

Akron General Medical Center, Akron, OH

Providing Feedback to PGY1 Residents on Professionalism: Teaching the Teacher

**Rebecca Brauch, MD; Cheryl Goliath, PhD; Laurie Patterson, MA, CO-OP;
Titus Sheers, MD; Nairmeen Haller, PhD**

Background: To better standardize the teaching of professionalism, the American Board of Internal Medicine and ACGME established competency-based training milestones for internal medicine residency programs. Accordingly, professionalism milestones served as the basis for a faculty development program centered on providing feedback to PGY1 residents (interns) on their own professionalism behaviors during preceptor-resident sessions in the internal medicine continuity clinic.

Methods: To determine the level of faculty (n=8) understanding and comfort in providing feedback, surveys listing 12-month professionalism milestones were distributed to core internal medicine teaching faculty. Current interns (n=10) also rated their understanding of the same milestones. The faculty development program included interpersonal communication education, role plays of difficult situations, and pocket resources, as well as direct feedback on videotaped sessions with residents. At the end of the intervention period, participating faculty completed a postdevelopment survey, and the current 6-month interns completed a follow-up assessment.

Results: Average ratings between the pre- and postintervention teaching faculty surveys fell approximately 0.25%-0.50% on all measures of understanding but increased slightly on measures of comfort. Conversely, average ratings between the pre- and postintervention 6-month intern surveys generally increased 0.25%-0.50% for measures of comfort and understanding.

Conclusions: The faculty perceived the intervention as helpful in teaching them to focus on behaviors that change the context of overall feedback delivery. However, the study results showed that the system in place was not conducive to implementing such a program without modification and the introduction of resources.

FINAL WORK PLAN – Akron General Medical Center

Overall Goal for NI III/Elevator Speech	Our team's goal was to create and implement a faculty development program that reinforces professionalism in the residents' continuity clinic.
Needs Statement	This goal was important because the main focus of feedback in the continuity clinic has been addressing medical knowledge and patient care. Professionalism tends to be addressed only when there is a problem. There needs to be feedback addressing all of the core competencies.
Vision Statement	In March 2013, we will see the outcomes of our success by the integration of professionalism feedback into the residents' continuity clinic by the supervising faculty.
Measures	We determined the success of meeting our goal by measuring resident and faculty satisfaction. Our pre- and postintervention measures were a pre- and postsurvey of residents and faculty identifying deficiencies and comfort level; provision of feedback; and a series of educational sessions in the form of small group meetings, role play, videotaping, and lecture.
Success Factors	The most successful component of our work was getting buy-in from the faculty supporting our need for change. We were inspired by some of the faculty's self-awareness and areas they embraced to change their own behavior.
Barriers	The largest barrier we encountered was getting the faculty together at one time for the educational sessions. We worked to overcome this by scheduling multiple sessions to include as many faculty as possible. When that wasn't possible, NI III team members met individually with faculty.
Lessons Learned What is the single most important piece of advice for another team embarking on a similar initiative?	Conduct a detailed needs assessment to determine an accurate level of intervention by meeting with your focus group early in the process.