



RESIDENT RETENTION: IMPROVING FACULTY TO RESIDENT FEEDBACK

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FEEDBACK: CARROTS AND STICKS

- Training Venues: Work Shop It, Faculty Meeting, or Grand Rounds? Email or online?
- Resident Evaluation Electronic Systems: e.g. Med Hub, New Innovations
- Know your strengths: Institutional resources from GME? How does your Chair support you? How does your department support you?
- Incentives: Monetary, Service Lines (aka workers)
- Timeliness: Daily Notes on Residents
- Reminders: Analogies to Patient Transitions of Care and Sign Outs
- Removing Poorly Performing Attendings

FEEDBACK FORMATS

- Formative vs Summative Feedback
- Incorporate Self-Assessment and Leapfrog
- Anchors: Competency Based Evaluation
 - Medical Knowledge, Patient Care, Interpersonal Communication, Professionalism, Practice Based Learning, Systems Based Practice
- Anchors: Specificity
- Reflect on Your Own Feedback Style: Mothering, Military, Scientist, Accountant, Comedian, Combination
- Location and Timing of Feedback
- Feedback Announcements and The Feedback Sandwich

USE THE CORE COMPETENCIES AS A FRAMEWORK: SPECIFIC EXAMPLES

- Medical Knowledge
 - “You know your anti-epileptic pharmacology very well.”
 - “You don’t seem very familiar with this topic. I would like you to read on it.”
- Patient Care
 - “Your motor exam was excellent and you did a great job with localizing the innervation based on that.”
 - “Your motor exam was not specific. I would like you to review the myotome exam again and use it as your exam focus on the next patient.”

USE THE CORE COMPETENCIES AS A FRAMEWORK: SPECIFIC EXAMPLES

- Interpersonal Communication

- “You kept the language simple and direct during that family conference. Great communication job.”
- “You used the word dysphagia five times without defining it for that family. Remember to use less of our jargon words.”

- Professionalism

- “You are always here on time and ready to work. That is great professionalism.”
- “Please work on being on time to rounds.”

USE THE CORE COMPETENCIES AS A FRAMEWORK: SPECIFIC EXAMPLES

- Practice Based Learning
 - “The study you shared with the group really helped the treatment decision.”
 - “When possible, go to the literature for guidance about treatment decisions.”
- Systems Based Learning
 - “Contacting the patient’s pharmacy was a great idea and really helped us help the patient.”
 - “You should seek more collateral when giving a history on a patient who is altered.”

The “Feedback Sandwich”

- Positive, Negative, Positive
- Begin positive: ‘This is what you’re doing right!’
- Insert small negative: ‘These are some areas to improve...’
- End with positive: ‘I’m very pleased with...’

Lang et al. Acad Med 2000; 1222-8.

FACULTY DEVELOPMENT: MAKE IT FUN

- And now a little exercise in teaching feedback with a little help from my good friend, ee cummings.

