

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

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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
McQueen SA et al. *Am J Surg.* 2016

Illness Scripts

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

Barrows & Felton, *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

Irby, *Acad Med.* 1992

Irby, *Acad Med.* 1994

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

Lang, et al. *J Hosp Med.* 2012.

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
- **A**SSSS
 - **A**ction: Identify the trigger behavior
 - **S**ubcompetency: Identify Milestone-based correlation
 - **E**vidence: Target high-yield feedback points
 - **S**cript: Create brief script
 - **S**trategy: Describe possible plan for improvement

Development

- Create a feedback script for one or more behaviors that your assigned learner demonstrates

Report Back

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?

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