USING GRADUATE MEDICAL EDUCATION MILESTONES FOR TRAINEE FEEDBACK AND IMPROVEMENT TOWARD COMPETENCY

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Objectives- Participants will be able to:

• Compare and contrast two types of rating scales
• List 7 characteristics of effective feedback
• Deliver effective feedback with the Ask-Tell-Ask method
Timeline

<table>
<thead>
<tr>
<th>Content</th>
<th>Time</th>
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<tbody>
<tr>
<td>Rating Residents in the Pre-Milestone Era and Milestone Era</td>
<td>10:50-10:52</td>
</tr>
<tr>
<td>Brief Overview</td>
<td>10:52-11:15</td>
</tr>
<tr>
<td>Watch videos and rate 3 residents</td>
<td>11:15-11:30</td>
</tr>
<tr>
<td>Compare ratings and scale types</td>
<td>11:30-11:40</td>
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<tr>
<td>Break (if time allows)</td>
<td>11:40-11:48</td>
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<tr>
<td>Structuring Feedback for Trainees in the Milestone Era</td>
<td>11:48-11:58</td>
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<tr>
<td>Discuss characteristics of effective feedback and the Ask-Tell-Ask method</td>
<td>11:58-12:05</td>
</tr>
<tr>
<td>Practice Ask-Tell-Ask method</td>
<td>12:05-12:15</td>
</tr>
<tr>
<td>Discus Ask-Tell-Ask method vs. methods used in the past</td>
<td>12:15-12:20</td>
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<tr>
<td>Wrap-up and Summary</td>
<td>12:15-12:20</td>
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Rating Resident in the Pre-Milestone and Milestone Era
If you missed the Milestones Workshop

- Milestones describe performance levels residents are expected to demonstrate for skills, knowledge, and behaviors in the six competency domains.
- Milestones will lay out a framework of observable behaviors and other attributes associated with residents’ development as physicians.
- In the next accreditation system, aggregate resident performance on the milestone level will be used as one indicator of a program’s educational effectiveness.

Nasca, TJ et Al. The Next Accreditation System. 2012.366:1051-1056

Activity

- Watch 3 residents perform a patient handoff/transition (Each video is 2 1/2 minutes each)
- Rate each resident using a rating scale developed before the milestones era
- Enter your ratings in an electronic survey
  - Link to survey was emailed to you
  - If you don’t have the email go here:

  https://www.surveymonkey.com/s/8NLZYBV
Pre-Milestones Era Rating Scale

How would you rate the resident’s ability to effectively communicate during a patient handoff/transition?

<table>
<thead>
<tr>
<th>Rate</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Unsatisfactory Performance</td>
</tr>
<tr>
<td>0</td>
<td>Needs Development</td>
</tr>
<tr>
<td>0</td>
<td>Meets Expectations</td>
</tr>
<tr>
<td>0</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>0</td>
<td>Exceptional Performance</td>
</tr>
</tbody>
</table>

[Video 1: Care Transitions](http://vimeo.com/channelsemorycaretransitions)
Video 2

ER Admission: 5PM Long Call

ER-IM Handoff at 2:38

http://vimeo.com/channels/memorycaretransitions

Video 3

Care Transitions

Care Transition at 5:40

http://vimeo.com/channels/memorycaretransitions
Activity

- Watch 3 residents perform a patient handoff/transition again
- Rate each resident using a milestones era rating scale
- Enter your ratings on the next page of the survey

Milestones Era Rating Scale

| How would you rate the resident’s ability to effectively communicate during a patient handoff/transition? |
|---|---|---|---|---|
| Disregards need for communication during patient handoff/transition | Communicates basic information, but misses key information and rambles/is disorganized | Communicates key information, but needs prompting to do so in an organized manner | Communicates key information in an efficient prioritized manner | Provides meaningful suggestions and feedback to colleagues |
| Fails to confirm understanding | Needs prompting to confirm understanding/ask questions | Needs prompting to stay attentive and not interrupt | Confirms understanding/asks questions | Is attentive and respectful |
| Is inattentive and/or interruptive | | | | |

Selecting a response box in the middle of a column implies the milestone in THAT COLUMN as well as the those in the PREVIOUS COLUMN(S) have all been achieved by the resident.

Selecting a response box on the line between columns indicates the milestones in the PREVIOUS COLUMN(S) have been achieved as well as SOME milestones in the NEXT COLUMN.
Video 3

Rate this Resident

http://vimeo.com/channels/memorycaretransitions  Care Transition at 5:40

Results

Survey Monkey Summary Report
Discuss Scales and Process

• Which rating scale was easier to use?
• How did you come to a conclusion on the rating for both scales?
• Which rating scale would be more helpful to a trainee for improving his/her performance?

Structuring Feedback for Trainees in the Milestone Era
Feedback

• Pair Up: 1 person will play the role of a faculty member and the other will play the role of the resident from Video 1.

Resident 1- more information

• You are known as the “fly-by” handoff/transition resident. You did well in medical school and earned high scores on all of your knowledge assessments. You do not like to work with residents and medical students who do not move at a fast pace. Hand-offs seem pointless to you, because the key information can be found in the medical record. Thus, you tend to be abrupt during hand-offs/ transitions.

• Based on how you usually give feedback practice giving the “fly-by” resident feedback
Feedback

• “Specific information about the comparison between a trainee’s observed performance and a standard, given with the intent to improve the trainee’s performance”
• “Feedback is an assessment for learning rather than an assessment of learning”

Van der Ridder (2008)

Feedback vs. Evaluation

Feedback
• Conveys information
• Formative
• Timely
• Can be informal (unplanned, brief) or formal (planned, more time)

Evaluation
• Conveys judgment
• Summative (part of a grade)
• No time for correction
• Formal
Why give feedback?

- Helps trainees understand your expectations
- Without feedback, trainee makes assumptions about how she/he is doing
  - Silence indicates approval
  - Mistakes go uncorrected
- Improves performance
- Helps trainees become life-long learners by better identifying their strengths and weaknesses
- Enhances the preceptor-trainee relationship

Characteristics of Effective Feedback

- Undertaken with teacher and trainee working as allies with common goals
- Well-timed and expected
- Based on first-hand (observed) data
- Regulated in quantity and limited to behaviors that are remediable
- Phrased in descriptive, non-evaluative language
- Deals with specific performances, not generalizations
- Deals with decisions and actions, rather than assumed intentions and interpretation

Ende (1983)

How many of these 7 effective characteristics were apparent in your earlier feedback example?
Delivering feedback

- Old feedback sandwich: Praise, Criticism, Praise
- New feedback sandwich: Ask, Tell, Ask

Ask-tell-Ask

- Ask recipient for self-assessment
  - What was done well?
  - What could be improved?
  - How did the recipient feel about the performance

- Use open-ended questions
Ask-tell-Ask

Tell: Delivery of Feedback
- Offer your response to observations of specific behaviors (remember Ende’s characteristics)
  - Limit to 2-3 points
  - Be non-judgmental
  - Avoid labels
  - Be clear

- It might be helpful if you think of yourself as a coach, not a judge

Ask-tell-Ask

- Ask recipient for improvement plan/develop strategies for improvement
  - Ask recipient for suggestions
  - Offer your suggestions
  - Problem solve with recipient
  - Offer to help monitor improvement plan if needed
Activity

• Practice Ask-Tell-Ask with Scenarios in Pairs
  • Go back to original pairs:
  • Practice giving the resident feedback with the ask-tell-ask method

Discuss Ask-Tell-Ask Method

• How did the resident feel receiving feedback in this manner compared to the first attempt?
• What strategies did the faculty member use?
• Compared with past experiences, does the ask-tell-ask method seem feasible and potentially effective?
References


Wrap Up and Summary