

Video Review Process: Enhancing its Impact and Resident/Faculty Satisfaction

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Rationale

- Effective communication with patients is a vital skill for physicians
- ~71% of FMR (Family Medicine Residency) programs use Video Review (VR) to teach communication skills (Jansen & Rosenbaum, 2016)
- Uncertain of impact and satisfaction with VR process
- Made and evaluated changes to our procedures
 - Consistent BH faculty at each VR
 - New VR feedback form highlighting strengths and areas for growth
 - Email follow-up to resident and advisor after each VR
 - Personalized VR feedback
 - Specific tip sheet on one skill area



Sample Topics

- ✓ Agenda setting
 - ✓ Shared decision making
 - ✓ Forming rapport
 - ✓ Open-ended questions
 - ✓ Managing talkative patients
 - ✓ Validating patients' emotions
- Follow-up clinic shadowing and coaching of one patient visit by BH within 1 month

Methods

- Online pre-post test survey of FMR faculty and G1, G2, and G3 residents, examining two consecutive 9-month periods
- 5-point Likert-scale items assessing:
 - Satisfaction
 - Perceived value of VR process
 - Impact (short & long-term) of VR process
- Response Rates: pre: 100%; post: 100%
 - Residents: 74% female, 74% White
 - Faculty: 64% male, 83% White

Results

Table 1: Change in Opinions on VR Process for Residents (n=34) and Faculty (n=11)

	FACULTY			RESIDENTS		
	Pre	Post	p	Pre	Post	p
Satisfied or very satisfied with VR process	55%	100%	*	33%	83%	***
VR process is valuable or very valuable	18%	100%	**	33%	57%	*
Remember VR skills 1 month later a fair amount or great deal	9%	91%	**	8%	50%	*
VR results in improved communication skills a fair amount or a great deal	27%	82%	*	29%	53%	ns

* p<.05; ** p<.01; ***p<0.001; ns p>0.05, from Wilcoxon signed rank sum tests (faculty) or linear mixed models (residents) using Likert-type scales

Table 2: Resident Self-reported Emotions after VR (yes/no items; n=20)

	Pre	Post	p
Aware of a specific skill I want to work on	70%	100%	*
Equipped with specific tips on how to improve identified skill	35%	65%	*
More aware of my strengths	50%	80%	ns; 0.07
Affirmed/validated	75%	75%	ns
Embarrassed	40%	20%	ns

* p<0.05; ns p>0.05; from McNemar's Exact tests

Conclusions and Implications

- Significant improvements in **satisfaction** and perceptions of **value** of VR process among both residents and faculty
- Significant increases in reported **memory of VR skills** 1 month later
- Actual skill performance is multi-determined; need continued educational improvements to further strengthen impact and research innovation to measure change in skills

Jansen, K., & Rosenbaum, M. (2016). The state of communication education in family medicine residencies. *Family Medicine*, 48(6), 445-451

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