

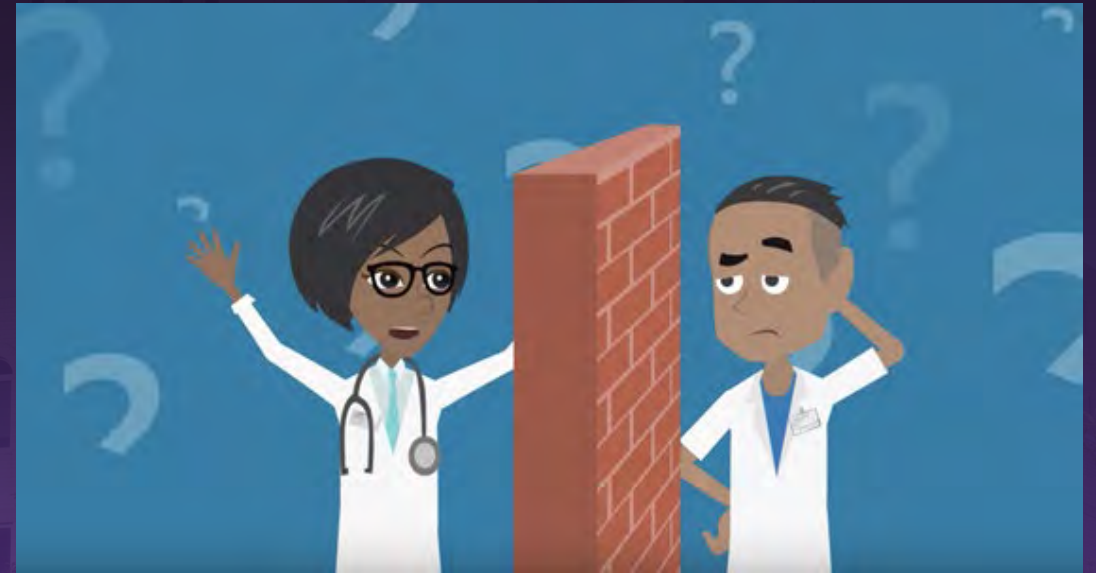
Growth-Minded Feedback

David Gilbert, MD

BRODY SCHOOL OF MEDICINE
7th Annual Medical Education Day

- Alissa Cohen, DO MS
- David Gilbert, MD
- Karim Hanna, MD;
- Pamela Hughes, MD
- Elizabeth Leonard, MD FAAFP
- Elizabeth Uy-Smith, MD MPH MAS

- Feedback is a cornerstone of medical education
- Persistent issues with perceived or actual quality and quantity among medical learners
- Our thought was that education on growth mindset would improve quantity and quality of feedback



- After viewing a **13 minute video** on using a **growth mindset** approach to giving and receiving **feedback**, learners will report improved **comfort** and increased perceived **value** of feedback as assessed by a pre, immediate post, and 6-week post-**survey**.

	Pre	Immediate	6-wk Post
UPMC	30	30	19
ECU	16	16	5
USF	19	19	19
Nellis	32	33	24
Camp Lejeune	19		24
Total	116	98	91

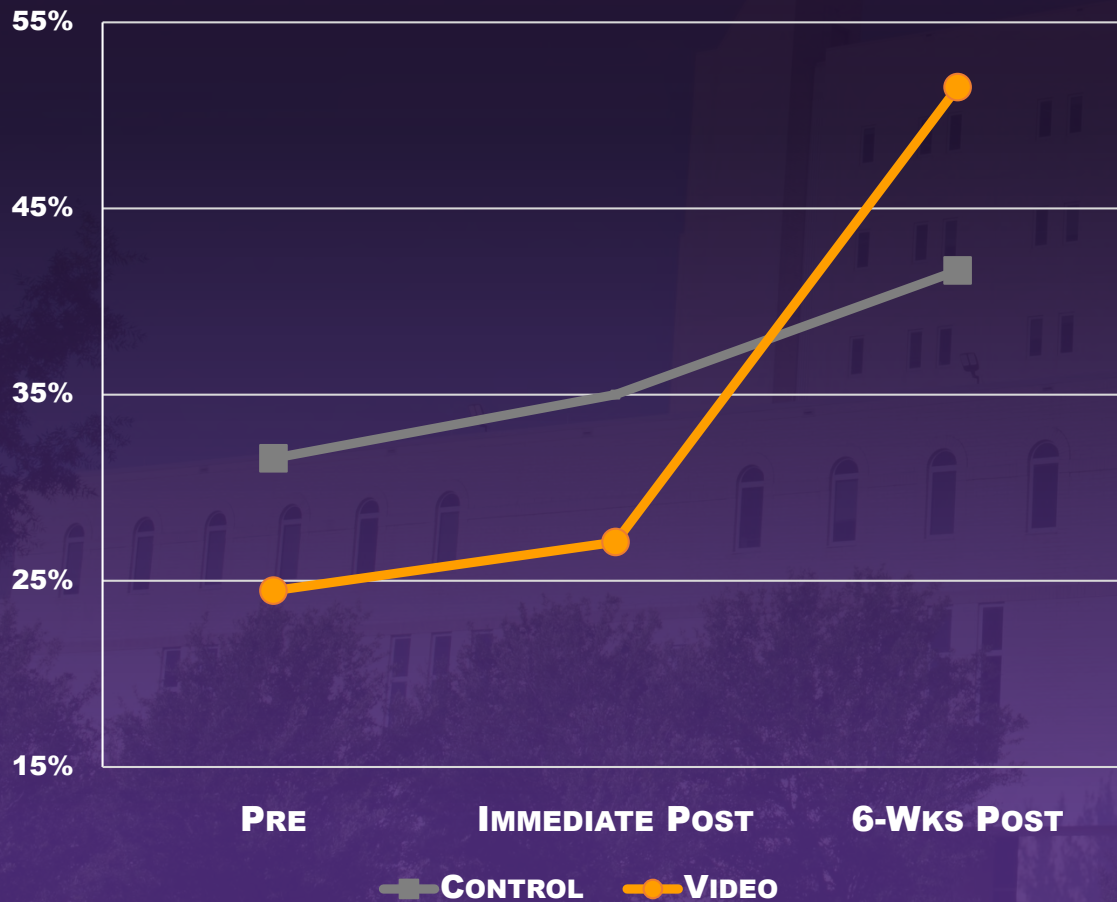
Learners	
Medical Students	42
Residents	59
Faculty	15



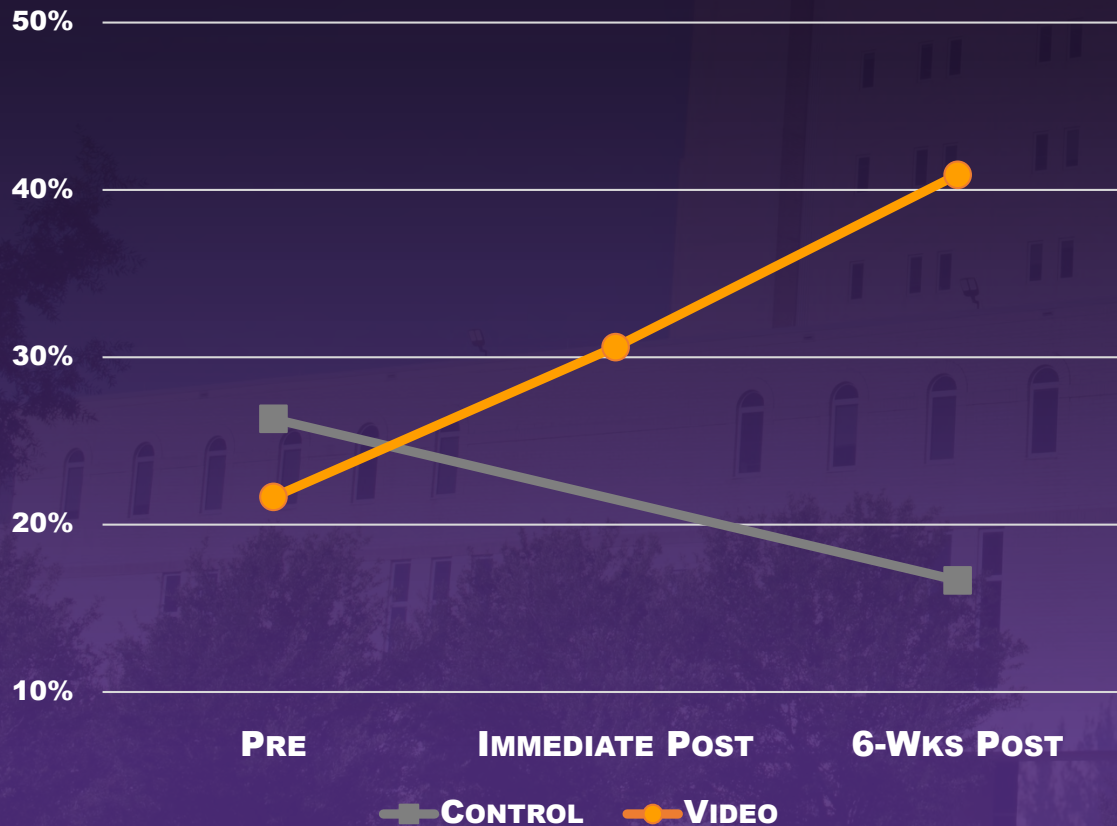
- Animated video with a brief introduction to the concept of growth vs fixed mindset
- Multi-site quasi-experimental model involving medical students, residents, and faculty
- Pre, immediate post, and 6-week post intervention survey assessing comfort, quality, and quantity of feedback given and received.



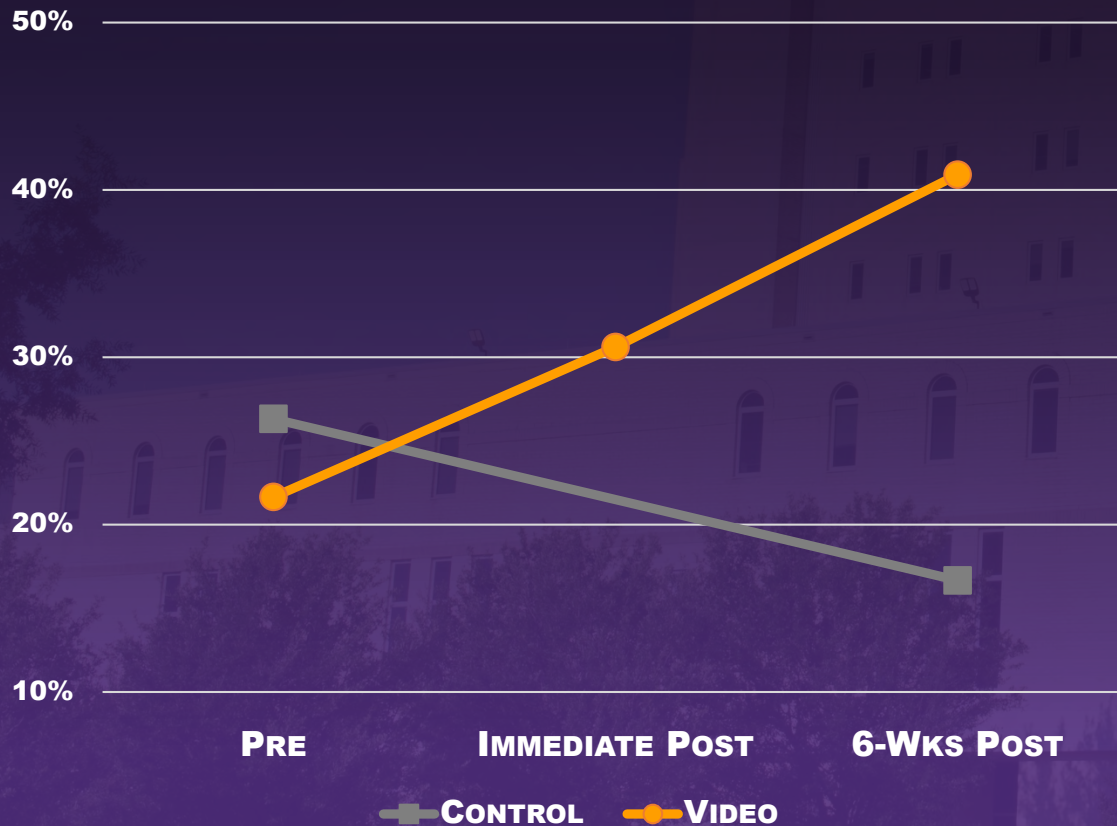
AMOUNT OF FEEDBACK ENOUGH



COMFORT GIVING PEERS FEEDBACK



COMFORT GIVING SUPERVISORS FEEDBACK



- No statistical significance found:
 - Value
 - Quality
 - Potential to improve

- IRBs requirement across institutions and civilian vs military
- Post-survey timing was difficult at some sites due to rotation structure and timing
- Recruitment in some sub-groups

- Novel delivery system seems to have worked
- Discuss plans with statistician early and often

- Shorten video to less than 10 minutes
- Refine survey questions to tease out what's really going on
- Possibly study whether participants growth- vs fixed-mindedness is changed

- UNC Faculty Development Fellowship
 - Tommy Koonce, MD
 - Todd D. Zakrajsek, PhD