Assessment of Professionalism: the Role for Multisource Feedback

Peter J Katsufrakis, MD, MBA
Vice President, Assessment Programs
National Board of Medical Examiners
Philadelphia, PA, USA
Objectives

At the conclusion of the presentation participants will be able to:

- Describe domains to consider when assessing professionalism
- List assessment methods that can be used to measure professionalism
- Identify strengths and limitations of using multisource feedback to assess professionalism
Session Outline

- Professionalism definition
- Assessment tools
- NBME’s Assessment of Professional Behaviors (APB) program
Professionalism Definitions

- Reliability and responsibility, honesty and integrity, maturity, respect for others, critique, altruism, interpersonal skills, and absence of impairment, OR
- Reliability and responsibility, honesty and integrity, maturity, critique, and impairment; but including communication skills and respect for patients, OR
- Professional responsibility, self-improvement and adaptability, relationships with patients and families, and relationships with members of the health care team, OR
- Altruism; respect for other people; additional humanistic qualities; honor, integrity, ethical and moral standards; accountability; excellence; and duty/advocacy, OR...

Arnold L. 2002
Elements of Professionalism
Professionalism Definition to Guide Assessment

- Excellence
- Humanism
- Accountability
- Altruism

Ethical and Legal Understanding

Communication Skills

Clinical Competence (Knowledge of Medicine)

From Stern D., 2006.
Miller’s Pyramid

- **Knows**:
  - MCQs, essays, domain-specific scales (empathy via JSPE)
- **Knows How**:
  - Reflective writing, Defining Issues Test (moral reasoning), Reflective Judgment Interview
- **Shows How**:
  - OSCE, Multiple Mini-Interview
- **Does**:
  - MSF, P–MEX, Critical Incident Report
Challenges to Assessing Professionalism

- Different definitions of professionalism
- Role of environment vs. individual
- Different assumptions of root cause for unprofessional behavior (flaw vs. lapse)
- Different prioritization of domains
- Different thresholds for unprofessional behavior
- Easy-to-assess vs. important-to-assess
- Miller’s “shows” vs. “does”
What is the Context for Behavior Assessment?

- Naturalistic
  - In vivo
  - Critical Incident Report
- Multisource Feedback
- Reflective Narrative (e.g., educational portfolio)
- Case Presentation
- USMLE Step 2 CS
- Structured
  - Standardized
- OSCE

Variable degrees of spontaneity/control for:
- Stimulus
- Measurement
Mini CEX

- 15–20 minutes per encounter
- Varied clinical settings
- Documents improved competence over time
P–MEX

- Modeled after Mini–CEX
  - 24–item checklist; 1–4 rating
  - Single clinical encounter
- Validated on Year 3 & 4 McGill medical students
- Factor analysis
  - Doctor–patient relationship skills
  - Reflective skills
  - Time management
  - Inter–professional relationship skills
Physicianship Mini-Evaluation Exercise (P-MEX)
Benefits of a Multisource Feedback Program

- Has the potential to provide information for documenting assessment of competencies
- Improves evaluation skills (necessary faculty development)
- Focuses on observable behaviors
- Involves multiple individuals in the feedback process
- Communicates important values
- Enhances the learning environment
Evidence for Multisource Feedback

- MSF given to Peds residents from nurses & parents
- MSF Intervention: self-assessment, feedback about baseline evaluations, tailored coaching, standard feedback (controls received only standard feedback)
- Parent ratings increased for both groups, more for MSF, but differences were not statistically significant
- Nurse ratings increased for the MSF group and decreased for the control group
  - Difference between groups WAS statistically significant
- Brinkman et al 2007
Multisource Feedback

Also known as 360° feedback
Characteristics of Effective Professionalism Assessment

- Occurs in as realistic a context as possible
- Situation involves conflict
- Includes individuals being measured in design and implementation
- Symmetry

Stern 2005
Assessment of Professional Behaviors Program

The APB Program supports continuous learning among residents, fellows, and faculty around communication and interpersonal skills, professionalism, and practice-based learning and improvement.

Through multisource feedback, physicians at all levels of training and practice can gain broad perspective on behaviors observed by their colleagues. By bringing a standardized approach to assessment of professional behaviors, the program also helps departments and institutions strengthen training and mentoring.

The APB Program:

- Addresses ACGME core competencies and LCME and Joint Commission requirements.
- Is designed to be formative, leading to individual insight and improvement.
- Provides multisource feedback on observed behaviors. Changes may include

Testimonial

“It helped a couple of our residents who were having some issues to see that a number of people had similar comments, the fact that this isn’t just one person’s opinion. We could look at that and say, maybe we need to pay attention to it and come up with a plan.”

–An Associate Program Director, Neurosurgery
The NBME’s Assessment of Professional Behaviors (APB) Program

- Purpose: to assess the professional behaviors that are essential for safe, effective, and ethical health care
- Focus: behaviors
- Approach: multisource feedback
- Goal: provide feedback that forms the basis for action
APB Components

- A systematically developed instrument to assess observable behaviors
- A web-based system to collect, track and collate multisource feedback responses
- A source of quantitative and narrative feedback to learners
- An educational program to enhance:
  - Skill as observers
  - Skill as feedback providers
How Can MSF Be Used?

Formative/Development Only

- Individualized Quality Improvement Plan\(^2\)
- Self Improvement\(^1\)

Training Decisions\(^2\) (e.g. CME)

Identify “High Potentials”\(^3\) (e.g. future chief residents)

Performance Assessment\(^3,4\)

Promotion or Termination\(^3,4\)

Summative/High Stakes

Factors to Consider
- Degree of impact on individual
- Importance to organization
- Resource implications

\(^1\) Only ratee sees results
\(^2\) Usually requires supervisor participation (sees feedback)
\(^3\) Organization has access to data
\(^4\) Little or no development use
What is the Purpose of the APB Program?

- Formative assessment, to help recipients gain insight into strengths and development needs
- Why formative?
  - Establish conditions of trust and acceptance
  - Foundation needed for high-stakes decision-making
- Important questions
  - What is reported and to whom?
  - Who will see the data?
  - Who will provide the feedback?
  - Feedback discussions: are they mandatory?
APB Process Overview

- Resident
- Nurse
- Attending
- Resident
- Student
- Nurse

Relationships:
- Resident to Resident
- Resident to Nurse
- Resident to Attending
- Nurse to Resident
- Nurse to Attending
- Attending to Resident
- Attending to Nurse
- Student to Resident
- Student to Nurse
Considering Culture

- Ubiquitous – not just an issue in different countries
  - Business culture may differ in adjacent buildings

- Type of information generated
  - MSF is designed to produce objective, job-related performance information
  - While this is the intent, the actuality will depend on many factors
  - Information may be valued differently; may be weighed along with gender, family background, or religion
Differences Arising From Culture

- Behavioral items may have different meanings
  - Example: reliance on managers in India vs. U.S.
  - Ideally, behavioral model conforms to local culture

- Rating scales may be used differently
  - Tendency to rate lower in some places
  - Variable familiarity with types of rating scales

- Different beliefs about anonymity
  - Appropriate? Believable?
MSF is more consistent with cultures that ...

- Place greater value on individual performance than on group performance
- Have relatively lower power difference, with less of a tradition of deference to one's superiors
- Value directness, with less tolerance for ambiguity
Multisource Feedback (MSF) Readiness Factors

- Leadership
- Buy-in
- Feasibility
- Fit with institution
- Adequate time allotted
- Administrative support
- Safe usage
- Improvement focus
Summary

- “Professionalism” can mean different things to different people
- The definition of professionalism and educational goals should determine assessment methods
- Multisource feedback has the potential to require much from participants – and deliver much in return – when assessing professionalism and other competencies