

Providing AC₂Tionable Feedback Improves Resident & Fellow Satisfaction

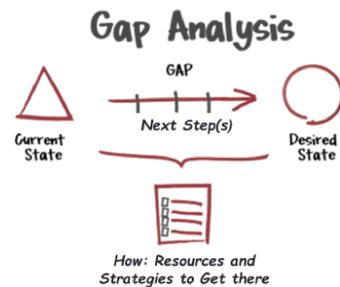
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Introduction

Feedback

- Feedback is an essential component of the learning process
- It is a required element for graduate medical education (GME) program accreditation
- Evidence Re: Challenges to Successful Feedback¹
 - Feedback is often among the lowest rated items on learners' evaluations of teachers
 - It is stressful for learners/teachers alike
 - It is not actionable
- Actionable feedback must include
 - Current performance (omission/commission, deficient/error)
 - The desired goal performance (the gap)
 - A stepwise approach to bridging that performance gap with strategies and resources

Key Elements of Actionable Feedback



- Unfortunately, one or more of these elements are often omitted rendering most feedback unactionable²⁻⁴

Current Literature

- Feedback is conceptualized as a growth-oriented, reciprocal relationship⁵
- Limited focuses on enhancing both learner's and teacher's ability to mutually assure that feedback is actionable

Aims

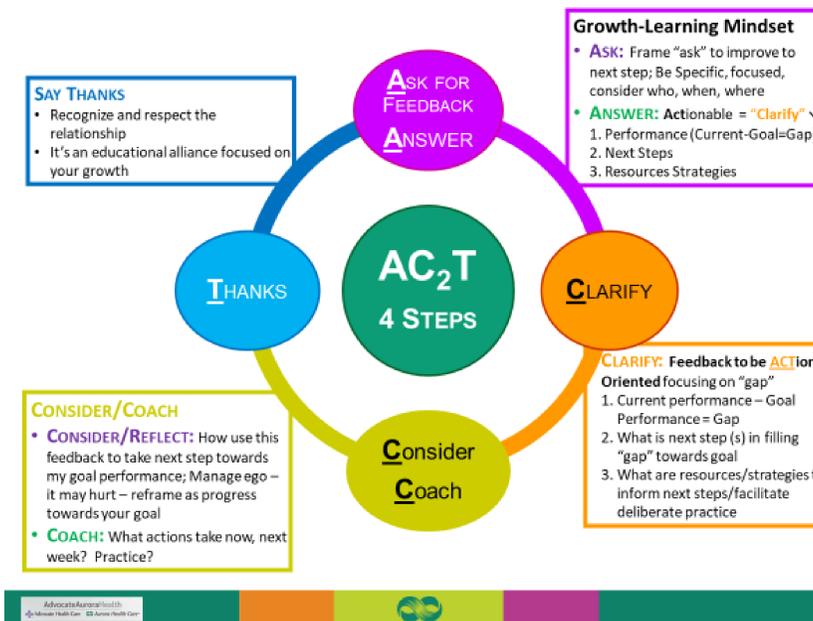
1. To educate learners and teachers to seek/provide actionable feedback
2. To determine if residents'/fellows' ratings of feedback improve

References

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2. Day LB, et al. Resident perceptions of assessment & feedback in competency-based med educ: a focus group study of 1 internal medicine residency prog. Acad Med. 2020;95(11):1712-7.
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Methods

- **PARTICIPANTS:** All faculty & trainees in our Accreditation Council on Graduate Medical Education (ACGME) approved residency/fellowship programs
- **TIME FRAME:** 2-year intervention period
- **INTERVENTION:** Participants expected to attend a 45-minute AC₂Tionable feedback session
 - Session typically incorporated into an established training program venue (eg, faculty meeting, core curriculum session)
- The core elements of AC₂Tionable feedback were highlighted from both a faculty & learner perspective using AC₂T model:
 - **A** = Ask for feedback / Answer targeting specific performance gap
 - **C** = Clarify if any actionable feedback elements were omitted
 - **C** = Consider what steps you will take/Coach to support learning and growth
 - **T** = Say Thanks as feedback is a dynamic relationship



- Sessions included feedback vignettes framed around specialty-specific milestones to provide practice opportunities
- Participant pairs were given 90 seconds to complete the feedback interaction followed by a debriefing

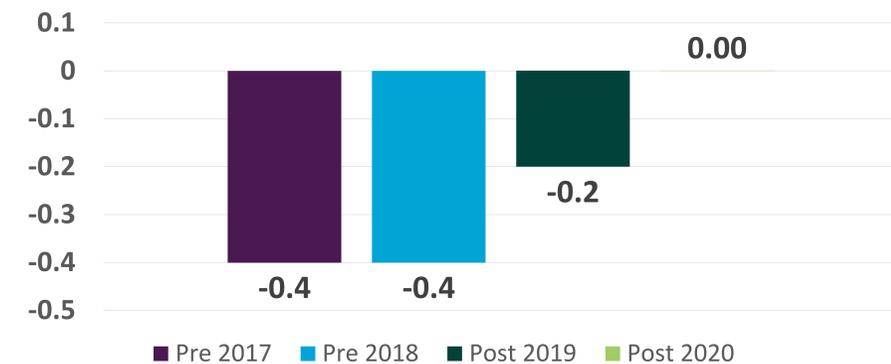
Data & Analysis

- ACGME administered resident/fellow survey results for our sponsoring institution vs national mean plotted over 4 years:
 - 2 years prior to AC₂T
 - 2 years of AC₂T implementation

Results

- All residents/fellows annually complete an ACGME administered program evaluation
- One item focuses on feedback – Am "satisfied with feedback"
 - 5 Point Scale: "Extremely Satisfied" to "Not at All Satisfied"
- In each of the 2 years prior to AC₂T implementation our ACGME mean rating significantly below national mean by 0.4
 - Response rate > 98%: 2017= 139/141; 2018=163/167
- Post AC₂T education feedback item ratings:
 - Year 1 improved to .20 below national mean | Response rate 99% [168/170]
 - Year 2 increased another .20 reaching the national mean | Response rate 85% during pandemic [152/179]

Standard Deviation From National Mean for Item "Satisfied with Feedback" Pre/Post AC₂T



Representative Comments: "I..."

- Say thanks after feedback
- Ask for more actionable feedback
- Learned that a particular communication style I was using was viewed as intimidating
- Gained insight into what is helpful / not helpful in regard to my educational approaches. Helped me revise / make changes in my educational approaches.

Conclusions

- Brief, focused training on AC₂Tionable feedback elements were associated with improved feedback ratings over a 2-year period
- Approach is easily generalizable and feasible for other programs
- Refresher sessions with inclusion in new resident/fellow and faculty onboarding essential to sustain approach
- Focusing learner and faculty development on key elements of actionable feedback is associated with dramatic improvement in feedback ratings