



Great Evidence in Medical education Summary (GEMeS)

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Education Question or Problem	What affects a trainee's ability to generate self-directed learning goals and carry them out to a greater degree? Their own self-assessment or a faculty's feedback?
Bottom Line	Learners are more likely to work towards goals based on their own self-assessment than faculty driven feedback, so faculty need to align their feedback with learner self-assessment to optimize trainee development.
Why is it relevant to Emergency Medicine Education?	We place much emphasis as educators and faculty on effective and constructive feedback to learners. This paper suggests that despite quality of feedback, if the trainee's self-assessment of performance is not congruent with our own, lack of uptake of the feedback ensues which ultimately hinders performance improvement.
Study Design	This was a multi-centre, cross-sectional educational study.
Funding sources	None.
Setting	Four emergency medicine (EM) programs participated via the Medical Education Research Certificate (MERC) program in the United States of America.
Level of Learning (Undergrad, Postgrad, CME, General / multiple)	Post-graduate year (PGY) 2 to 5 (large majority of R2s and R3s).
Synopsis of Study (250 words max). Include significant results or findings that support the bottom line.	<p>To determine the effect that resident self-assessment and faculty feedback have on generation of learning goals as well as their execution, 72 EM residents underwent a standardized oral board examination scenario. Following this, the residents, blinded to the list of critical actions or the feedback checklist, completed a self-assessment form.</p> <p>Examiners used a standardized checklist to deliver positive and negative feedback. After the feedback the residents were asked to generate "SMART" learning goals (specific, measurable, attainable, realistic, and time-bound). Within four weeks, residents described what they had done to achieve these goals. Forty-seven percent of the generated learning goals were based on residents' self-assessment alone, versus 27% generated by faculty feedback alone. Poorly performing residents were more likely to incorporate feedback into learning goal generation than high performers. At four weeks, recalled learning goals from self-assessment and faculty feedback were similar. However, 40% of the goals attained were notably from those where self-assessment and feedback were congruent. This study suggests that for feedback to have the most impact on eventual learner behaviour, faculty must incorporate the learner's self-assessment into it.</p>
Reference (include DOI or PMID)	Academic Medicine, Vol 20, No 10, October 2013 DOI: 10.1111/acem.12231
Hyperlink to PubMed link or Journal Link	http://www.ncbi.nlm.nih.gov/pubmed/24127710