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ABSTRACT

Standardized patients' feedback is vital for first-year and second-year medical students. Current standard patient (SP) training often focuses on portraying patients, and the training seldom systematically and intentionally develops SP's feedback skills. In response to the shift of competency-based assessment, the Kado Skills Center at Wayne State University developed the SP training that concentrated on providing specific, meaningful, and criterion-referenced feedback using Situation, Behavior, and Impact (SBI) format. The results show that most students are satisfied with the SBI feedback processes. Training and monitoring are the keys to improving the feedback quality continuously. Increasing the feedback consistency among SP is still one of the priorities.

INTRODUCTION

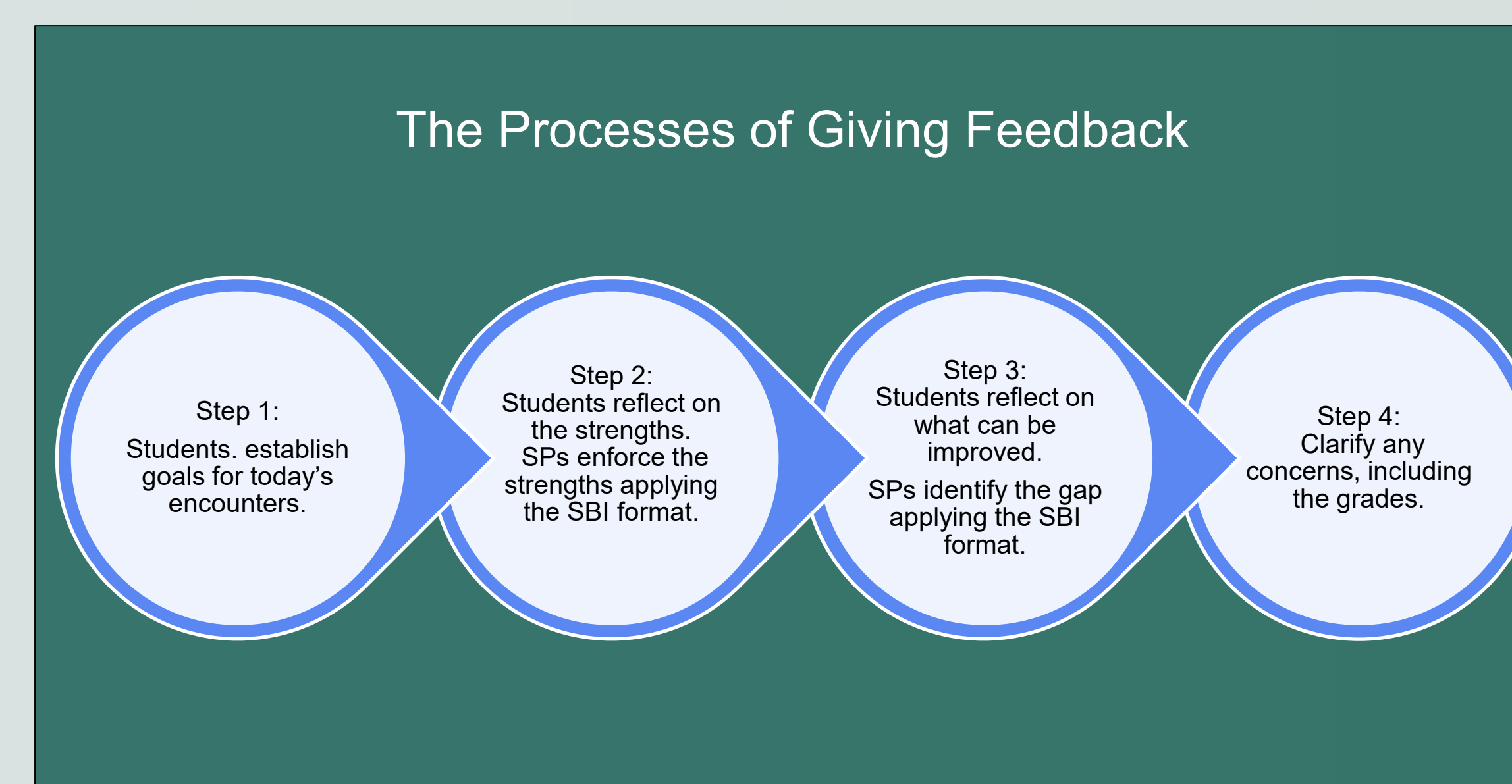
The purpose of feedback in pre-clerkship courses is to inform medical students of their learning progress and help them sufficiently prepare for their third-year clerkship. In the past, standardized patient (SP) training emphasized adequately portraying patients and completing checklists. When the pre-clerkship courses switched to competency-based assessments in 2019, grading students' performances by rubrics and providing specific feedback became essential parts of standardized patient training. The most recent medical students' pre-clerkship course evaluations in 2020 revealed a need to improve standardized patients' feedback consistency and quality.

METHODS

The updated feedback training started in March 2021. At the beginning of the training series, the trainer walks SPs through the importance of feedback, constructive feedback principles, and effective feedback processes. Next, the trainer and SPs watch previous encounter recordings to practice meaningful feedback applying the SBI format. The SBI stands for
(a) Situation: When did it happen?
(b) Behaviors: What did the student do?
(c) Impact: How did the student's behavior make you feel? How may it influence the interview processes or future medical treatment?
In addition, standardized patients learn to help medical students set up their goals and reflect on their performance. Finally, the trainer coaches and monitors standardized patients' feedback skills during the training, whereas the training designer observes standardized patients' skills through LearningSpace video recordings and reviews Canvas comments. Within two months, the trainer repeated the above training procedures three times with different patient case scripts.

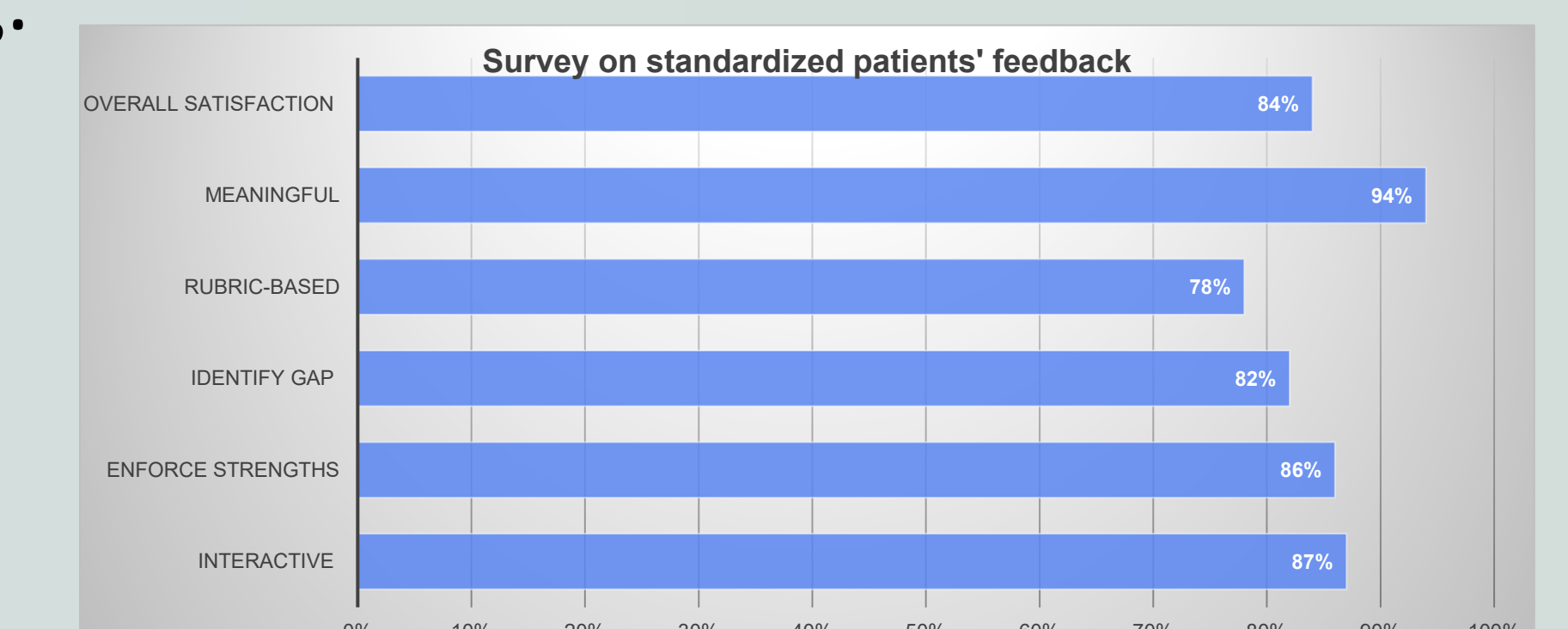
To determine the training effectiveness, the researcher analyzed two types of data, including:

1. A first-year medical students' survey conducted in May 2021.
2. Individual medical students' comments and interviews.



RESULTS

- According to the student survey, 87% of students agree that the feedback process is interactive. About 86 % of students believe the feedback helps them identify strengths, whereas 82% feel the feedback helps them determine what areas need improvement. Slightly lower, 78 % of students consider that the feedback is rubric-based (criteria-referenced). About 94% of students agree the feedback is meaningful to their future practice. Overall, 84 % of students are satisfied with the feedback processes.
- Ten individual students' interviews reveal that some students are still concerned about the feedback consistency among standardized patients and how standardized patients' perceptions may influence their scoring.



CONCLUSIONS

- Based on the survey results, about 82-87 % of students are satisfied with their standardized patients' feedback and believe the feedback helps them improve their patient encounter skills. In the future, the clinical center will need to continue focusing on feedback training and coaching individual standardized patients to ensure the feedback quality.
- The criterion-referenced feedback had the lowest rate (78%). This result may indicate that some standardized patients still gave their comments without aligning with the rubric. Therefore, future SP training will need more practice on scoring students to ensure the feedback aligns with the assessment rubrics and increase the consistency among SPs' feedback.