

VIDEO PRECEPTING: GIVING FEEDBACK TO LEARNERS IN FAMILY MEDICINE CLINIC USING DIRECT OBSERVATION

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Situation

You're about to observe a patient encounter via video and give feedback to a family medicine resident.

Before You Begin

Infrastructure and preparation

- › Establish a patient consent process for direct observation.¹
- › Develop a rubric for feedback with consideration to ACGME Milestones.²
- › Find a private space or use headphones to ensure patient privacy.
- › Scan the clinic schedule to identify relevant and appropriate patient encounters.
- › Take notes during the encounter in a secure electronic platform as you go.

During the Encounter

Take notes on the learner's key actions and the patient's reactions.

- › Provide feedback on observed behaviors eg, asking about a patient's dog, using "teach-back" to confirm understanding.³
- › Highlight reproducible, patient-centered skills to boost learner confidence and effectiveness. This strengthens your connection, reinforces skills, and lays a foundation for growth.
- › Identify areas for improvement as you observe, adjusting your priorities based on the learner's performance.
- › Ensure much of the evaluation focuses on demonstrated competence.

Note: Even if you only watch a short segment of the encounter, you'll often have ideas about formative feedback ie, constructive input aimed at improving skills during the learning process. Be sensitive to the possibility that you missed context.

After the Encounter

- › Do your best to have a brief in-person conversation with the learner.
- › Ask for a self-assessment first, eg, "How did that go?"
- › Ask if there's something that your learner wants feedback about, eg, "What would you like to go better about encounters like that?"
- › Connect your feedback to your learner's self-assessment and their desire for feedback, including what they hope to improve on.⁴
- › Talk about skillfulness first ie, what went well, then add next steps and strategies.
- › When you can, frame feedback in terms of patient reactions and descriptions of what happened. Often the learner will have noticed, and your description of the situation will help them reflect.
- › Ask for feedback about your feedback.⁵

Wrap-up and Documentation

Written evaluation can help residents recall details of the feedback and communicate to faculty, advisors and the clinical competency committee about specific competencies.

- › Proof your written evaluation.
- › Remove unnecessary information especially feedback not discussed with the learner to avoid overwhelming them.
- › Consider referencing Milestone behavior to deliver to the clinical competency committee.
- › Submit your evaluation.

REFERENCES

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