

Perceptions of Feedback Practices Among Attending and Resident Physicians: A Needs Assessment

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Background

- Medical education consists of the core concepts of teaching, coaching, and mentorship.
- Postgraduate medical residents are working to acquire the knowledge and skills needed for clinical practice and are able to improve their performance through direct observation, feedback, and mentorship under the guidance of attending physicians.
- Feedback from attending physicians can identify gaps in their knowledge and skills as well as the tools to fill those gaps.
- Objective of study:** The purpose of this study was to perform a needs assessment of the hospitalist faculty and junior residents' perception of the current feedback climate.

Hypothesis

We hypothesize that pediatric hospitalist faculty and junior pediatric residents will have different perceptions of the frequency of feedback given, with faculty perceiving it being given more often. We further hypothesize that they will differ in their opinions of how and when feedback is best given.

Methods

An online survey was used to implement the needs assessment through REDCap and distributed to:

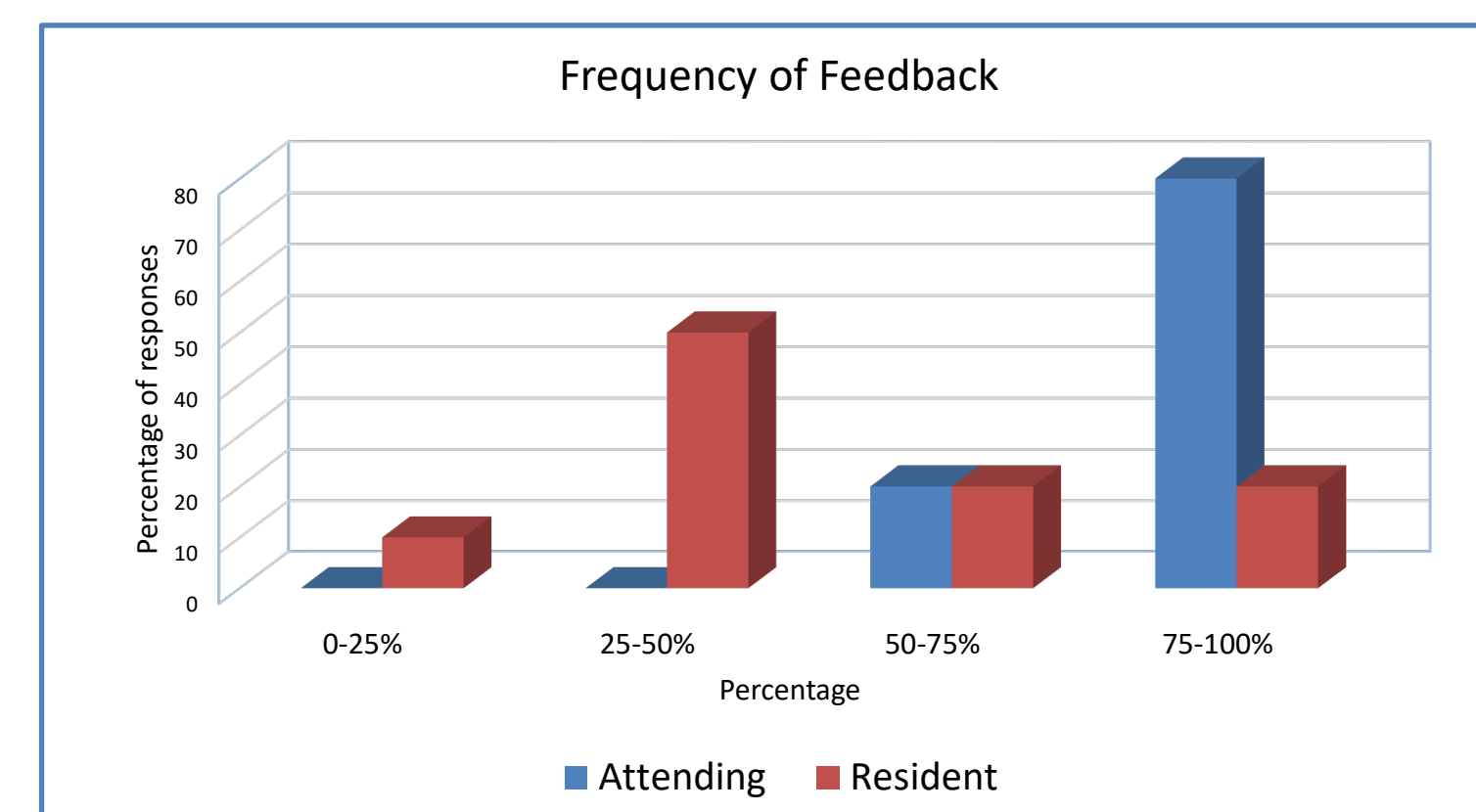
- 11 instructors in the Division of Pediatric Hospitalist Medicine
- 38 junior residents who have rotated in the junior resident/hospitalist medicine rotation – a rotation with less learners intended to develop resident's independent patient management skills under direct mentorship of a pediatric hospitalist.

Survey assesses:

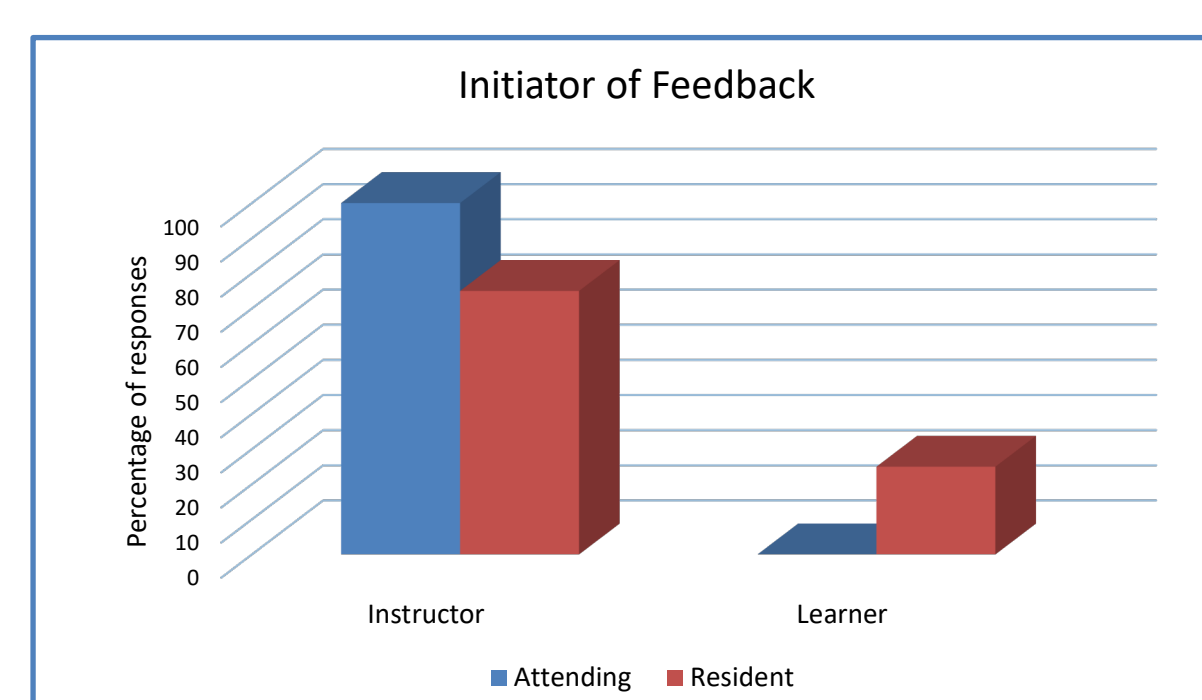
- Demographic information
- Experience with frequency and setting of feedback
- Comfort with positive and negative feedback
- Belief of when and how feedback best given

Results

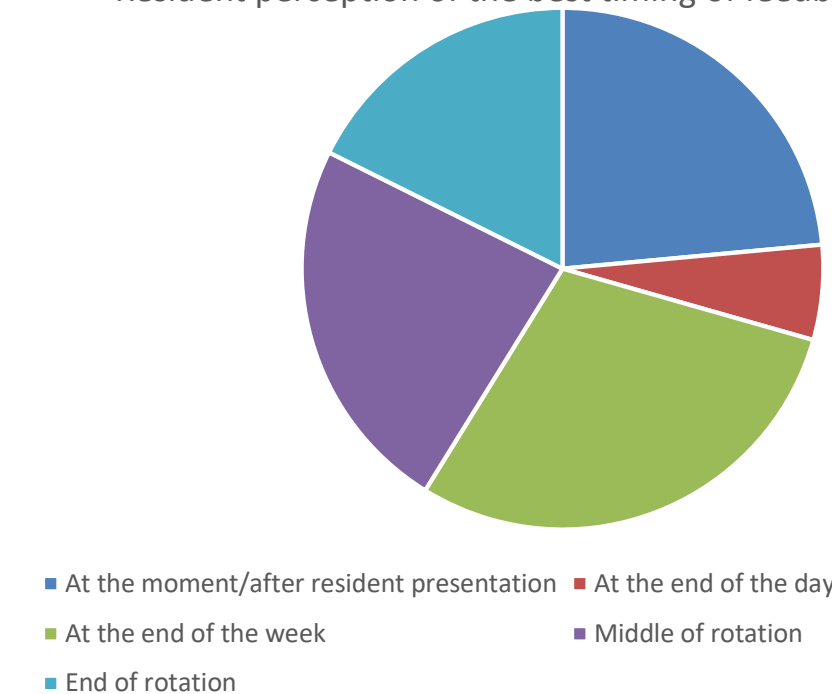
- 90% (10/11) of the attending physicians completed the survey and 44% (17/38) of the residents completed the survey.



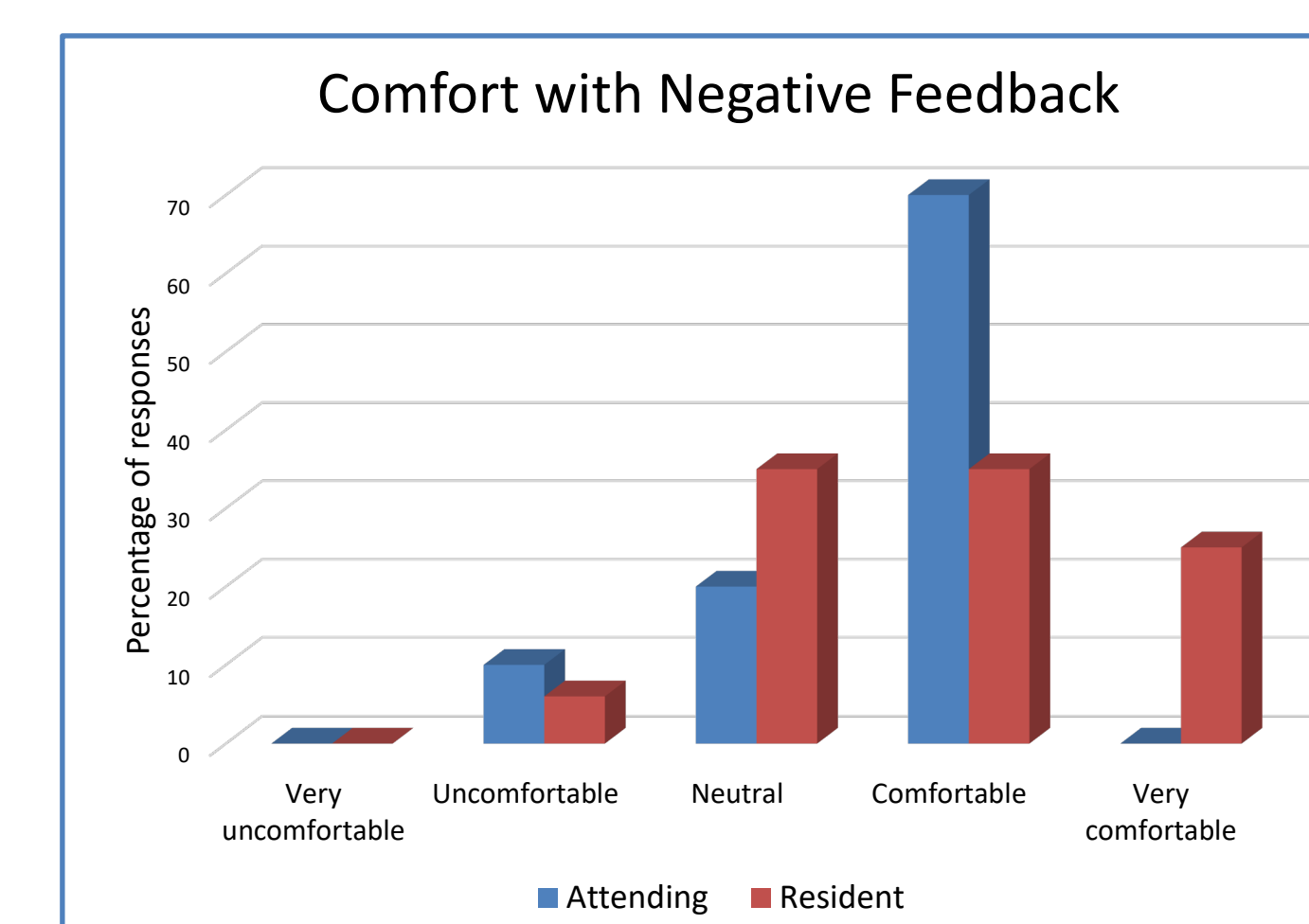
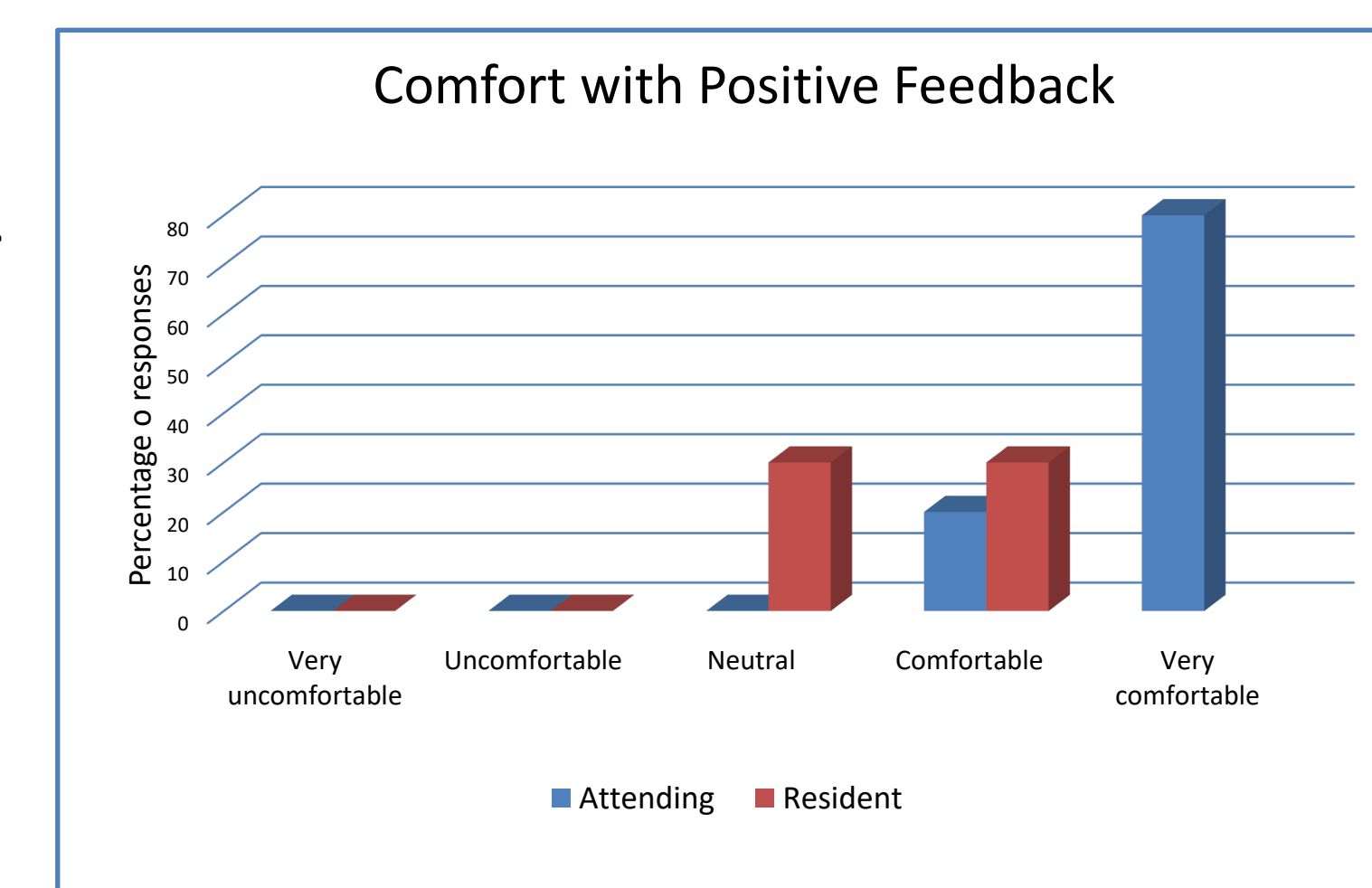
75% of resident physicians felt that the feedback provided was specific to their strengths and weaknesses.



Resident perception of the best timing of feedback

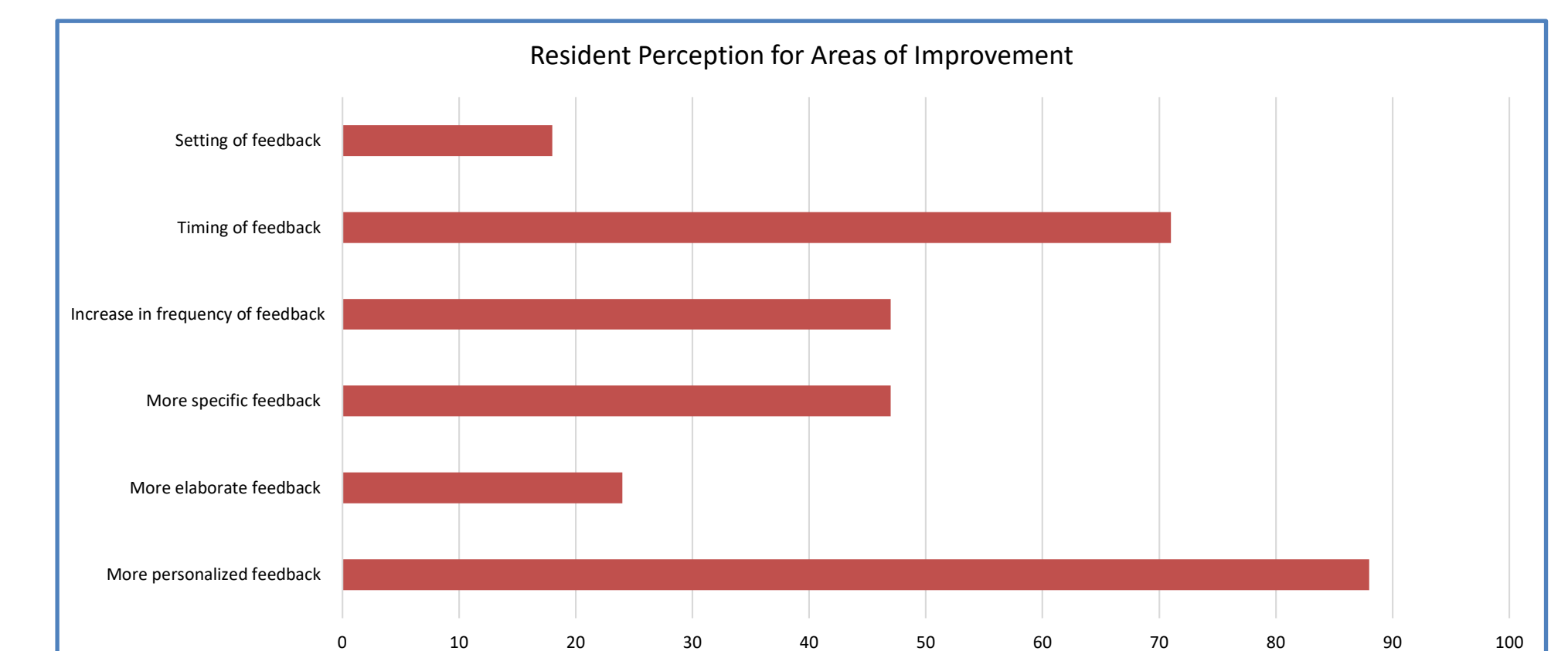
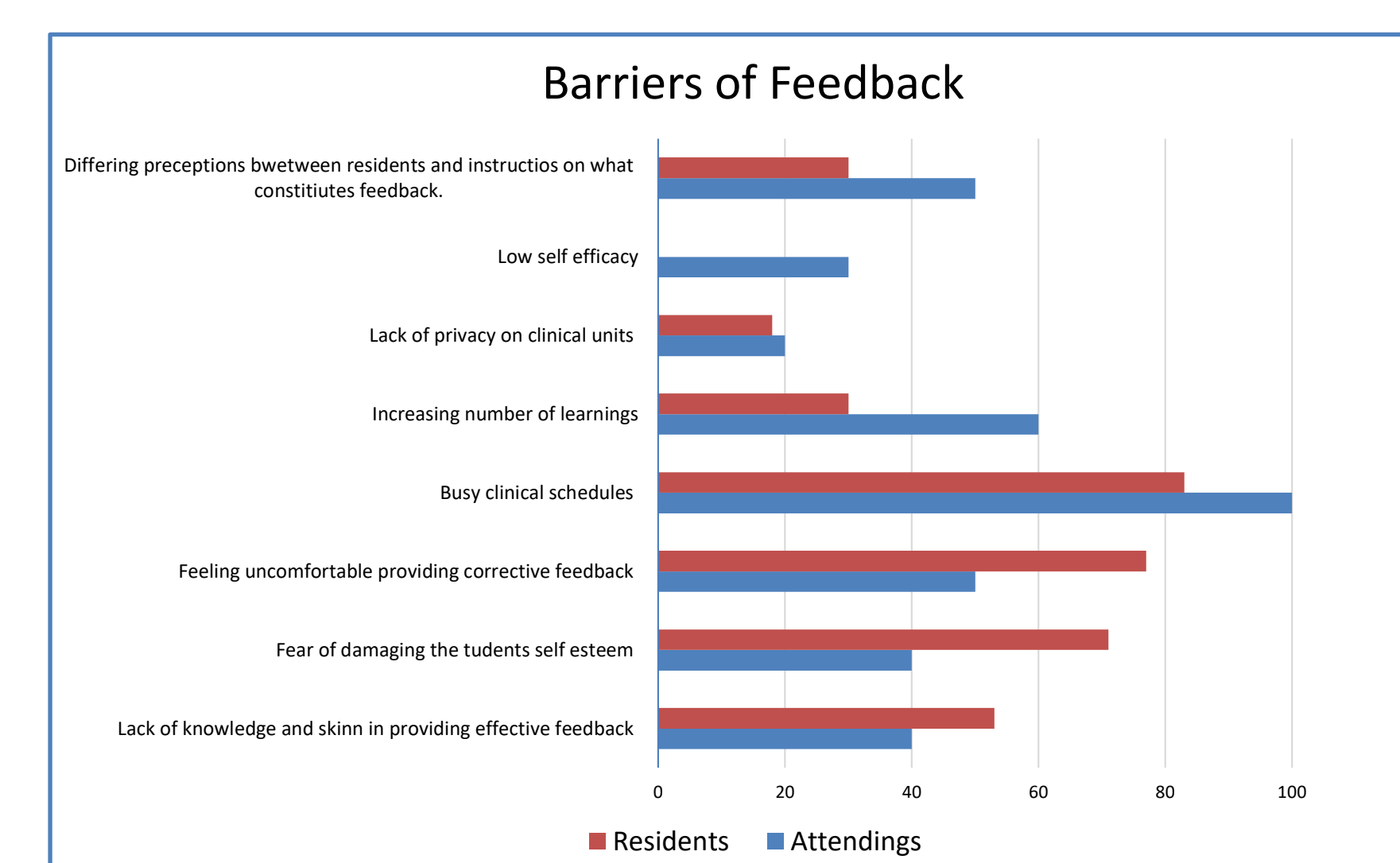


50% of attending physicians reported providing feedback after each presentation. 60% reported at the end of every week. 70% reported at the end of their time on service as the attending of the team.



80% of attending physicians believed feedback is best given by the attending that observes performance vs 20% feeling it is best given by spokesperson who speaks on behalf of the department.

However, 100% of resident physicians believed feedback is best given by the attending that directly observes performance.



Conclusions

- Both residents and faculty agree that feedback is provided during the rotation, however notable differences in the frequency, timing, quality, and experience were noted between the two groups.
- Based on this needs assessment, a clinical feedback framework was developed with the goal to increase resident self-awareness and goal-informed feedback during the junior silver rotation. Educational sessions were provided to both the hospitalist faculty and junior residents. Evaluation of the impact of this intervention on the clinical feedback environment is ongoing.
- Limitations include small sample size and lower response rate in resident group

References

Carr, Brendan M., et al. "Bridging the Gap to Effective Feedback in Residency Training: Perceptions of Trainees and Teachers." *BMC Medical Education*, vol. 18, no. 1, 2018, doi:10.1186/s12909-018-1333-9.