Evaluation of a Standardized Feedback Form and Process to Improve Communication and Effective Solution Implementation During Student-Faculty Clerkship Liaison Meetings

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Background

There is currently no formal form for course or clerkship evaluation that exists and there has been limited research on the process of changing how evaluation occurs despite its importance in improving performance.[1,2] The goal of this quality improvement (QI) project was to evaluate the use of a standardized feedback form and process by student clerkship liaisons, whom are advocates and feedback collectors, to increase closed-loop communication and implementation to improve the evaluation process and clinical education at an LCME-accredited medical school.

Problem Statement

In the student-faculty clerkship liaison process, the lack of standardized feedback mechanisms leads to a lack of closed-loop communication between students and faculty in addition to suboptimal effectiveness and efficiency.

Methods

- QI project through the Department of Education at LVHN
- Surveys were sent to the student clerkship liaisons and faculty involved in the quarterly student-faculty clerkship liaison meetings in the following order:
  - Pilot survey, needs assessment survey, first trial run survey, two surveys following each subsequent clerkship liaison meeting
- Video recordings of the 2017-2018 clerkship liaison meetings were qualitatively reviewed using observational analysis

"It gives a clear delineation of what is going to be covered in the meeting and keeps track of the progress made...it limits topics and prevents tangents"

References:
1. Baker, K. (2010). Clinical teaching improves with resident evaluation and feedback. *The Journal of the American Society of Anesthesiologists,* 113(3), 693-703.
2. Colbert-Getz, J. M., & Baumann, S. (2016). Changing medical students' perception of the evaluation culture: Is it possible? *Journal of educational evaluation for health professions,* 13.

Results

- Pilot Survey (February 2017)
  - Medical students and faculty responders felt that solutions were not reached the majority of the time
  - Same responders had contradictory opinions on whether concerns were revisited and whether solutions or progress was made
- Needs Assessment Survey (May 2017)
  - Further revealed opposing viewpoints on topics regarding the feedback process between student clerkship liaisons and faculty
- Trial Run of the Feedback Form and Process Survey (August 2017)
  - Survey responders felt that the feedback form would standardize the feedback form "Moderately Effectively"
  - The majority also felt that the feedback form would improve proficiency "Somewhat Effectively" and "Moderately Effectively"
- Process Changes
  - Results from the pilot and needs assessment surveys led to organizational structure changes to standardize the feedback process
  - Changes included:
    1. Implementation of a revised meeting flow
    2. Allocating lecture time for survey completion
    3. Creating student cohort surveys with identical questions
    4. Establishment of pre-meetings with the curriculum chair before each clerkship liaison meeting
- Qualitative Assessment
  - Observation of two clerkship liaison meetings in the 2017-2018 academic year showed an improvement in flow and time management
- 2017-2018 Academic Year Clerkship Liaison Meeting Surveys
  - Survey result trends showed that the feedback form and process changes were valuable in standardizing the clerkship liaison process and improving closed loop communication when compared to the results from the pilot survey

Effectiveness of Feedback Form in Standardizing the Clerkship Liaison Process

Legend: Trial - 5/17 (N=8), Meeting One - 9/17 (N=14), Meeting Two - 11/17 (N=11)
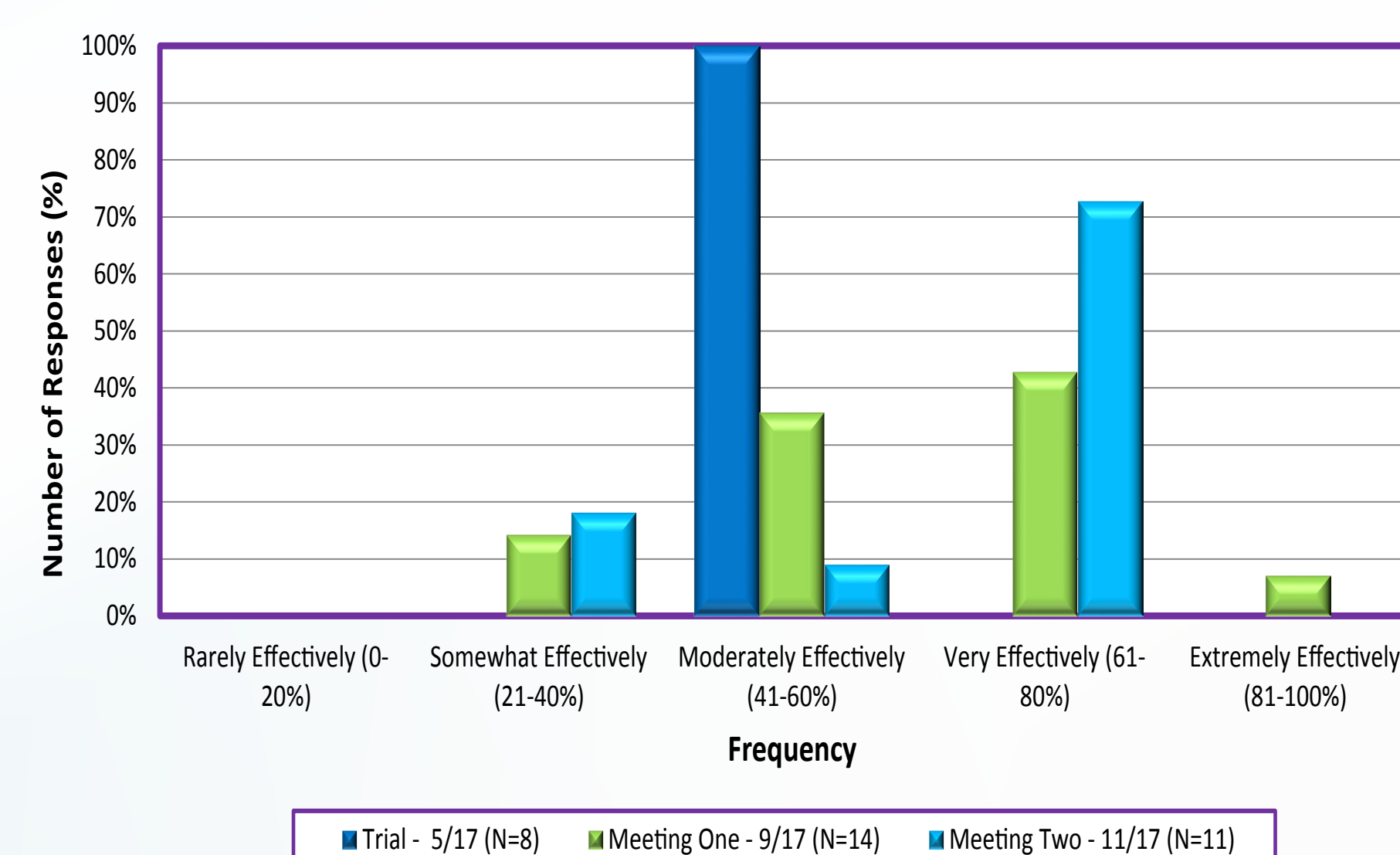
Figure 1. How effectively do you feel that the feedback form will standardize the process of providing feedback in future student-faculty clerkship liaison meetings?

Effectiveness of Feedback Form Improving Efficiency in Clerkship Liaison Meetings

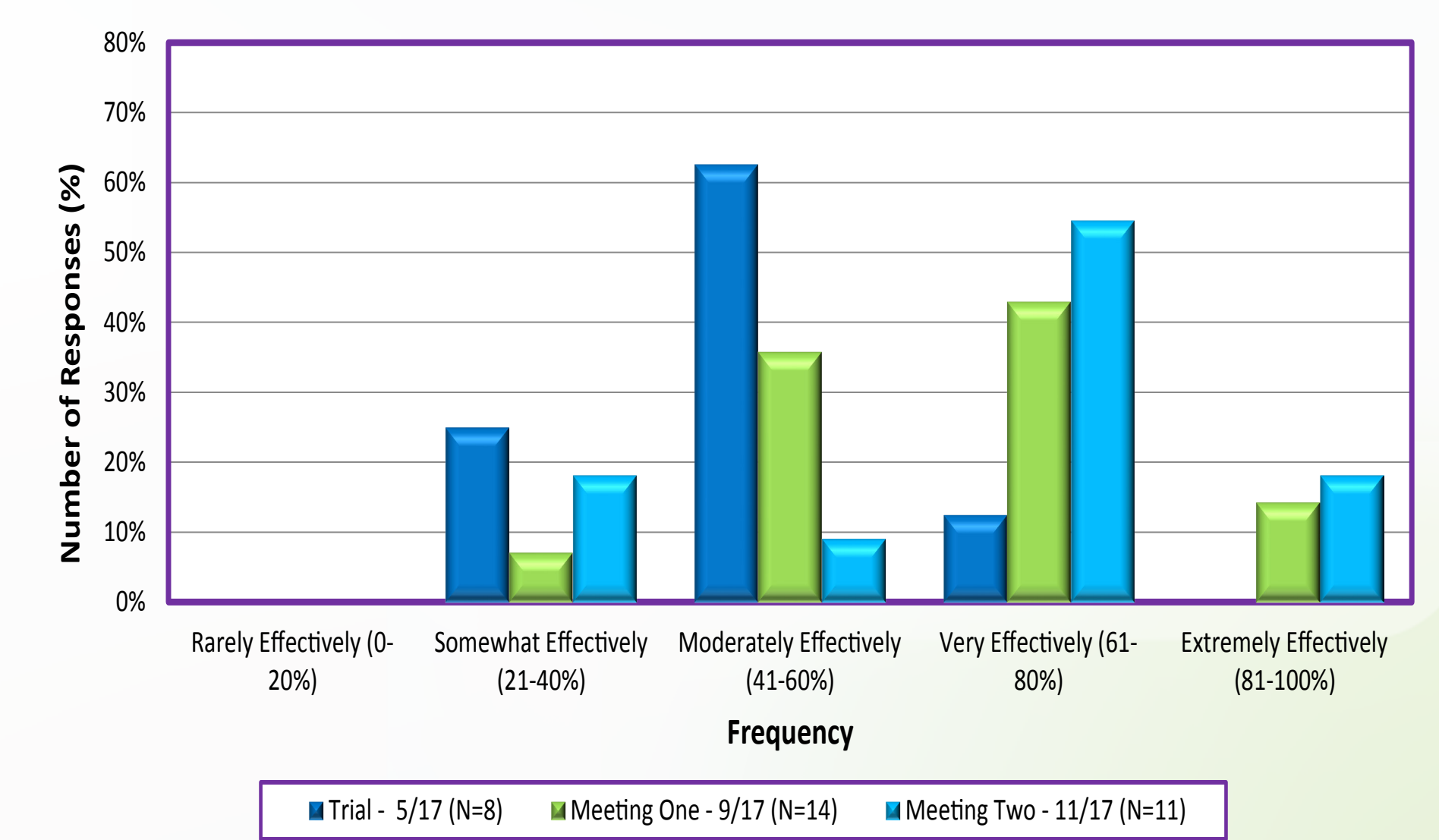Legend: Trial - 5/17 (N=8), Meeting One - 9/17 (N=14), Meeting Two - 11/17 (N=11)

Figure 2. How effectively do you feel that the feedback form made the student-faculty clerkship liaison meeting run more efficiently (such as by maximizing productivity and minimizing wasted time)

"Helps to see if follow-up has occurred"

"Gathering more information in a systematic fashion"

Conclusions and Implications

As evidenced by qualitative analysis of the feedback surveys and the trend in responses, implementation of a feedback form along with organizational structure changes to standardize the clerkship liaison process is successful in leading to more effective and efficient closed loop communication. Using leadership skills as taught through SELECT was critical in navigating working with students and faculty to understand differences in order to ultimately minimize divergences of opinion and encourage project buy-in. Additional changes can be made to the feedback form to facilitate easier use. Evaluation to determine whether this process can be used at other institutions, such as the Tampa campus, can also be evaluated in the future.

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