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Improving the approach to fellowship trainee feedback

Katie A. VanderVelde

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Improving Fellow Feedback Satisfaction

Katie VanderVelde, MD

Pediatric Infectious Diseases Fellow

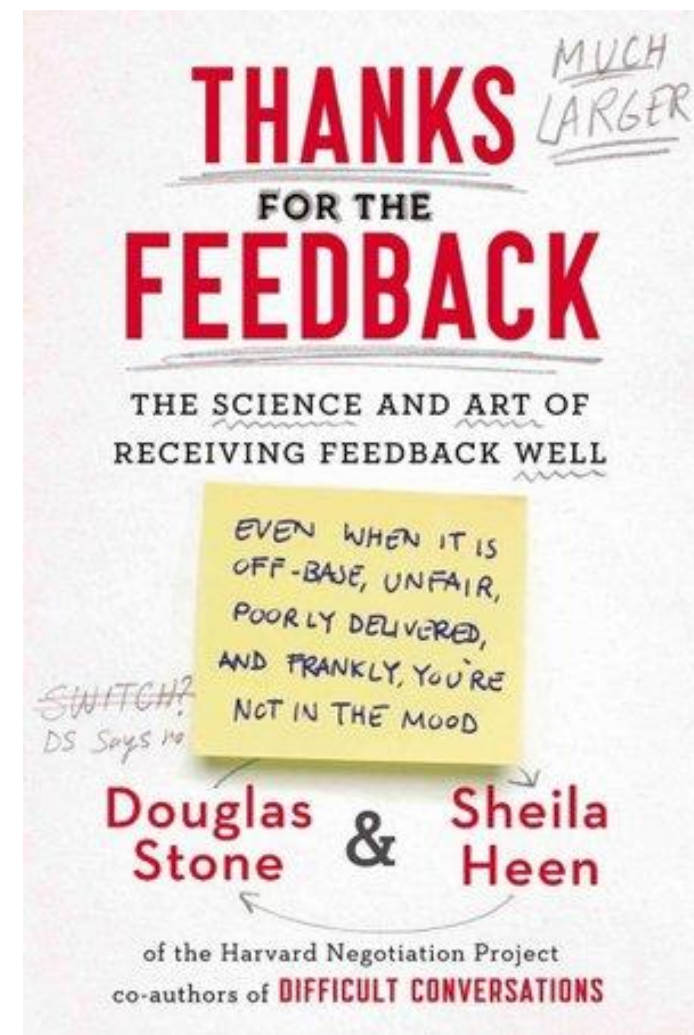


Disclosures

- None

What is feedback?

- Information about yourself
- Conflicting experience:
 - *“Is it possible that feedback is like a gift and like a colonoscopy?”*
- In medical education – “feedback is often short, circumstantial, and initiated by clinical teachers” (Chaou, 2019)



Fellow Feedback

Background:

- Decreased learner satisfaction with feedback identified on fellowship ACGME survey was identified as an area to improve
- Anonymous survey reported that Pediatric Infectious Disease Fellows received formal feedback from 52.4% of their inpatient clinical experiences with attendings (2017-2018 AY)

AIM Statement

- Increase the occurrence of feedback to fellows by faculty during clinical service rotations from 52.4% to 90% in 6 months utilizing a standardized method.

Interventions and Measures

Feedback Card (PDSA 1)


- Addition of 'Feedback Card'

Huddle Metric (PDSA 2)

- Location of card
- Display of data

Time Modification (PDSA 3)

- Excluded dyads with limited time

- 
- Fellows surveyed monthly for # feedback sessions per # attendings
 - 3-month survey of attendings

- Fellow survey continued

- Fellow survey continued

The “Feedback Card”

Feedback

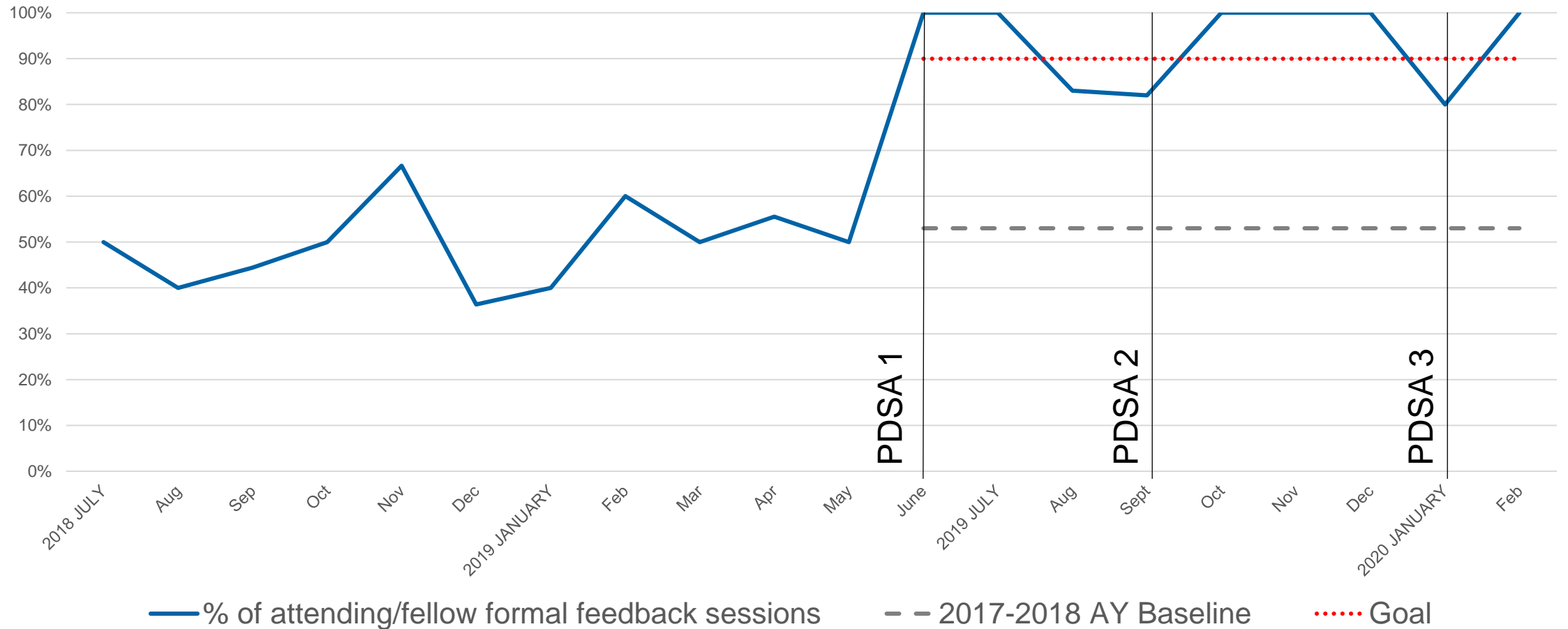
Beginning of the week

1. Learner: My goal is
Faculty: My goal is
2. Learner: The barriers are
Faculty: The barriers are

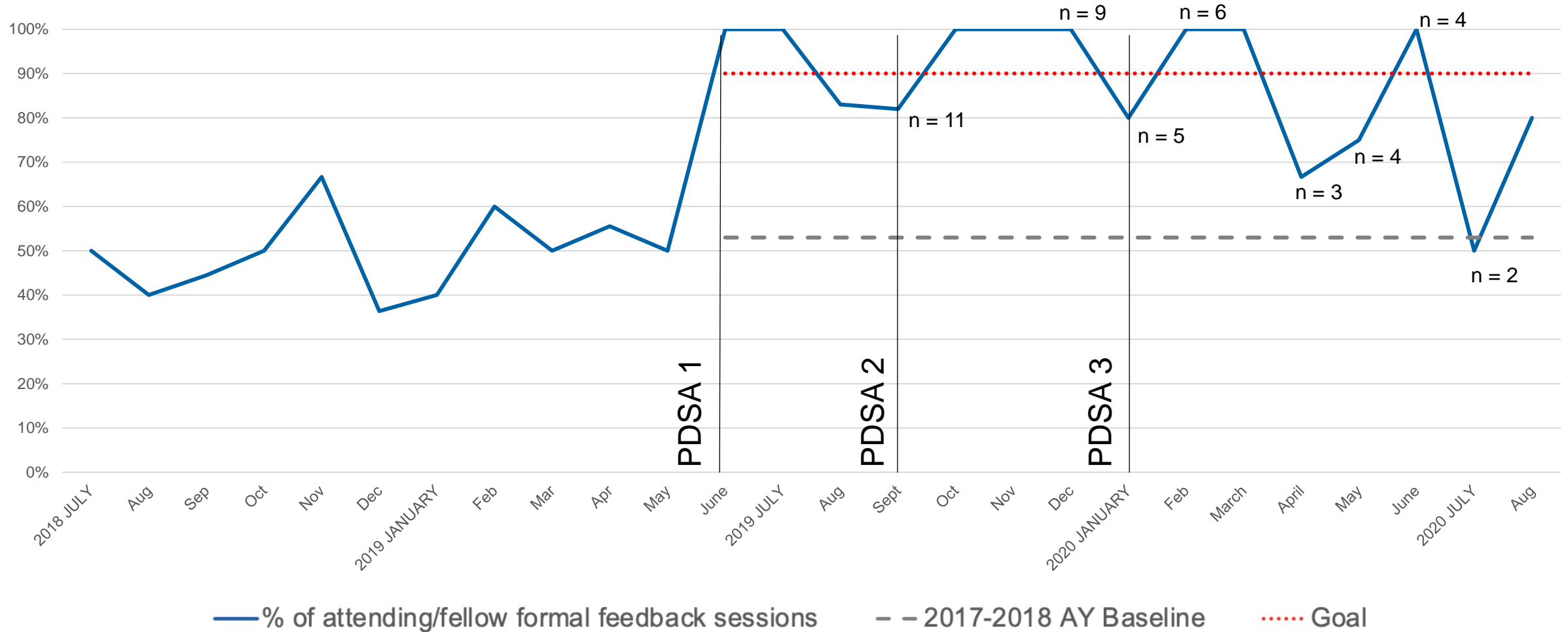
End of the week

3. How did it go? What went well?
Why?
 - a. Learner
 - b. Faculty
4. Address concerns. What did not go so well? Why?
 - a. Learner
 - b. Faculty
5. Review learning points
 - a. Learner
 - b. Faculty
6. Plan ahead. What actions will you take for next time?
 - a. Learner
 - b. Faculty

Percent of Formal Feedback Sessions



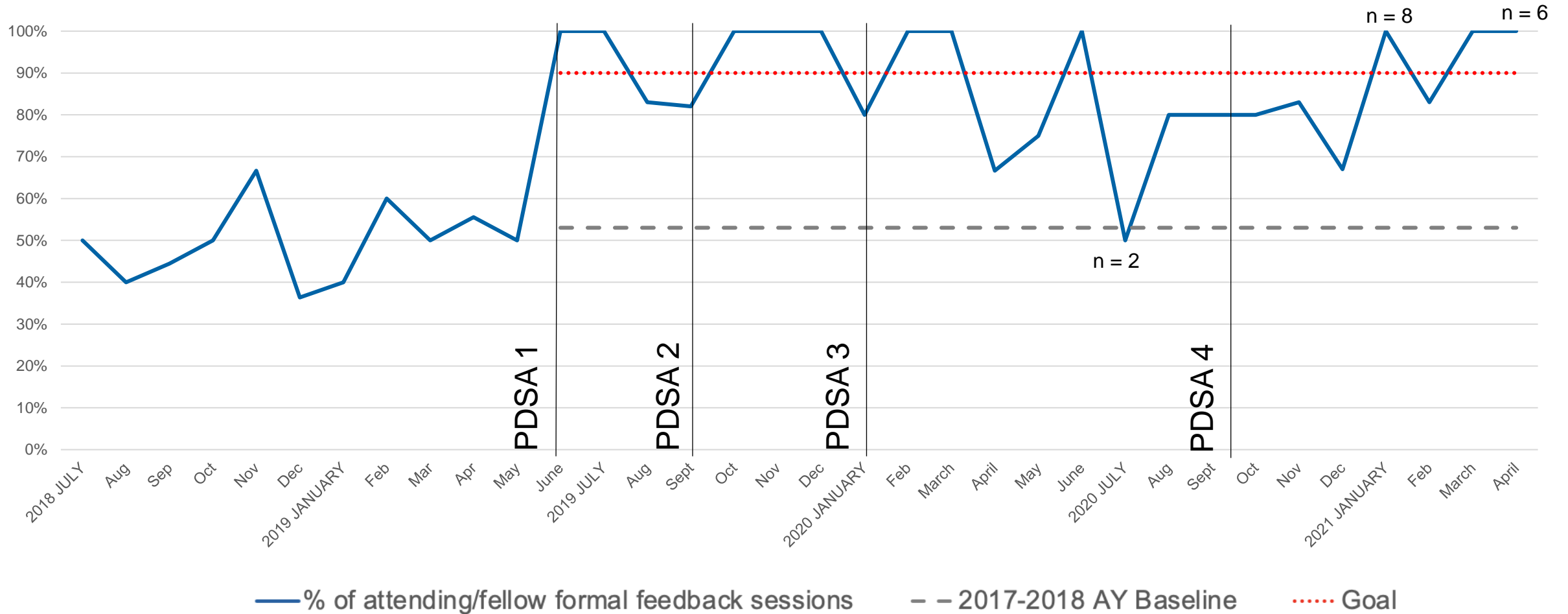
Percent of Formal Feedback Sessions



Intervention – PDSA 4

- Planning of intervention
 - Need for readdressing this metric identified
- Process
 - Re-emphasized use of feedback card in fellow meeting
- Measures
 - Same as PDSA 1

Percent of Formal Feedback Sessions



Conclusions and Next Steps

- Actively engaging in feedback-seeking is an effective way for fellows to learn within the working environment
- A structured method for feedback improved frequency of feedback sessions between faculty and fellowship trainees
- Future PDSA cycles needed to assess the quality of feedback provided and whether or not it was helpful for fellowship training

Thank you!

- Dr. Schuster and Dr. Myers
- My Co-Fellows – Aaron and Megan (and Steve, Katie, and Joel)
- The ID Division

Questions?

*“Receiving feedback sits at the intersection of these two needs
– our drive to learn and our longing for acceptance.”*

– Douglas Stone & Shelia Heen



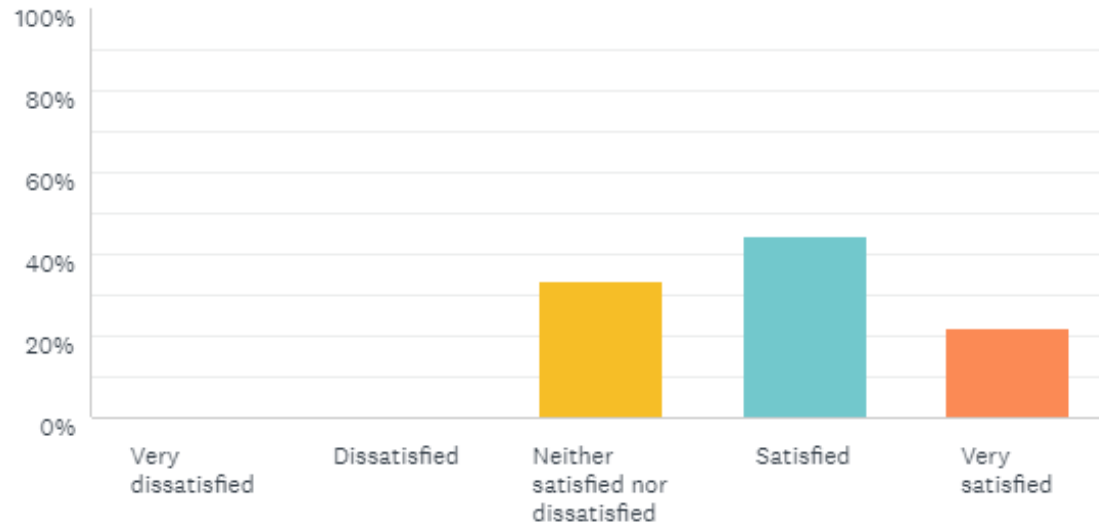
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LOVE WILL.

PDSA 2 Survey - Attendings

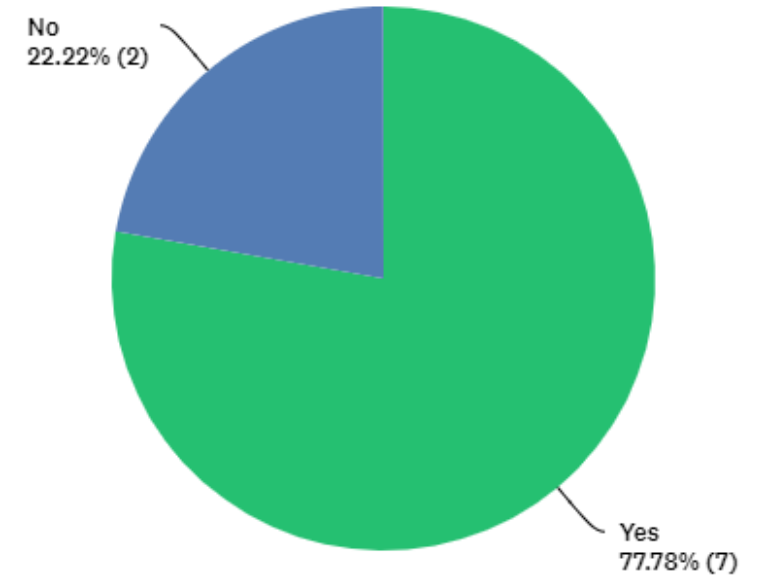
How satisfied are you with the feedback process after your clinical experiences with fellows?

Answered: 9 Skipped: 0



Have you used the suggested feedback card?

Answered: 9 Skipped: 0



Improving the Approach to Fellowship Trainee Feedback

Kathryn A. VanderVelde, MD, Angela L. Myers, MD, MPH, Jennifer E. Schuster, MD, MSCI

Children's Mercy Kansas City, Kansas City, MO

BACKGROUND

- Giving and receiving feedback are difficult, but necessary, skills in medical training
- Decreased learner satisfaction with feedback identified on ACGME survey
- Anonymous survey reported that Infectious Disease Fellows received formal feedback from 52.4% of their inpatient clinical experiences with attendings

AIM STATEMENT

- Increase the occurrence of feedback to fellows by faculty during clinical service rotations from 52.4% to >90.0% in 6 months utilizing a standardized method.

TOOL

Figure 1. The Feedback Card.

Feedback

Beginning of the week

1. Learner: My goal is
Faculty: My goal is
2. Learner: The barriers are
Faculty: The barriers are

End of the week

3. How did it go? What went well? Why?
 - a. Learner
 - b. Faculty
4. Address concerns. What did not go so well? Why?
 - a. Learner
 - b. Faculty
5. Review learning points
 - a. Learner
 - b. Faculty
6. Plan ahead. What actions will you take for next time?
 - a. Learner
 - b. Faculty

INTERVENTIONS

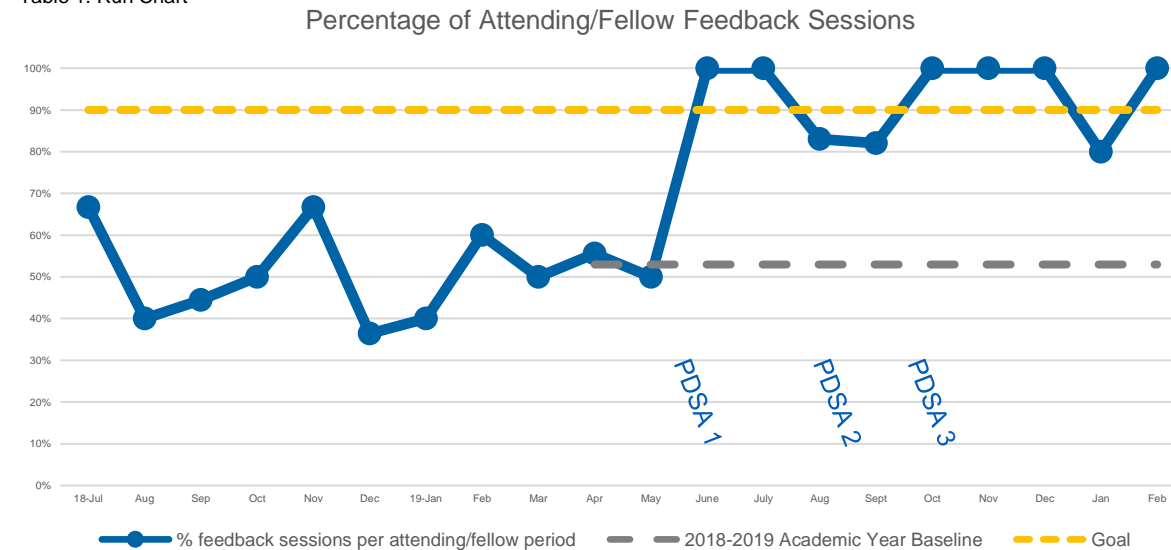
- PDSA 1: Feedback Card provided to fellows and faculty.
 - Fellows surveyed monthly regarding number of feedback sessions per clinical service time
 - Anonymous survey sent to faculty and fellows following 3 months of Feedback Card use.
 - Responses indicated need for a specific location/reminder for the card.
- PDSA 2: Feedback Cards were moved to the daily huddle board; monthly data were displayed.
- PDSA 3: Attending/fellow dyads with only one service day were excluded given limited interactions.

CONCLUSIONS AND NEXT STEPS

- Actively engaging in feedback-seeking is an effective way for fellows to learn within the working environment
- A structured method for feedback improved frequency of feedback sessions between faculty and fellowship trainees
- Future PDSA cycles will assess the quality of feedback provided.

RESULTS

Table 1. Run Chart



- The percentage of feedback sessions between fellows and faculty increased following implementation of the Feedback Card from an average of 52.4% in 2018-19 to 95.0% in 2019-20.