

Guide to Faculty for Giving Feedback to Students Following First Semester FOSCE Using ARCH

Situation: Student tasked with “establishing a relationship” and “obtaining HPI” from SP during a one station FOSCE taken in first semester of medical school. Faculty member is observing (observing via video or through viewing glass) student in exam room. **NOTE: Students are told just before entering FOSCE that they will be asked by the faculty examiner what they did well and what they need to improve on and that they need to construct a response to these two questions.**

A = Ask/Allow for self-assessment

R = Reinforce correct behaviors/skills

C = Confirm what needs correction/improvement

H = Help with plans for improvement

Ask/Allow for Self-Assessment

Enter exam room at end of encounter and ask for self-assessment.

“What specifically is something you feel you did well?”

“What specifically is something you feel you need to improve on?”

Comment positively on the effort to self-assess by saying something like, *“I appreciate your self-assessment. It shows you are giving a lot of thought as to how you did.”*

Reinforce Correct Behaviors (Things done well)

Begin with a positive statement that highlights what the student said he/she did well.

Example 1: *“I agree with you that you that you did a good job of establishing a relationship with the patient.” I saw you making good idea contact and I really liked the way you leaned forward and nodded as the patient talked.”*

Example 2: *“I also liked the way you set the agenda by letting the patient know how much time you had to spend with him and ensuring that you had obtained a list of all the issues he wanted to discuss.”*

Confirm and Correct What Needs Correcting/Improving

“You said that you felt you needed to improve on getting the history of the present illness while still being patient centered. I agree with you and it is good to hear that you identified this as something important to improve. What do you think you need to do better in this regard?”

At this point you can listen to and reinforce the student for their solution but don't be afraid to make specific suggestions because the student's ideas for doing something better may not be optimal.

This is your opportunity to give specific suggestions to the student that he/she may not be thinking about. For example, *“I suggest you periodically summarize what you hear the patient saying, by saying something like, “Let me summarize what I hear you saying. The pain began when you Then don't forget to ask the patient if you have heard him/her correctly.”*

Help with Improvement Plan/Strategies

“Okay, relative to what we have talked about, tell me what you will be working on to be ready for the upcoming OSCE and how you are going to work on those things?”

The student needs to be able to verbalize a specific plan such as watching their video tape and then practicing the specific areas for improvement with a friend.