Changing Behavior via Direct Observation and Skillful Feedback

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Objectives

- Identify different forms of training used to improve raters’ effectiveness
- Describe desired characteristics of items used to rate behaviors in clinical training
- List steps to follow in providing feedback to learners
Workshop Outline

- Professionalism
- Overview of types of Rater Training
  - Performance Dimension Training (PDT)
  - Frame of Reference Training (FOR)
  - Behavioral Observation Training (BOT)
- Common rater errors
- Review of behavioral items
- Feedback principles and practice
- Debrief and summary
Professionalism

1. Professional status, methods, character, or standards.
2. The use of professional performers, as in athletics or in the arts.

So, is Professionalism:

- A dichotomous state of being?
- A collection of innate values?
- A series of behaviors?
- An approach used in addressing work challenges?
- Dependent upon one’s stage of medical training?
Elements of Professionalism
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 Accreditation Council for Graduate Medical Education (ACGME) core competencies and Liaison Committee on Medical Education (LCME) and Joint Commission requirements.
- Is designed to be formative, leading to individual insight and improvement.
- Provides multisource feedback on perceived behaviors. Observers may include...
The NBME Assessment of Professional Behaviors (APB) Multisource Feedback program

- A systematically developed instrument to assess observable behaviors
- A web-based system to collect, track and collate responses
- A source of quantitative and narrative feedback to learners
- An educational program to enhance:
  - Skill as observers
  - Skill as feedback providers
Rater Training
What is the Purpose of an Assessment Program?

Formative/Development Only

- Self Improvement\(^1\)
- Individualized quality improvement plan\(^2\)

Training Decisions\(^2\) (e.g. CME)
- ID High Potentials\(^3\) (e.g. future chief residents)

Performance Assessment\(^3,^4\)
- Promotion or Termination\(^3,^4\)

Summative/High Stakes

\(^1\)Only ratee sees results
\(^2\)Usually requires supervisor participation (sees feedback)
\(^3\)Organization has access to data
\(^4\)Little or no development use

Factors
- Degree of impact on Individual
- Importance to Organization
- Resource Implications
What is the Context for Behavior Assessment?

- Variable degrees of spontaneity/control for:
  - Stimulus
  - Measurement
Rationale for Rater Training

- Enhance ability to use rating instrument
- Enhance willingness to provide ratings
  - Willingness is a function of both rater training AND program design
Selecting Type of Rater Training

- Depends upon:
  - Domains being rated
    - Example: diagnostic reasoning skills vs. professionalism
  - Context in which rating occurs
    - Example: direct observation vs. case based discussion
  - Type of rating scale
    - Example: frequency vs. agreement scale
Forms of Rater Training

- Performance dimension training (PDT)
- Frame of reference training (FOR)
- Behavior observation training (BOT)
- Rater error training (RET)
Performance Dimension Training (PDT)

- Involves familiarizing faculty with the specific dimensions of competence
- Should involve discussion of the “qualifications” required for each dimension
- Use specific definitions of competencies to “calibrate” faculty
Forms of Rater Training

PDT
Agreement on essential dimensions within a competency

Discrete behaviors on frequency scale

Observation, identification and recall of specific behaviors
BOT

Constructs or broader domains on agreement or quality scale

Application of a common standard or criteria in rating domains
FOR
Example: Professionalism

- PDT – What are the essential dimensions?
- BOT – What are the specific behaviors, and how will we measure?
- FOR – Common agreement about “thoroughness”
Professionalism

Humanism
- Punctuality
  - Completes patient notes

Diligence
- Thoroughness
  - Completes reading assignments

Leadership
- Outcome Orientation
  - Ensures others’ task completion

Empathy
- etc.

etc.
Domain-specific Rater Training Issues

- Diagnostic reasoning skills
  - Minimal level of case-based knowledge
  - Questioning skills:
    - Specific vs. generic
    - Forward vs. backward

- Professionalism
  - Agreement regarding desired behaviors
  - Identification and recall of specific behaviors
Rater Error Training (RET)

- Increase rater awareness of common errors
  - Halo effect
  - Leniency error
  - Contrast error
  - Friendship bias
  - First impression error

- Efforts to force rating adjustments may decrease accuracy
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Rater Training: Summary

- Essential for effective rating
  - Doesn’t exist in isolation: supportive environment and monitoring necessary
- Elements of rater training will vary by:
  - Domains being rating
  - Context in which rating occurs
  - Type of scale used for rating
Behavioral Items to Assess Professionalism
## Typical Professionalism Assessment?

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Sources of Behavioral Items

- The Assessment of Professional Behaviors (APB) Program (NBME)
- The Core Competencies for Interprofessional Collaborative Practice (Interprofessional Education Collaborative*)

* American Association of Colleges of Nursing, American Association of Colleges of Osteopathic Medicine, American Association of Colleges of Pharmacy, American Dental Education Association, Association of American Medical Colleges, and Association of Schools of Public Health
Interprofessional Collaborative Practice Competency Domains

- Competency Domain 1: Values/Ethics for Interprofessional Practice
- Competency Domain 2: Roles/Responsibilities
- Competency Domain 3: Interprofessional Communication
- Competency Domain 4: Teams and Teamwork
Feedback Principles and Practice
Feedback:

Is:

neutral
a punishment
a gift
?

Definition: knowledge of the results of any behavior, considered as influencing or modifying further performance
Transtheoretical Model (TTM) of Behavior Change

- Five-stage process or continuum related to a person's readiness to change:
  - Precontemplation
  - Contemplation
  - Preparation
  - Action
  - Maintenance
  - (Termination)
Task-level Feedback

- Focuses on how to perform the job better

Examples

- “Review the current literature for the chief complaint of each admission”
- “Respond to each page within 5 minutes”
- “Solicit information from other members of the health care team”

This can be effective feedback
Motivational Feedback

- Focuses on amount and direction of effort expended to perform a job
- Examples
  - “Spend 10 minutes at the beginning of each day identifying tasks to be completed by day’s end”
  - “Set specific work goals, and reward yourself when a goal is attained”

This can be effective feedback
Self-level Feedback

- Deals with abstract, general statements about personal characteristics and work-related tendencies

- Examples
  - “Amara is too shy”
  - “Adam puts his personal life before his work”

This should be avoided
Handout

- General Sequence for a Feedback Session
- Formative Feedback Guidelines
- Pitfalls of Multisource Feedback
Action Plan

- 1-3 insights from feedback
- 1-2 change goals
- Action step(s) to address goal(s)
- Timeline for action steps
- Date for next reassessment/review
Sequence for a Difficult Session

- **Observation**
  - Allow learner to criticize the MSF process
  - Review how process works; feedback v. grading
- **Reflection**
  - Encourage learner to verbalize feelings and recall incidents
  - Ask learner if they recognize anything in MSF
  - Ask learner to recall goals of the program
- **Action**
  - Ask learner what feedback they would like to receive in subsequent MSF surveys
Feedback Checklist/Scorecard

- Feedback is specific
- Feedback is based on program’s goals
- Feedback is timed appropriately
- Feedback is balanced
- Learner is allowed to react to feedback
- Feedback is supported by learning climate
- Feedback includes a plan for action
Summary

- Feedback is enhanced by preparation, and by including key elements in each feedback session.
- Faculty training increases the quality of information collected about learners.
- Agreement about what is important and how it is measured enhances the quality of assessments, and of educational outcomes.