

**Development of a tool for cross-specialty
assessment and feedback on
residents' professionalism and communication
skills**

Ian Cook, MD, Hannah Zackson, MD,
Brenda Bursch, Ph.D., Susan Baillie,
Ph.D.*, Margaret L. Stuber, MD

David Geffen School of Medicine at the
University of California, Los Angeles
AMEE Conference, Trondheim, Norway,
August 28, 2007

Background:



- The United States Accrediting Council for Graduate Medical Education (ACGME) requires that all residency programs certify graduates have met six competency areas and are able to practice these independently.

Paradigm shift in expectations of Graduate Medical Education

- Shift from measuring program's *potential* (i.e. teaching) to emphasis program's *actual accomplishments* (i.e. outcomes) in
 - Patient Care
 - Medical Knowledge
 - Interpersonal Relations & Communication
 - Professionalism
 - Practice-Based Learning and Improvement
 - Systems-Based Practice

Work done at UCLA

- Adaptation of existing measures of outcome of competencies
- Development of assessment tools designed for both formative and summative feedback
- Preliminary testing of the tools with residency directors, nurses, social workers and other staff

Findings

- A simple scale was preferred for '360' degree screening of competencies by multiple evaluators
- However, training directors were eager to have useful and tested measures for specific formative feedback
- Slightly different issues were salient in various specialty areas, but all had common threads

Common areas for residencies included:

- Respect for others**
- Responsibility/Sense of Duty**
- Confidentiality**
- Honest/Integrity**
- Respect for Authority & Procedures**
- Accessibility/Responsiveness**
- Distress or Difficult Patients and Families**
- Initiative/Teamwork**
- Distressed/Difficult Patients/Families**
- Response to Error/Criticism**
- Confidence and Ability to Assess Oneself**

Future directions

- Training programs reported that their faculty should receive specific training to use the new tool effectively for feedback and remediation.
- Development would be needed to help faculty use the new tool for feedback and remediation
- Program directors also wanted education of all stakeholders on specific objectives of professionalism and communication skills.

Key conclusions

- Assessment tools and outcome measures in professionalism and communication competencies are required for all US residency training programs
- Residents need to be aware of the 6 required competencies: patient care, medical knowledge, practice-based learning, systems-based learning, professionalism and communication.
- New tools can provide an opportunity for improved feedback about development of skills
- Faculty buy-in and training are essential