

i The Alliance for Academic Internal Medicine Faculty Development Toolbox provides peer-reviewed tools to enhance faculty written qualitative feedback and assessment of learners.

For a complete list of resources, visit www.im.org/qualfeedback

Title: Getting Beyond a Pleasure to Work With: An Evaluation Writing Workshop

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Brief Description: This guide is intended to help faculty to write meaningful, Milestones based written evaluations

Learning Objectives

- Learning objective #1: Identify barriers to effective written evaluations
- Learning objective #2: Describe how written evaluations are used in your program
- Learning objective #3: Review actual residency evaluations from a Milestones perspective
- Learning objective #4: Practice writing Milestones relevant evaluations

Equipment Required: Computer, LCD projector, screen/wall, handouts, paper, and pens

Setting: Any conference room or classroom, preferably with tables and chairs which can seat 4-6

Total preparation time: 2-5 hours, depending on experience

Total time commitment for learner: 60 to 90 minutes for workshop. Timing below is for a 60 minute session but this can be expanded easily to 75-90 minutes. Follow up sessions optional: 20-30 minutes

Ideal audience size: 8-12 learners, with 1-2 facilitator(s)

Is activity a one-time activity or a series of activities: One time session but may follow up with repeat sessions or one on one coaching.

Intended Faculty Audience:

• Community Faculty	• University Faculty
• Volunteer Faculty	• Hospitalist
• General Internist	• Specialist
• New Faculty	• Experienced Faculty
• Outpatient Faculty	• Inpatient Faculty

Comments:

Can be presented to anyone who evaluates residents frequently, including non-physicians. This may be helpful in obtaining more robust evaluations from writers who are less familiar with residency training, e.g. 360 evaluators (nursing, ancillary staff, etc).

Delivery Type

- Didactic training
- Small group discussion

- One-on-one coaching, if desired

PREPARATION

Desired Background/Qualifications for Instructor or Facilitator: Familiarity with and access to the program’s resident evaluations, familiarity with the ACGME Milestones. May be the program director, an associate program director, Clinical Competency Committee member or program administrator.

Preparatory Steps

Preparations and Considerations	Description
1.	Approximately one month prior to the workshop, send invitations to the faculty. Reserve classroom space.
2.	At least two weeks prior, <u>The Milestones Guidebook</u> should be reviewed. Pertinent specialty Milestones should also be reviewed. Markup the document, identify and highlight all adverbs and adjectives.
3.	At least two weeks prior, the slide deck should be reviewed and modified to fit your program. A sample script is included in the notes section of the Power Point presentation. Also included are suggestions for modifications, tips and references; these are marked with an asterisk.
4.	One week prior, review your modified slide deck. Print workshop evaluation (if you have one), “ACGME Milestones: document and any reference material, e.g. <u>The Milestones Guidebook</u> you wish to share with the participants.
5.	On the day of the workshop, arrive early to ensure that the AV equipment is working and that the room is set up as desired.
6.	<i>Optional: if you have examples of particularly well written evaluations comments which you would like to share with your faculty, print them and include in your presentation (see Slide Notes document)</i>

ACTIVITY

Didactic Training

The slide deck provides the foundation for this activity, which includes guided discussion and a small group exercise. Embedded in the notes section are a sample script, suggestions and references. This should be reviewed along with the slide content.

Steps	Description	Estimated Time	Slide Number
1	Welcome participants and hand out the “ACGME Milestones” document (and full ACGME Milestones document, if you wish) . If you have a workshop evaluation form, hand this out as well.	3 minutes	1
2	Introduce presenters/facilitators	1 minute	2

	From Slide 3 onwards, refer to Getting Beyond A Pleasure to Work With slide notes document for script and facilitator instructions. Script is in regular font. Facilitator instructions are in bold font.		
3	Present Goals and Objectives	1 minute	3
4	Audience Poll. Ask for a show of hands to answer the questions on the slide	1 minute	4
5	Discuss barriers to feedback	3 minutes	5-7
6	Describe how your program uses written evaluations	3 minutes	8
7	Review Milestones, Traditional vs CBET evaluation	5 minutes	9-11
8	Explanation of the Milestones language technique	10 minutes	12-27
9	Writing Exercise	15 minutes	28-29
10	Group Discussion of Exercise	10 minutes	30
11	Summary and Wrap Up. Thank the participants. Ask the participants to complete the post workshop assessment and give it to a facilitator as he/she leaves	5 minutes	31-32

Self-Directed

No self-directed activity is required, but participants may wish to review the ACGME Milestones on the ACGME website: <http://www.acgme.org/Specialties/Milestones/pfcatid/2/Internal%20Medicine>

One-on-one coaching

If desired, participants may indicate that they would like one-on-one review of their evaluations after the workshop.

Step	Description	Estimated Time
1	Identify faculty who have indicated they would like one-on-one review on their assessment forms.	5 minutes
2	Schedule appointments with faculty and ask them to send recently written evaluation or evaluations they are currently working on. Alternatively, older evaluations may be brought for review.	10 minutes
3	Optional: Review the evaluations in advance and note strengths and areas for improvement	10-15 minutes
4	Review the evaluations with the faculty member and provide feedback.	20 min
5	Commit to a follow up date when evaluations can be reviewed for improvement	

FOLLOW UP

Didactic Training

Steps	Description	Estimated Time
Evaluation and Assessment	Pre and Post Workshop Assessment forms (see attached resources)	1 hour
Dissemination of Results	If desired, prepare a summary comparing pre and post workshop self evaluation ratings.	1 hour

EVALUATION AND OUTCOMES

Source	Description
Montefiore-Wakefield IM Residency	Tracking in the New Innovations evaluation platform showed a small increase in faculty compliance and on time completion in the first two months following the workshop. The workshop will be repeated and faculty compliance and on time completion will be compared between workshop participants and non participants.
Salerno, JGIM, 2003 (see references)	Interactive Faculty Development Seminars Improve the Quality of Written Feedback in Ambulatory Teaching A pre-post study demonstrating that faculty development workshops may increase formative, specific written comments. NB: The didactics were three 90 minute workshops, substantially more time than this workshop.

FURTHER STUDY/REFERENCES:

ACGME. The Internal Medicine Milestones Project. July, 2017

<http://www.acgme.org/Portals/0/PDFs/Milestones/InternalMedicineMilestones.pdf?ver=2017-07-28-090326-787>

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Hesketh EA, Laidlaw JM. Developing the teaching instinct, 1: Feedback. Med Teach 2002; 24(3):245-248

Holmboe ES, Edgar L, Hamstra S. The Milestones Guidebook, Version 2016.

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Lucey CR, Thibault GE, ten Cate O. Competency-Based, Time-Variable Education in the Health Professions: Crossroads. *Acad Med* 2018; 93(3): S1-S5

Park YS, Zar FA, Norcini JJ, Tekian A. Competency Evaluations in the Next Accreditation System: Contributing to Guidelines and Implications. *Teach Learn Med* 2016; 28(2): 135-145

Reddy ST, Zegarek MH, Fromme HB, Ryan MS, Schumann S, Harris IB. Barriers and Facilitators to Effective Feedback: A Qualitative Analysis of Data From Multispecialty Resident Focus Groups. *JGME* 2015; 7(2): 214-218

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