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)*

*Building Relationship*

*Assessing patient’s Problems*

*Managing Patient’s problems*

*Integration*

*Focus of our early formative assessments*
Our Model
Reflection Integration & Assessment

- Faculty Coaches
- Environment
- SPs
- Checklists

Standardized Assessment
Our Model

Assessment Drives Learning

Practice → Assessment Data
Coaching/Encourage → Feedback
Feedback → Self-Assessment/Reflection
Self-Assessment/Reflection → Practice
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

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)

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

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 to 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)