A Script for What Ails Your Learners: Developing Feedback ‘Scripts’ to Promote Effective Learning

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Objectives

• Identify the challenges of the “Tell” phase of the Ask/Tell/Ask model of giving feedback for the full spectrum of learners

• Describe a framework for the development of Feedback Scripts in medical education

• Develop and apply Feedback Scripts to effectively address a variety of learner behaviors in medical education

Our Hope
Overview

- Introductions
- Challenges of Feedback (Small group)
- A History of Scripts (Didactic)
- Feedback Scripts (Didactic)
- Feedback Scripts Development (Small Group)
- Report back and Wrap-up (Large Group)

Challenges of Feedback

Review the case at your table.

- What are challenges in giving feedback in general?
- What makes giving this feedback more or less difficult?
- What approaches might you take?
Challenges of Feedback

- Unable to identify core behavior
- Behavior is linked closely to personality
- Expressing the importance and impact of the behavior
- Uncertain about how to provide constructive feedback
- Uncertain how to help the trainee

Adapted from: Kogan JR et al. Med Educ. 2012
Reddy ST et al. JGME. 2015

Illness Scripts

- “Organizing and prioritizing syndrome recognition through comparing and contrasting key clinical features in making a diagnosis” (Lee et al, 2010)

Barrows & Feltovich, Med Educ. 1987
Schmidt et al. Acad Med. 1990
Teaching Scripts

- “Through repetitive teaching of similar content and cases, teachers develop teaching scripts”
  - Goals for instruction
  - 3-5 key points
  - Understanding of student abilities

Teaching Script Development

- Identify the “Trigger”
- Target high-yield teaching points
- Identify evidence-based sources to support your teaching
- Keep script brief
- Describe your strategy for teaching

Irby, Acad Med. 1992
Irby, Acad Med. 1994

Teaching Script - Example

• “Trigger”
  • Intervention on patient: CTX ordered on community-acquired PNA

• High yield teaching point
  • Q: What drug of choice for CAP?
  • A: Ampicillin/Amoxicillin

• Identify evidence-based sources
  • IDSA CAP guidelines

• Brief script here

• Describe your strategy for teaching
  • Interactive: What is the likely pathogen?
  • Resources: What are our local sensitivities? (look at guide)
  • Address learner levels: What else is caused by S. pneumo? What do we use for that?

Feedback Scripts

• Develop scripts for commonly encountered learner behaviors and deficits

• ASESS
  • Action: Identify the trigger behavior
  • Subcompetency: Identify Milestone-based correlation
  • Evidence: Target high-yield feedback points
  • Script: Create brief script
  • Strategy: Describe possible plan for improvement
Development

- Create a feedback script for one or more behaviors that your assigned learner demonstrates
Wrap Up and Discussion

• What were the challenges of creating a script?
• What would have made writing them easier?
• What value do you think this adds to your feedback in the future?
• What would optimize your ability to use this in the future?

Next Steps

• Development of Scripts and Dissemination
  • Sign up at your table
• Innovations paper
• How will you use these?
References