Slide 1

Coaching Students to Success During Mid-clerkship Feedback

Jake Isserman, MD
J.V. Nable, MD
Janet Smereck, MD
Rahul Bhat, MD

Slide 2

Look Familiar?

H&P	DDx	Medical Decision Making	Medical Knowledge	Professionalism	Overall	
3	3	3	3	3	3	Comments: need to read more. Keep up the good work

Slide 3

LCME is Coming

Slide 4

Roadmap

Feedback:
- Why?
- What?
- How?

Cases

Slide 5

Bud Dry Why Ask Why?

Slide 6

Why Do We Do It?

"The medical school...ensures that each student is assessed and provided with formal formative feedback early enough during each required course of clerkship to allow sufficient time for remediation. Formal feedback occurs at least at the midpoint of the course."

LCME Element 9.7

LCME®
LIAISON COMMITTEE ON
MEDICAL EDUCATION

What is feedback?

7

Formal

- Structured
- Documented
- Consistent

8

Formative

- *Diagnostic* ---and therapeutic

9

Elements

- Self-assessment

- Dynamic

- Coaching the coach

Aligrari A, Ten tips for feedback in clinical practice. Med Educ 2014; 19

10

Feedback Vs Evaluation

- Judgment

- Comparative to others

- Grading

11

Whose Job Is it?

- Faculty → Feedback

- Our Job (clerkship/residency)
  - Feedback → make students better
  - Evaluation → for grade and SLOE

12

Why Is It Challenging?

Med students at **opposite ends** of the learning spectrum
- **Experts** → classroom
- **Novices** → clinical

13

Why Is It Challenging?

Experts → growth opportunities   **Novices** → "positive" feedback

Fishback A, Eyal T, Finkelstein SR. How positive and negative feedback motivate goal pursuit. Soc Psychol Pers Compass. 2010;4(8):517-530.

14

Why Is It Challenging?

- Feedback → essential for learner improvement
- Poor feedback → learners struggle to achieve defined goals
  - General/No action plan
- Leniency Bias

Bing-you R, Trowbridge R. "Why medical educators may be failing at feedback"   JAMA 2009

15

How - Orientation

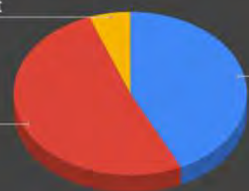Set course expectations   Give tips for success early

16

When Do You Offer MidClerkship Feedback?
Do not offer it 5.7%
Week 2 42.9%
Week 3 51.4%
CDEM Listserv Survey: 36 respondents

17

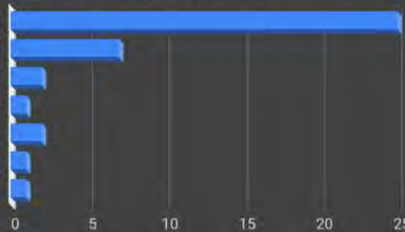How do you provide midclerkship feedback?
Face-to-face meeting
Email
Do not offer it
Paper form
Video streaming
Optional Meeting
Phone
CDEM Listserv Survey: 36 respondents

18

Slide 19: Who provides students with midclerkship feedback?
CDEM Listserv Survey: 36 respondents

19

Slide 20: How we did it

20

Slide 21: How We Do It

21

Slide 22: Comments

22

How We Do It

- **Effective feedback**:
  - Goal-referenced: **aims to improve learner performance**
  - Focuses on: specific **behavior vs. personality**
  - **Actionable**: measurable goals
  - **Negative feedback: descriptive vs. judgmental**

Hattie, J 2008. Visible learning: a synthesis of over 800 meta-analyses relating to achievement. NY: Routledge

23

How We Do It

- Faculty guidance for useful feedback: **critique behaviors, not personalities**

- Identify deficiencies: **focus on objective shortcomings that can be corrected**
  - "Needs prompting to pick up patients" vs "Unenthusiastic"
  - "Needs to review ED approach to addressing patient complaints" vs "Knowledge deficit"

24

Scenario 1: The Struggling EM-Interested Student

- Susie X is interested in applying to EM for residency
- She is receiving mediocre to sub-average evals
- Faculty evals:
  - "She is challenged at developing appropriate DDx"
  - "She is prioritizing non-essential tests"
  - "Susie needs to read more"
  - "Please don't rank her at our program!"

25

Scenario 1: The Struggling EM-Interested Student

- How would you coach her to success?
  - **Panel:** Is the mid-clerkship feedback session the appropriate time to mentor students on their career choice?

26

CDEM Listserv Survey: 36 respondents

27

Scenario 1: The Struggling EM-Interested Student

- How would you coach **faculty** to success?
  - **Panel:** Any feedback to the faculty to provide more constructive student evaluations?

28

Scenario 2: The Defensive student

- Rachel comes to the mid-clerkship feedback session saying: "I've only been working shifts with hard evaluators. I usually get Honors on all my other clerkships."

29

Scenario 2: The Defensive student

- How would you coach her to success?
  - **Panel:** Any strategies on how to approach this student?

30

Scenario 2: The Defensive student

- Uncomfortable discussing performance gaps directly with students

- Students tend to have an inflated opinion about their own performance.

- Statistically, half of our students must be below-average performers.

- Sharing aggregate evaluations from multiple evaluators, with specific examples of performance deficiencies, ensures fairness

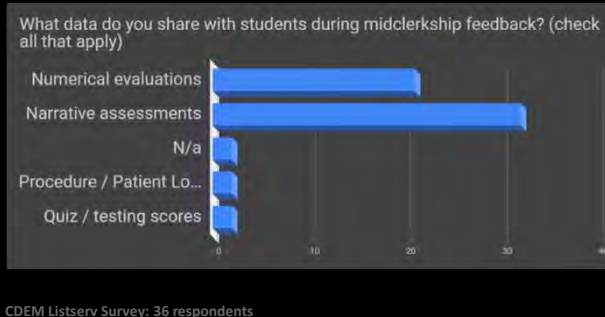31

Scenario 3: The "Gunner" EM-Bound Student

- Johnny X is interested in applying to EM for residency
- He is receiving **very divergent evals**
- Faculty evals:
  - "He's awesome! Intubated like a 3rd year resident!"
  - "Johnny is over-eager. Too enthusiastic…"

32

Scenario 3: The "Gunner" EM-Bound Student

- How would you coach him to success?
  - **Panel:** How do you curb this student's over-enthusiasm?

33

What data do you share with students during midclerkship feedback? (check all that apply)

CDEM Listserv Survey: 36 respondents

34

During midclerkship feedback, students receive feedback on their performance on which of the following domains:

CDEM Listserv Survey: 36 respondents

35

Scenario 4: The "Absent" Non-EM Student

- It's post-Match March, Frances X has matched into Ortho
- Faculty evals:
  - "She is disengaged"
  - "Frances barely saw any patients"
  - "Who is Frances???"

36

Scenario 4: The "Absent" Non-EM Student

- How would you coach her to success?
  - **Panel:** Do you have strategies to stress the importance of the EM rotation in the post-Match period?

37

Do your students complete a midclerkship self-reflection?

Yes
33.3%

No
66.7%

CDEM Listserv Survey: 36 respondents

38

Scenario 5: The "Worried" student

- Paul comes to the midclerkship feedback session saying: "I'm terrible at tests! I'm going to EM and I really want to do well on the EM exam."

39

Scenario 5: The "Worried" student

- How would you coach him to success?
  - **Panel:** Any test-taking strategies that you might offer this student?

40

Take Home

- Coach vs Judge

- Feedback vs Evaluation

- Tips for Success
  - Orientation
  - Mid-clerkship feedback

THE THM

41