Title

A Resident-matched EM Sub-intern Schedule Increases the Quality and Quantity of Feedback to Improve Medical Student Assessment

Authors

Runde, D P
Cunningham, J
Vermillion, M
et al.

Peer reviewed

25 A Resident-matched EM Sub-intern Schedule Increases the Quality and Quantity of Feedback to Improve Medical Student Assessment

Runde DP, Cunningham J, Vermillion M, Krasne S, Coates WC/Harbor-UCLA, Torrance, CA; David Geffen School of Medicine at UCLA, Los Angeles, CA

Background: Meaningful feedback to sub-interns (SI) in EM is key for career preparation and to provide performance assessments to residency programs. Our SI schedule was based on a Circadian template independent of EM residents, resulting in students working with multiple supervisors. SIs solicit feedback using shift cards which are electronically tabulated. We noted inadequate quantity and quality of feedback over many years. Starting this academic year, SIs were assigned to a resident-matched schedule (RMS), resulting in more clinical time with the same resident(s).

Objective: To evaluate whether a RMS improved the quantity and quality of feedback for SIs.

Methods: We performed a mixed-methods analysis of feedback for SIs from June-October 2013 compared to the same months in 2012. Feedback was abstracted from summative evaluations (identifiers were removed). The number of comments and average words per comment were recorded for each student and then averaged for per month. Comparisons between both years were made using standard descriptive statistics. Qualitative analysis using grounded theory identified themes and patterns in the written feedback for each set of months in the study period until saturation was achieved.

Results: Mean comments per student: 11.33 versus 13 (p=0.064, 95% CI -0.12-3.45) pre and post-intervention. Mean number of words per resident comment increased from 28.8 to 68.8 (p=0.0007, 95% CI 23.5-56.5); per faculty comment from 33.8 to 38 (p=0.49, 95% CI -9.5-17.9). Pre-intervention comments included global, insipid feedback. Negative comments were isolated. Feedback from the new template yielded more descriptive comments (positive and negative), and longitudinal feedback.

Conclusion: A RMS resulted in increased resident-provided feedback. Qualitative analysis found that creating student-resident dyads resulted in more meaningful feedback that commented on skill development and included constructive criticism that was followed over time.