‘Peer-to-Peer’ Feedback of the Pediatric Residents’ Performance in the OSCE

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Background

✓ Objective Structured Clinical Examinations (OSCEs) are a useful educational strategy to assess ACGME clinical competencies during residency training.

✓ OSCEs provide an ideal opportunity for practicing feedback which has proven to be an invaluable adjunct in medical education.

✓ Feedback to trainees is mostly provided by faculty; more attention is being paid to peer feedback as a valuable strategy.

✓ Studies examining the impact of ‘peer-to-peer’ feedback on residents OSCEs’ performance are lacking.
OSCE Peer-to-Peer Feedback

ACGME Core Competencies

- Patient Care
- Professionalism
- Medical Knowledge
- Interpersonal and Communication Skills
- Systems Based Practice
- Practice Based Learning and Improvement
Our Educational Strategy

OSCE’s stations:
1. Handoff
2. Procedures/Bad News

Peer-to-peer feedback

Written Debriefing Guide

Discussion with Program Director

ILP Activities

This process allows residents to evaluate their peer’s styles and clinical competencies with the ultimate goal of learning from each other and applying that knowledge in future clinical encounters.
1. Paired with a peer resident

2. Watch one of each other’s OSCE Station’s recording

3. Each of them evaluates their own performance, followed by their peer’s feedback on their performance.
**Giving Feedback on Clinical Skills**  
**Pediatric Residency Program**  
**UPR-SOM**

**Debriefing Guide**

Date:  
Resident Name

<table>
<thead>
<tr>
<th>Feedback Process Summary</th>
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<tbody>
<tr>
<td>Write your <strong>perspective about your performance:</strong></td>
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<tr>
<th>Record a <strong>key feedback point</strong> (description of strengths and opportunities for improvement):</th>
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<tbody>
<tr>
<td><strong>Strengths:</strong></td>
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<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<tr>
<th><strong>Areas for Improvement:</strong></th>
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<tr>
<td>1.</td>
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<td>2.</td>
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Write a **possible individual activity during the next rotation** that could help you to improve the areas of less strengths about your performance discussed during this activity (Individual Learning Plan):
The Individual Learning Plan (ILP) is a straightforward, guided process that assists you in meeting ACGME (Accreditation Council for Graduate Medical Education) requirements, becoming a reflective practitioner, and creating a habit of lifelong learning.
## Debriefing Guide: Strengths and Opportunities for Improvement

<table>
<thead>
<tr>
<th>Perspectives on performance</th>
<th>PGY1</th>
<th>PGY2</th>
<th>PGY3</th>
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<tbody>
<tr>
<td></td>
<td>‘I was better than expected in terms of organization’</td>
<td>‘It was good to see improvement in my history taking skills from last year and improvement in body language’</td>
<td>‘Improved from last year but still need more organization’</td>
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## ILP Activities Suggested by Residents

<table>
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<th>Level</th>
<th>ILP Activities</th>
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<tr>
<td><strong>PGY-1</strong></td>
<td>“I will tell my peers and attendings the areas I want to improve for them to provide consistent feedback during my upcoming rotations.”</td>
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</table>
Peer-to-peer feedback through a simulated setting provides an integrated way of learning and assessing residents’ clinical competencies.
Next Steps ...

- Evaluate residents’ perspective about this educational strategy.
- Faculty feedback session on the OSCE’s performance before the peer-to-peer feedback session.
- Develop some of the suggested activities in the ILP to refine skills identified as needed to improve
Thank you very much for your attention!
References


References


