedback



Collaborative Feedback

Direction/Coaching

Global Feedback

- Minimal
 - “good”, “ugh!”, a shrug or nod
- Behavioral
 - “that was good because...”
 - “you can improve by...”
- Interactive/collaborative
 - let the learner react & self-assess their behaviors

after Stanford Faculty Dev Program

Feedback Session

- Private, relaxed atmosphere, timely
- Outline agenda/purpose ie focus on...
- Ask student first - LISTEN!
- Share your behavior specific points
- Compare learner and faculty feedback
- Make plans going forward (coaching and direction with encouragement)