

Abstract Form

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Project Title:	Revamping peer-to-peer feedback: a workshop for internal medicine residents						
Research Category (please check one):							
<input type="checkbox"/>	Original Research	<input type="checkbox"/>	Clinical Vignette	<input type="checkbox"/>	Quality Improvement	<input checked="" type="checkbox"/>	Medical Education Innovation

Abstract

Setting and participants: Internal medicine residents at an academic medical center in the California-Hawaii region during the 2021-2022 academic year.

Description: Feedback is important for the professional growth of medical trainees. Studies show that peer feedback (feedback received from colleagues at the same training level) can be especially valuable. However, peer feedback can be limited by interpersonal concerns, perceived inexperience, and lack of training in delivering feedback. Among the models for delivering feedback in the medical education literature is the Ask Discuss Ask Plan Together (ADAPT) framework, proposed by Fainstad et al. in 2018. We describe a resident-led curriculum for delivering peer feedback using ADAPT. Participants attended a one-hour peer feedback workshop in small groups in late 2021. A recorded video lecture with background information and an introduction to ADAPT was assigned prior to the workshop (URL below). During the workshop, residents engaged in pre-set roleplay feedback scenarios using ADAPT. After the session, residents participated in a reflection and debriefing session. Residents were surveyed before and after the workshop to assess attitudes towards, and competencies in, peer feedback. A final survey was administered 6 months later to assess the long-term impact of the curriculum.

Evaluation: The workshop was delivered to five resident cohorts (total n = 178) over two months. Among residents who completed the pre-workshop survey (n = 135), 94.8% thought peer feedback was unique compared to other types of inpatient feedback, and 91.8% thought it was important to professional growth. Only 39.3% felt they had a structure for delivering effective feedback. Comfort with delivering and receiving peer feedback was measured on a 5-point Likert scale in each of the surveys; Table 2 summarizes the results. From pre-workshop to post-workshop survey (n = 87), residents reported increased comfort giving feedback about things peers were doing well (mean 4.43 to 4.65) and about areas for growth (3.15 to 3.79). Residents also reported increased comfort receiving feedback about things they were doing well (3.98 to 4.36) and in areas for growth (4.14 vs 4.27). These comfort measures remained elevated above the pre-workshop baseline for residents who completed the final survey (n = 35). 89.6% of residents had a structure for delivering feedback when evaluated on the post-workshop survey, compared to 39.3% prior.

Discussion/reflection/lessons learned: Residents believe that peer feedback is valuable for their professional growth, but are often uncomfortable and lack training in how to give and receive feedback effectively. In this preliminary study, a 1-hour, virtual workshop increased resident comfort in giving and receiving peer feedback in short- and long-term assessments. As we continue this workshop in the future, we aim to examine its effect on resident behavior with increased focus on change in frequency and quality of peer feedback, as well as the sustainability of this effect over time.

Online resource URL: <https://tinyurl.com/mry896wd>

Theme	Survey Question	Mean		p value
		Pre (N=135)	Post (n=87)	Pre v. post
Feedback attitudes	"Peer feedback provides me with unique input that attendings or other team members do not." ^a	4.36	4.65	0.001
	"Peer feedback is important to my professional growth." ^a	4.33	4.54	0.023
Feedback competencies	"I know what makes peer feedback effective." ^a	3.84	4.36	<0.001
	"Do you feel that you have a structure you use to engage in effective feedback?" ^b	1.40	1.95	<0.001
Giving feedback	"I feel ___ giving actionable, constructive feedback when there is room for improvement. " ^c	3.16	3.79	<0.001
	"When I have a suggestion for growth I am able to provide specific, actionable feedback to my intern/senior \bar{X} % of the time" ^d	54.5%	77.6%	<0.001
	"I feel ___ giving specific, effective feedback that highlights something my intern/senior is doing well. " ^c	4.43	4.65	0.069
	"When I want to highlight something that my intern/senior is doing well I am able to do this \bar{X} % of the time" ^d	80.1%	85.2%	0.032
Receiving feedback	"I feel ___ receiving actionable, constructive feedback when there is room for improvement. " ^c	4.15	4.27	0.394
	"I feel ___ receiving specific, effective feedback that highlights something I am doing well. " ^c	3.98	4.34	0.003

Survey responses: (a) 1 = Strongly disagree, 2 = Disagree, 3= Neutral, 4 = Agree, 5 = Strongly agree; (b) 1 = No, 2 = Yes; (c) 1 = Extremely uncomfortable, 2 = Somewhat uncomfortable, 3 = Neither comfortable or uncomfortable, 4 = Somewhat comfortable, 5 = Extremely comfortable; (d) Sliding scale from 0-100%

Table 2. Pre- and Post-Workshop Survey Results concerning Peer Feedback.