

A WORKPLACE-BASED-ASSESSMENT TOOL IN FACILITATING FEEDBACK ON RESIDENT CLINICAL REASONING SKILLS: A MIXED METHODS STUDY USING THE PRAGMATIC LENS

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Background: Teaching and assessing learners' clinical reasoning skills are critical components in resident education, but is made difficult by diverse physician approaches to clinical reasoning and a lack of reliable workplace-based assessment and feedback methods. The Assessment of Reasoning Tool (ART) is a validated tool to assess clinical reasoning skills during a case presentation between a learner and instructor, and is designed to provide a clear structure, specific domains of behaviors, and a shared language for teachers and learners to discuss learner performance. We aim to explore the perception and satisfaction of the ART in the context of providing feedback in a clinical workplace learning environment.

Materials/Methods: We used mixed-methodology and a pragmatic lens to evaluate the implementation of the ART to give feedback to pediatric interns on history and physicals presented to faculty during a pediatric hospital medicine rotation. Based on a literature review, expert input, and an iterative process, we developed a conceptual framework and accompanying survey focused on the feedback interaction during the interaction. The survey comprised of 10 five-point Likert scale questions regarding the qualities of feedback provided. We instructed interns to complete the survey immediately after every interaction which utilized the ART. Interns completing the survey for the first time answered an additional 6 questions comparing feedback received using the ART to prior feedback. We designed a semi-structured interview guide based on survey results and our conceptual framework to assess faculty perceptions on the implementation of the ART, which underwent a similar iterative design and piloting process. We analyzed interview transcripts for themes. Prior to implementation, we provided a 1-hour training session for faculty to familiarize themselves with the ART.

Results: We received a total of 44 survey responses from 34 interns. Interns characterized the feedback as favorable with respect to its content, structure, and ability to help set and achieve learning goals. The feedback received from the ART was also favorably compared to prior feedback. Faculty interviews are ongoing.

Conclusions: Interns who received feedback after assessment with the ART reported the feedback sessions to be effective, with many noting improvements in clinical reasoning knowledge. Further work could include expanding the ART use include different types and levels of learner.