OBJECTIVE:

• Feedback (FB) is an essential element in supporting the growth and entrenchment of learners to care for patients

• Numerous FB models abound — from the “Feedback Sandwich”1 to ARCH2 and ART3 — with common features with the teacher
  - Asking the learner to self-assess their performance
  - Reinforcing what was done well
  - Confirming/correcting what needs to improve
  - Helping the learner identify next steps to improve

METHODS:

Recent study on teaching pre-post duty hours4 revealed that

• Feedback remains amongst the lowest rated item on any educational infographics, and evaluate its impact using Kirkpatrick levels

RESULTS: LITERATURE

TENSION & RECOGNITION OF RECEIVING FEEDBACK5-6

• Interpretation and uptake of feedback is influenced by trainee’s:
  - Confidence, experience, fear of not appearing knowledgeable
  - Receiving FB is difficult and often doesn’t register with trainees as it strikes at the tension between core trainee needs:
    - Desire to learn/grow to be competent physicians
    - Need to be accepted for who they are
    - Obtaining an optimal final grade
  - Example highlighting this tension
    - When teachers open a FB interaction by “asking” learners “How did it go?”
    - Learners want to appear competent — but know they need to learn = “Pretty well..... need a few more details on frequency of fails...”

SELF-ASSESSMENT7

• Humans are poor at producing self-generated summative assessments of their own performance or ability

• WHY? Generating “accurate” summative self-assessments of one’s own level of performance or ability is particularly challenging due to:
  - COGNITIVE REASONS: Information neglect and memory biases
  - SOCIOLOGICAL REASONS: It is adaptive to maintain an optimistic outlook
  - SOCIAL REASONS: Not always receiving adequate feedback from peers and supervisors
  - Difficulty of self-assessment increases when the “ask” is vague (How do you think it went...?)

INDIRECT NATURE OF FEEDBACK TO SUSTAIN LEARNER8

• Indirect nature of feedback
  - OPPORTUNITY SCALES: Allow learner “time” to change answer and affirm correct response (2nd chance)
  - PROVIDE CLUES IN FOLLOW-UP QUESTIONS: Reframe and ask more specific questions to lead learner to “answer”
  - REFRAIN THE QUESTION so that the wrong answer becomes correct
  - TREAT WRONG ANSWERS AS POSSIBLE, but in need for further consideration

• Approach preserves learners self-confidence and esteem and preceptor’s relationship with the learner

• Learners do NOT perceive they have received feedback as they “discovered” the answers

RESULTS: STARCH FEEDBACK MODEL

1ST STATE FOCUS OF THE FEEDBACK

• Literature review highlighted the need to reform feedback model to support:
  - Clarity of “ask” — making the focus on the self-assessment explicit
  - Direct — unambiguous, recognizable feedback

• Explicit discussion of trainee and teacher tensions/needs

• Updated the standard ARCH FB model to include “ate” → STARCH

• Teacher begins by stating the FB focus (e.g., Hx omits key fall risk elements; Dif Dx for dementia)

• Next teacher proceeds with the Ask - to assess strengths/weakneses relative to that focus, Reinforce, Correct, Help steps in ARCH

TEST MODEL IN FACULTY DEVELOPMENT WORKSHOPS

• FB workshops have been updated to reflect STARCH with deliberate practice:
  - How to orient learners by reviewing purpose of FB [to promote learner’s growth] and teacher’s role in “stating” FB focus prior to learner self-assessment

• Teachers then practice STaching an identified FB focus to simulated learners

RESULTS

• FB WORKSHOP RATINGS: Mean 3.7-4.0 (1=least favorable to 4=most favorable).

• LEARNERS’ RATINGS ON ITEM “teacher provided helpful and timely FB” increased significantly (.40; 5-point scale) 6 months pre/post workshops

• LEARNERS AND FACULTY REPORT being “relieved” that the “what I am thinking” game is replaced by providing specific FB to promote learner growth

DISCUSSION & FUTURE WORK

• ADDING “STATE” to begin the FB interaction is an evidence-based addition to established FB models that is valued by teachers and learners

• NEXT STEPS: Expand model use, develop on-line training materials and infographics, and evaluate its impact using Kirkpatrick levels

REFERENCES