

ACTIVATING LEARNERS TO SOLICIT FEEDBACK IN 30 MINUTES OR LESS

Deborah Simpson, PhD, Naomi Light, MD, Jacob Bidwell, MD, Colleen Nichols MD, Joseph Vogelgesang, DO, Will Lehmann, MD, William MacDonald, MD, S Neelati, MD, N Patel, MD, C Kelly, DO, MMM, R Battiola, MD, K Rivera, J Brill, MD, T La Fratta, MBA & AIAMC NI-VI Residents & Faculty @ AURORA HEALTH CARE LEGACY MILWAUKEE // ADVOCATEAURORAHEALTH

INTRODUCTION / BACKGROUND

NATIONAL DRIVERS FOR WELL-BEING

- Feedback is an essential component of learning
- Yet constructive feedback is usually:
 - Among the lowest rated items on evaluation forms
 - Is stressful for residents and teachers ≠ well being
- When feedback is provided, it is often:¹⁻²
 - One-way communication – not an interactive dialogue
 - Not actionable – no goal/target performance and/or steps
 - Lacks specific tactics/strategies for improvement

APPROACHES TO IMPROVING FEEDBACK¹⁻⁴

- Historically the emphasis has been on developing the teacher's ability to give feedback
 - Decades of faculty development workshops
 - Little to no sustained impact
- Newer research focuses on activating learners to engage in feedback seeking behavior focused on specific goal(s)
- Soliciting feedback can:
 - Shift the learner's perspective from a fixed to growth mindset in which they focus on his/her valued goal
 - Allow the learner to ask for feedback, shifting the control - with the teacher as an ally in this process



References include:
 1. Bing-You R, et al. The art (and artifice) of seeking feedback... Acad Med. 2018;93(8):1218-26.
 2. Bing-You R, et al. The feedback tango: an integrative review... Acad Med. 2018;93(4):657-63.
 3. Telio S, et al. The educational alliance as a framework ... Acad Med. 2015;90(5):609-14.
 4. Crommelinck M, et al. Understanding/encouraging feedback-seeking behavior... Med Ed 2013;47:232-41

PROJECT AIM

To evaluate if a brief, evidence-based training session highlighting the why and how of soliciting feedback results in a commitment by learners to increase the frequency with which they directly ask for feedback

METHODS: INTERVENTION

PARTICIPANTS: AIAMC NI-VI Fam Med, Ob/Gyn, Radiology & Int Med & Ob/Gyn Residents (N=78) + Med Students (N=43)

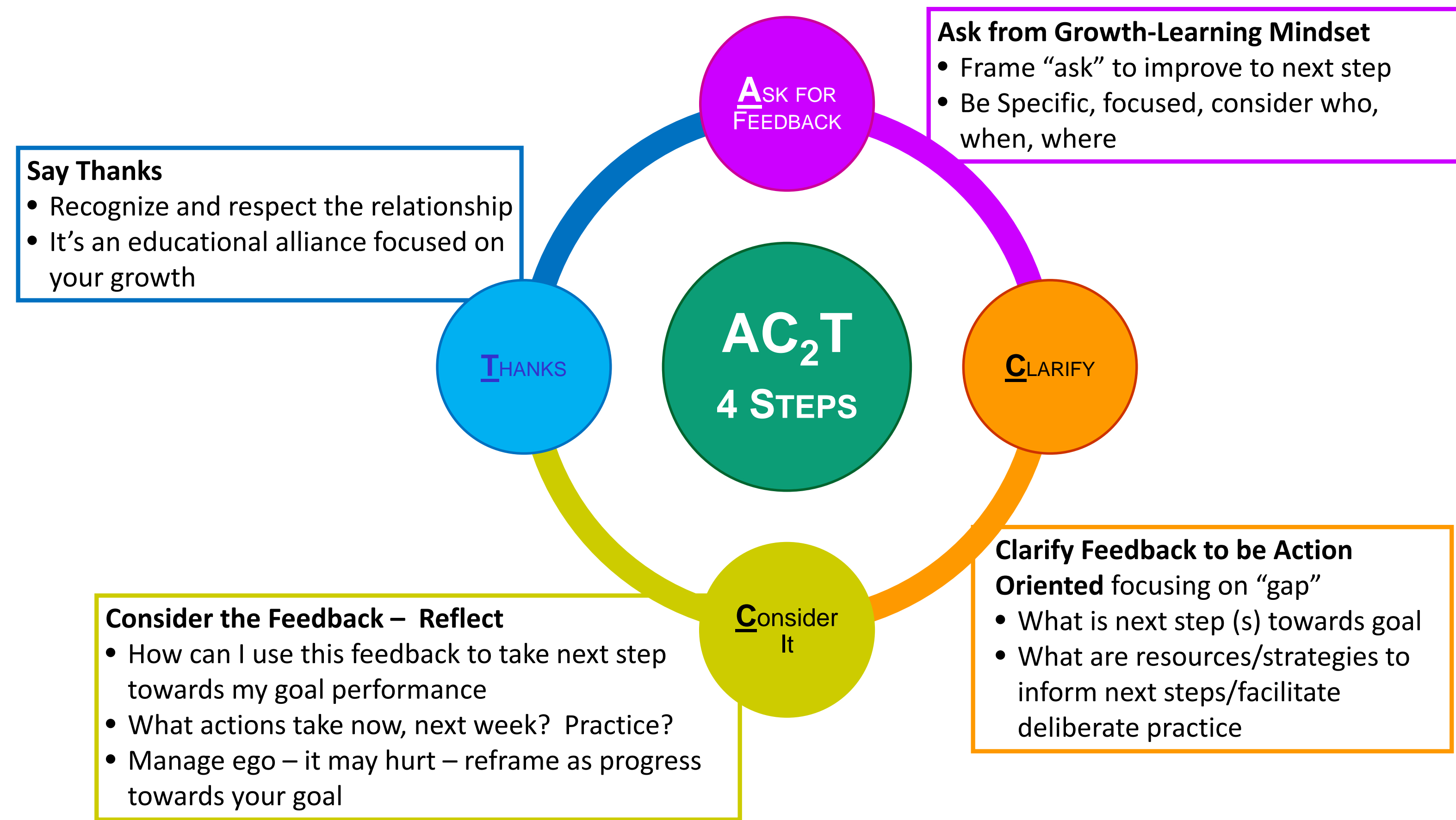
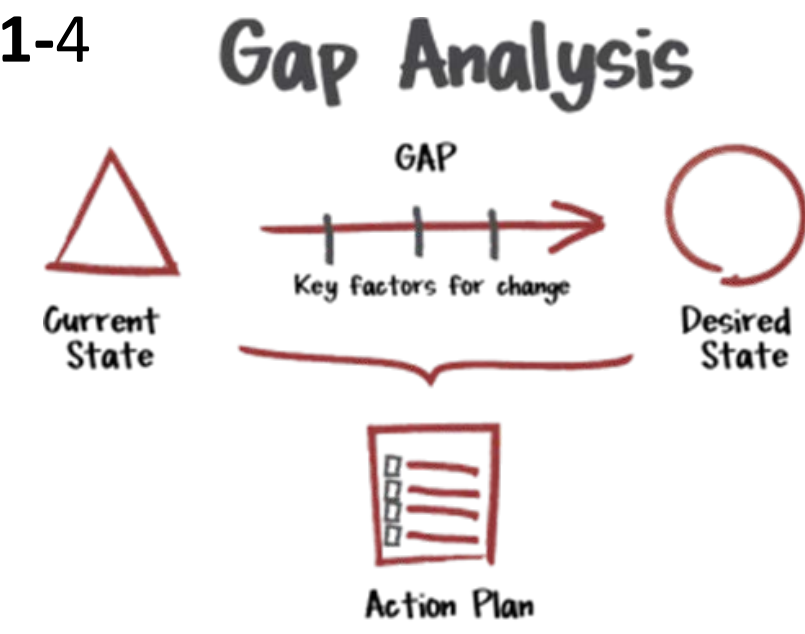
30 MIN EVIDENCE BASED SESSION ON SOLICITING FEEDBACK

- The why, who, what, and how of soliciting feedback
- Role that soliciting feedback in optimizing peak performance in other professions: athletes, actors, singers, etc.

METHODS: 4 STEP MODEL = AC₂T

EVIDENCE-BASED APPROACH TO SOLICITING FEEDBACK¹⁻⁴

- What to Ask – Specificity Critical**
 - Identify a specific goal/performance seek to improve
 - Consider personal goals, competency/milestone
 - Frame “ask” as the next step to achieve desired goal
- Asking for Feedback = Return on Investment (ROI)**
 - Pros:** Improve valued goal (to be an expert diagnostician, communicator), promote one's image by showing engagement, develop teacher as ally
 - Cons:** Self-preservation (look incompetent), protect self-image, takes effort
- Who/When to Ask:**
 - Person:** Must be credible clinically, commitment to growth of resident, authentic, approachable, asked you for feedback
 - When:** End of specific activity, day, shift, week



METHODS: EVALUATION

END OF SESSION & 2 MONTH FOLLOW-UP SURVEY

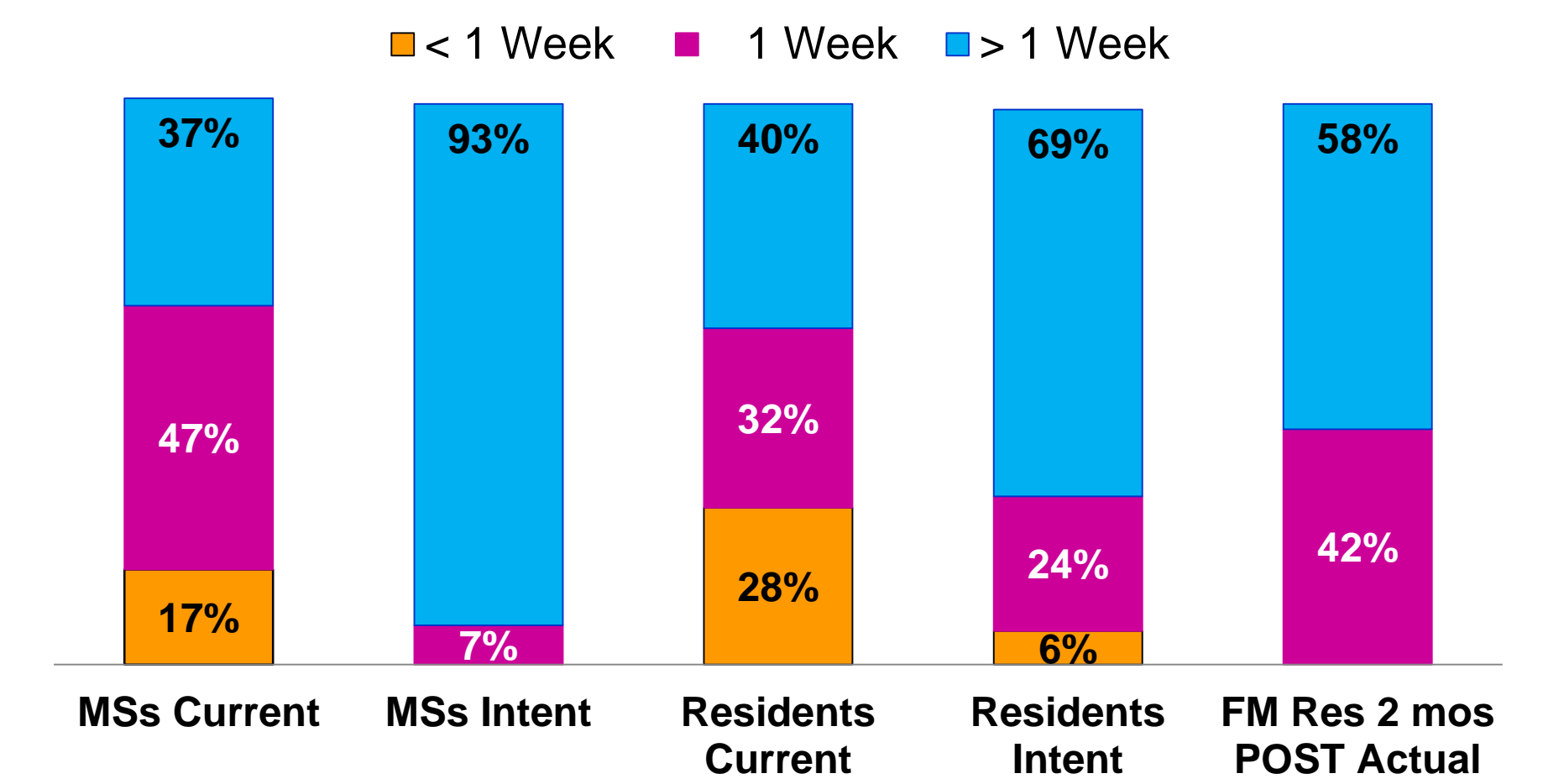
Participants completed a brief baseline survey at session and Family Medicine repeated 2 months post:

- How often they currently ask for feedback from their clinical teachers and How often they intended to ask for feedback
 - 6-point scale frequency scale: 1= 0/times; 2= <1/month; 3=1-2/month; 4=1/week; 5=2-3/week; 6= > 5/week]
- Impact on elements associated with well-being

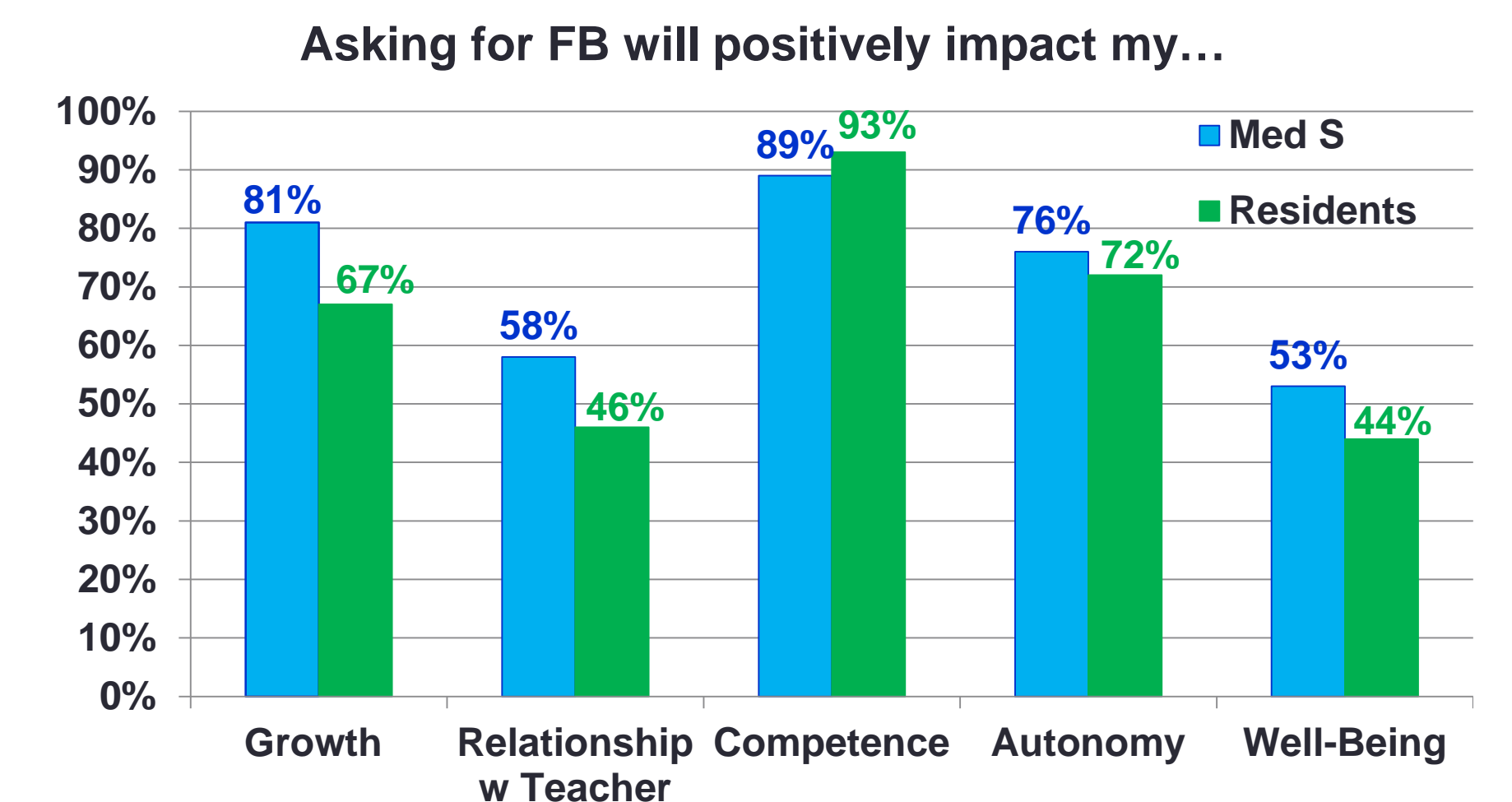
RESULTS: BASELINE & FOLLOW-UP

FREQUENCY ASK FOR FEEDBACK: MED S'S X RESIDENTS

- Current Ask vs Intention to Ask Immediate Post
 - Medical Students (N=43), All Residents (N=78)
- FM (N=17): Fam Med Residents 2 months post



IMPACT OF ASKING FOR FEEDBACK ON WELL-BEING



WHAT WE ARE LEARNING

- A brief 30-minute session increased residents' intention to solicit feedback
 - 2-mo post data affirmed intention was actualized
- Shift Faculty Development focus to providing actionable feedback with strategies or growth
- Soliciting feedback is a risk – impacting well-being
 - Reframe the resident's role to include asking for feedback focused on growth to minimize risk
 - Explore its positive impact on the teacher/learner relationship as promising new direction for GME

