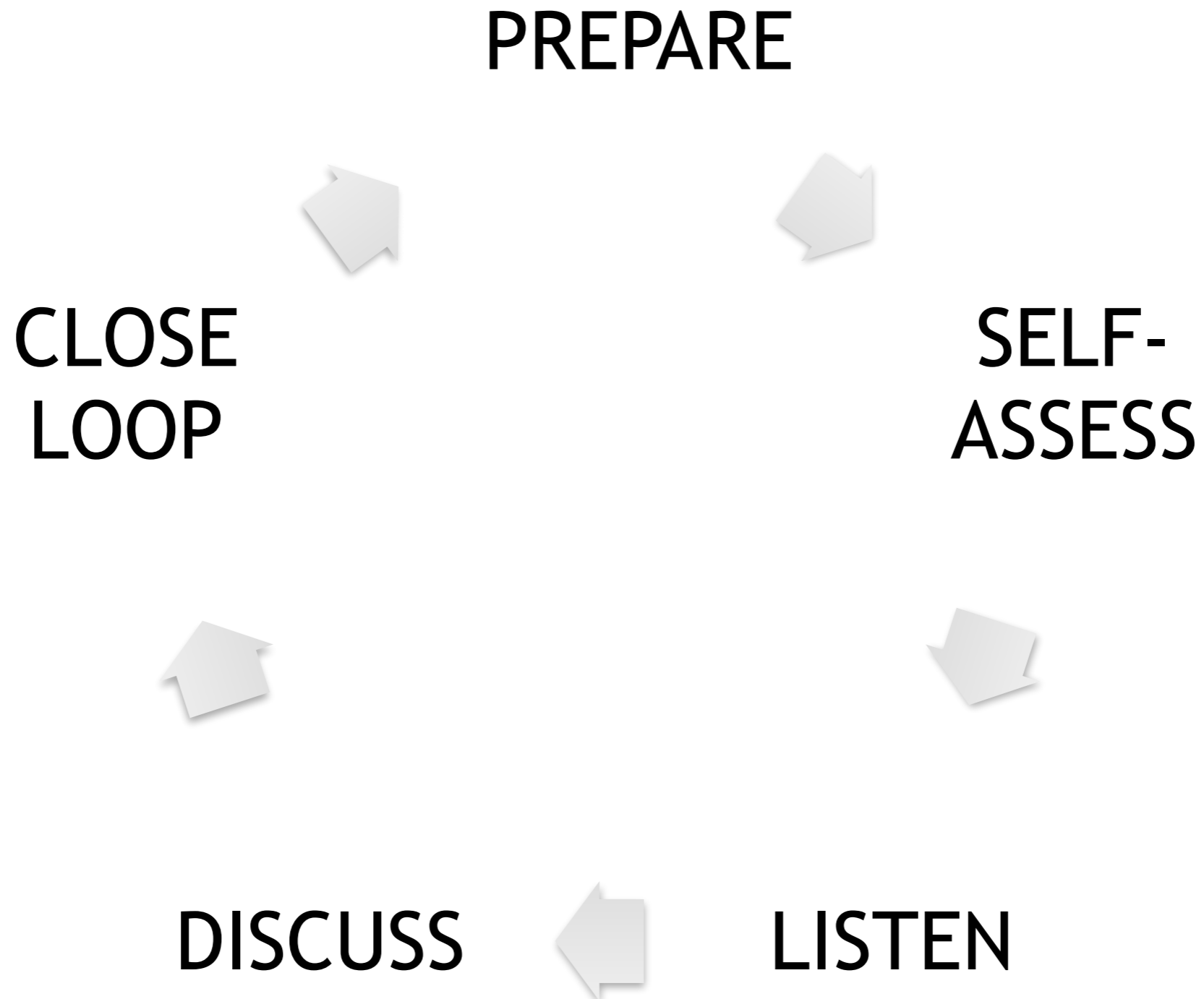


# Giving Real-Time Feedback to Students: Coaching Your Students to Their Personal Best

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# Model for Real Time Feedback



# Step 1: Prepare

Collect thoughts

Acknowledge your personal feelings\*\*\*

- Hardest
- Lawsuit, RVU, Customer Service scores
- Preconceived judgments

Pick a location

- Not central desk or nursing area

Be a coach; not a ref

- Create position of genuine support of professional development

Prepare them for receiving feedback

- “when you have a moment, let’s talk in the back hallway to give you some feedback/coaching”
- Create a safe environment for self-assessment (coach)



# Step 2: Self-Assessment

**Acknowledge discomfort if it exists**

- Put learner at ease
- This is to enhance their

**Have recipient self assess**

- Offer specific observations if nothing is forthcoming
- Reinforce strengths

# Step 3: Listen

Understand their side of the story

Acknowledge perceptions without

Identify areas of deficiency

- Knowledge, prejudice, stress from volume, poor organization, poor effort,

**Let them be their own critic**

# Step 4: Discuss

Use nonjudgmental language

Separate behavior from person

Consequences to their career

- I have observed that when you encounter patients with substance abuse, you attribute their visit entirely to their substance use. This

# During Discussion

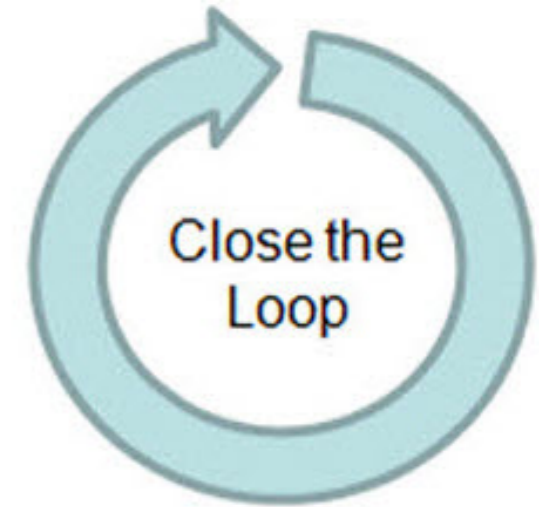
## DO NOT

- Justify their actions
- Give up on a trainee
- Over do it (1-3 areas are good)
- Let their intentions justify their behavior

## DO

- Acknowledge
- ID Blindspots
- Let them take ownership
  - Help them understand the listening

# Step 5: Close the Loop



Assess the trainee understanding and level of acceptance

Make a follow up plan

- On your next shift, work on ...

Put this in their written evaluation

- Trends can be identified early
- If necessary, more significant remediation can occur



Prepare:  
ID bias,  
private  
location,  
Be a  
coach,



Elicit  
self-  
assessment



Listen:  
trainee  
perspective,  
identify  
areas of  
deficiency



Discuss:  
nonjudgmental,  
reinforce  
strengths  
and  
desirable  
behaviors  
, areas of  
deficit,  
specific  
examples  
, problem  
solving,  
suggestions  
for  
change



Close the  
loop:  
assess  
understanding,  
follow up  
plan,  
written  
evaluation

