



Poor Feedback Reception is Associated with Increased Burnout in PA students

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BACKGROUND

Feedback from faculty and preceptors has a powerful influence on learning. How feedback is received can lead to positive or negative consequences. Previous studies have demonstrated how to best utilize feedback such that it becomes a powerful tool for earning achievements. Few studies have examined how Physician Assistant (PA) students receive feedback. Burnout is a state of feeling physical, emotional, and mental stress. Due to the demands of a rigorous PA program, students experience burnout in many ways. This study aims to investigate if there is a relationship between PA students' ability to receive feedback and their experience of burnout.

METHODS

A retrospective study was carried out to assess feedback and burnout. Surveys were distributed in October 2020 to didactic year students at several PA programs across the United States. Burnout was assessed using the abbreviated Maslach Burnout Inventory (aMBI).

Feedback Survey questions were scored using a six-point Likert scale:

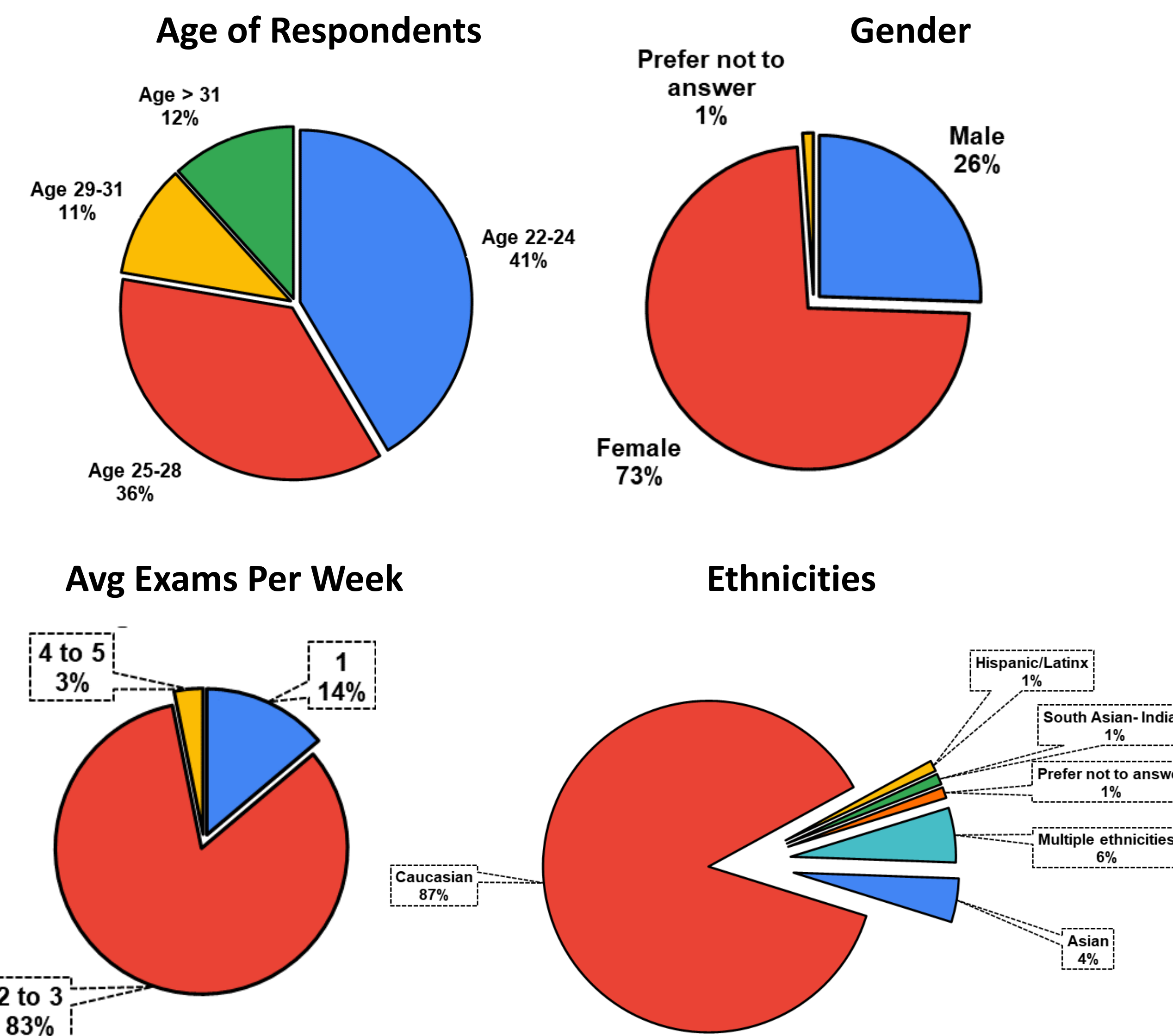
- general feelings towards feedback
- feelings when receiving negative feedback
- feelings when receiving positive feedback.

Questions were also designed to assess the following:

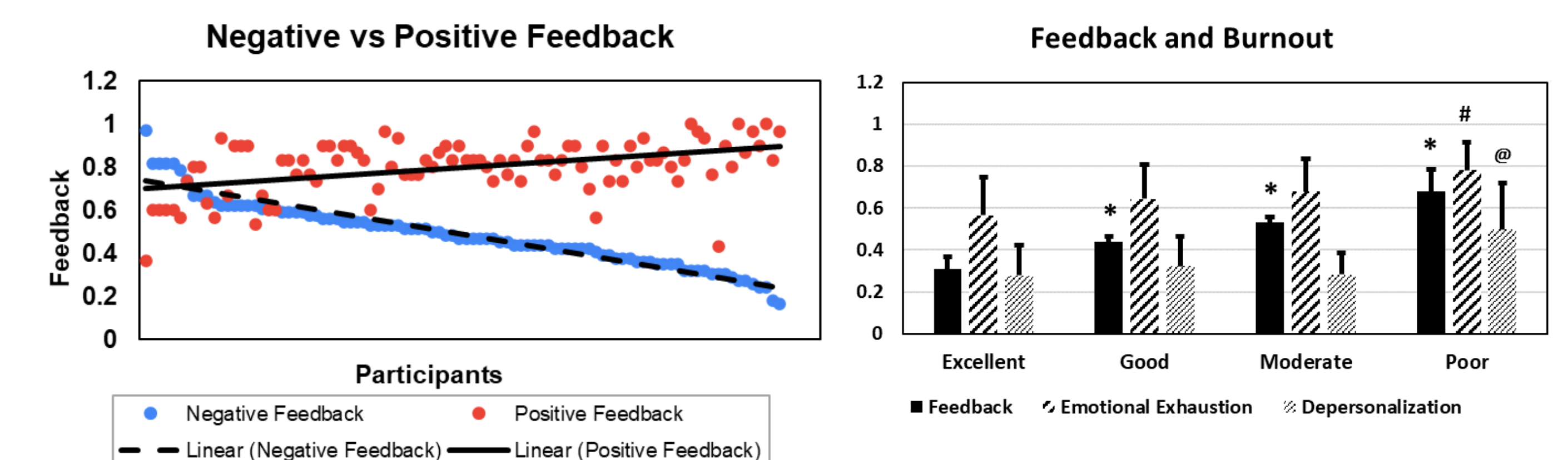
- judgement
- confidence,
- defensiveness
- vulnerability
- emotional response
- perceived power of the feedback giver

Correlations between the aMBI and feedback survey were statistically analyzed using correlation analysis and regression models. Survey reliability was calculated by SPSS. Statistical significance was calculated using Student's t-test.

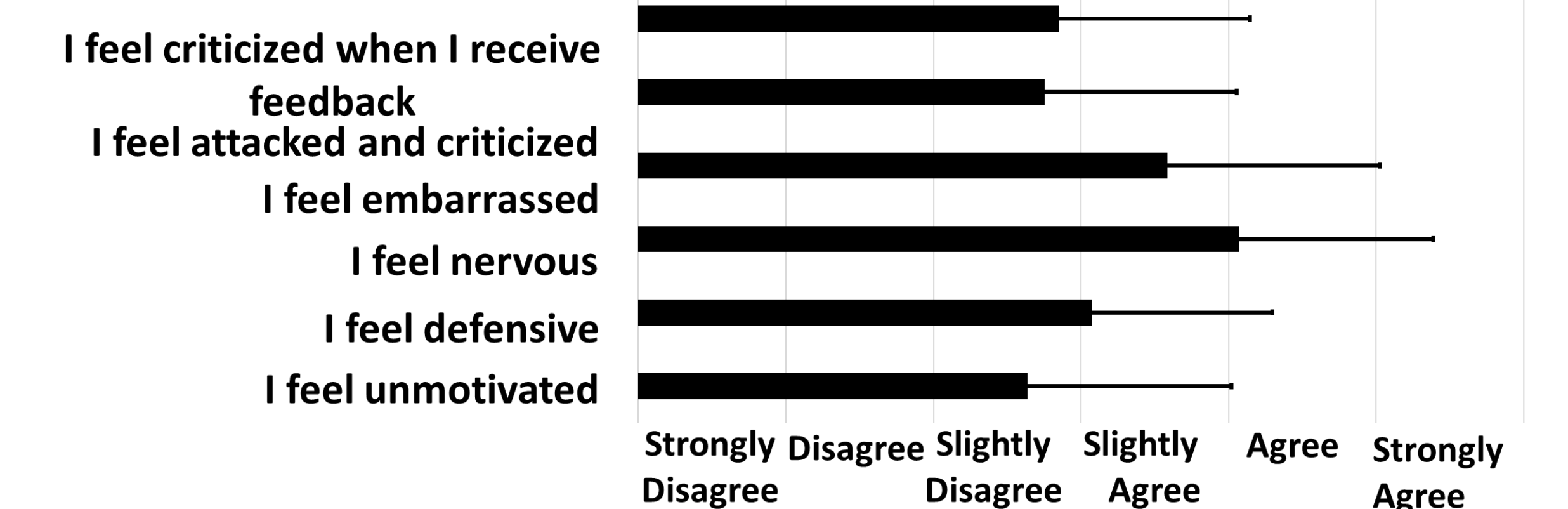
DEMOGRAPHICS



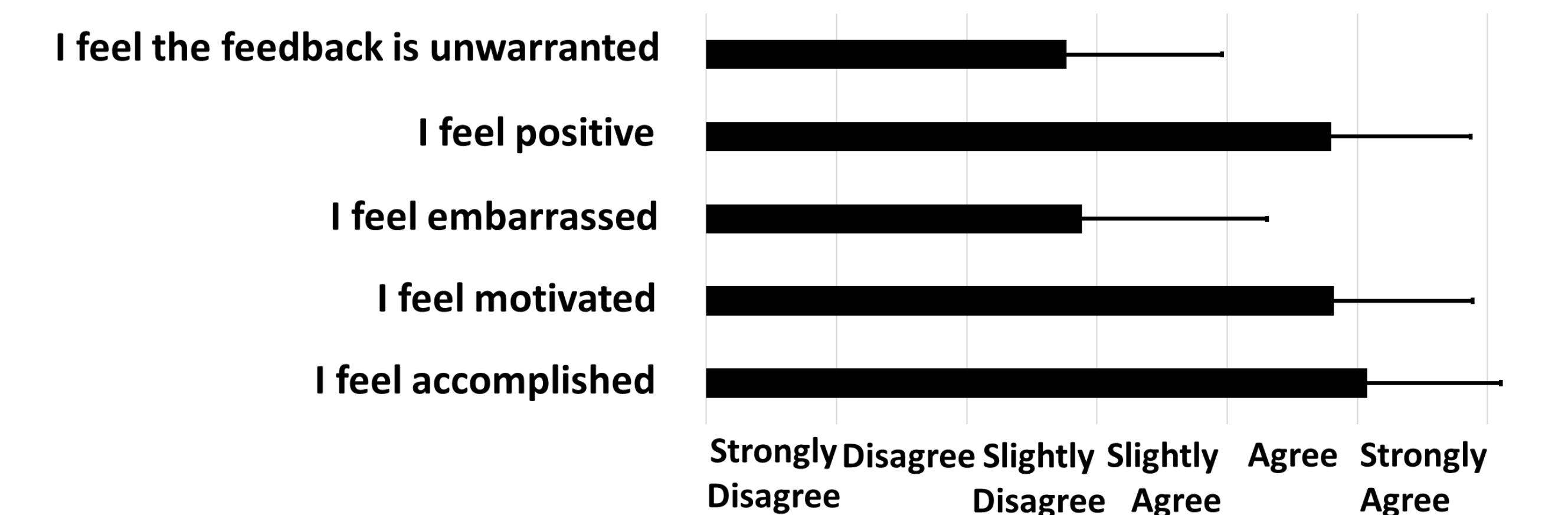
RESULTS



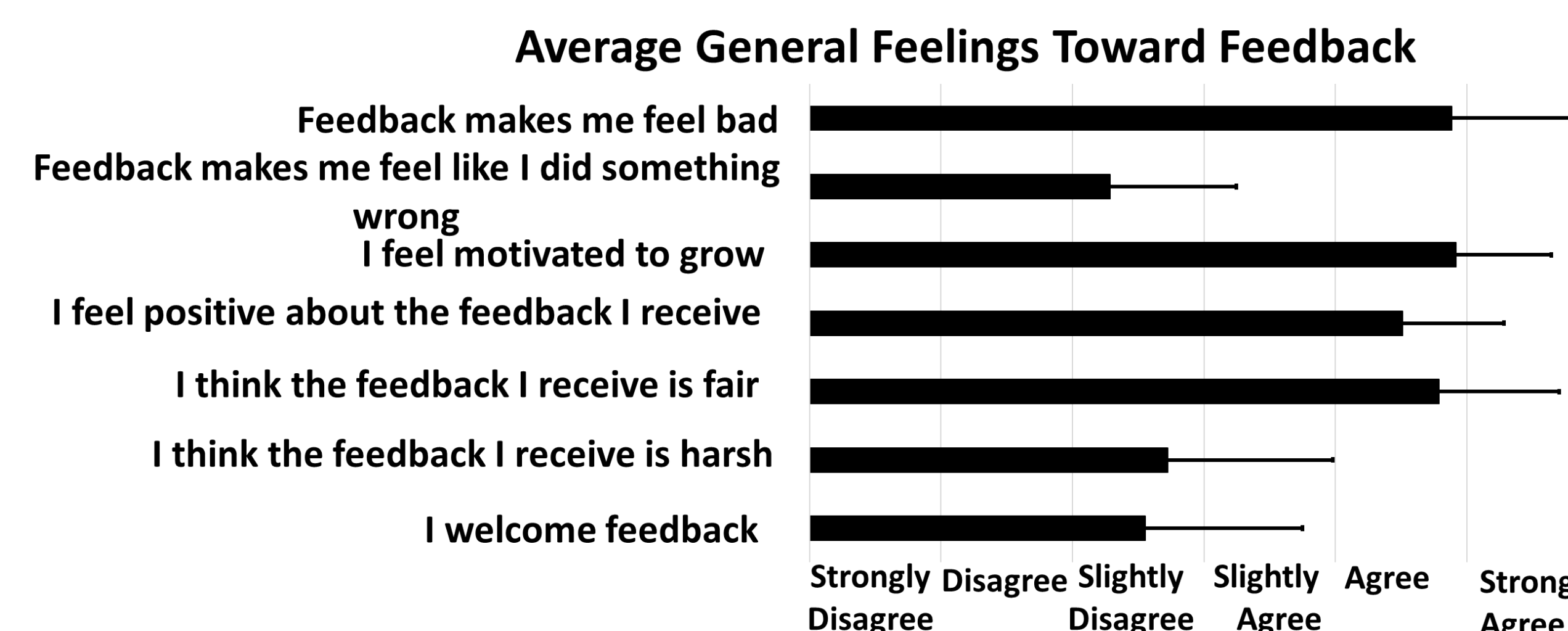
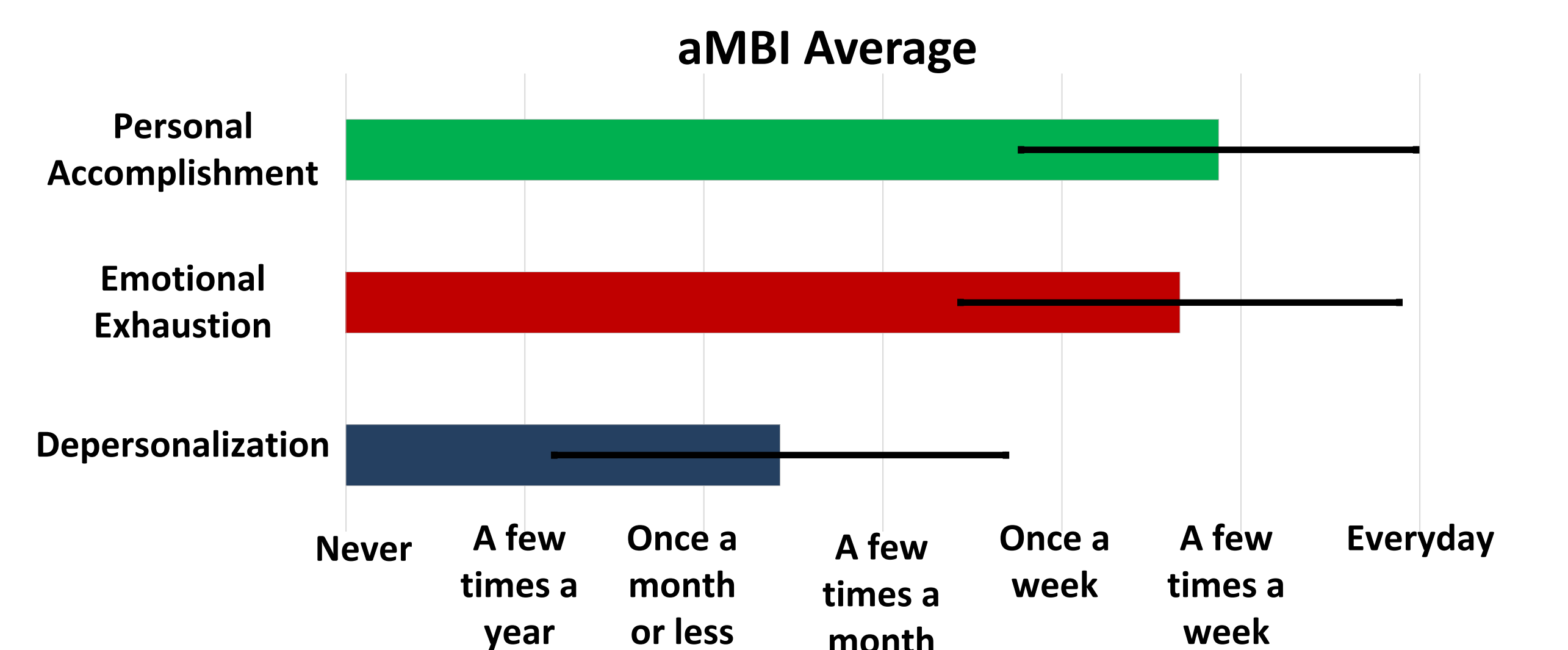
Average Feelings Toward Negative Feedback



Average Feelings Toward Positive Feedback



RESULTS



DISCUSSION

This study finds that negative feedback reception is correlated with higher feelings of burnout. Key findings of this study revealed that on average poor feedback receivers have higher negative emotional responses associated with receiving feedback. This may impair students' ability to learn from feedback and result in potential poor performance in future clinical settings where feedback is given more frequently. Suggestions for causes of negative feedback reception include lack of frequent and quality feedback. It is important to identify students who may have difficulties with feedback reception early to help decrease burnout and to prepare them for successful clinical settings.