

Feedback and Evaluation of the Trainees by the Trainers: 2022 QI Project

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Background / Introduction

Residency programs across the country are evaluated annually via the ACGME survey. These programs prioritize areas to improve upon based on the results of the survey. Rutgers Health/Newark Beth Israel Medical Center Pediatrics Program found itself scoring lower than desired on resident satisfaction with faculty members' feedback on the AY19-20 ACGME survey when compared to the pediatric specialty average. We hypothesized that by having a structured feedback and evaluation process, we can improve our resident satisfaction rates with respect to feedback & evaluation from faculty. Efforts made in our first year alone showed an immediate increase in resident satisfaction.

Objective / Plan

We formulated the Feedback and Evaluation of the Trainees by the Trainers (FETT) QI Project to increase the percentage of residents who are satisfied with faculty feedback as noted on the ACGME survey.

Design / Methods

Initial Phase: We collected baseline data for overall resident satisfaction and timely completion of evaluations. We implemented various strategies such as assigning rotation leaders to complete residents' evaluation each block, making faculty feedback mandatory to the residents, tracking feedback and evaluation forms closely, and hosting faculty development programs on how to provide constructive feedback and effectively complete evaluations. We tracked completed evaluations over a period of four 4-week block schedule in 2021 and conducted an in-house anonymous survey from residents after completion of their fourth block, with an 82% response rate.

Second Phase: We expanded our survey to better help identify specific aspects of feedback we should improve on and achieved a 100% response rate. We decided to rely on the ACGME survey as a standardized metric for measuring our resident satisfaction. We modified our prior interventions as some proved too time consuming to maintain, such as having rotation leaders following up evaluation completion for each resident. Instead, we focused on frequent

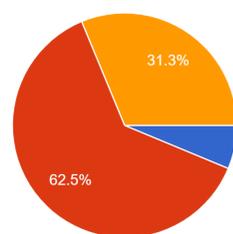
	1 (Lowest)	2	3	4	5 (Highest)
How important is feedback to you?	0% (0)	0% (0)	6.3% (2)	18.8% (6)	75% (24)
How satisfied are you with current feedback process?	3.1% (1)	6.3% (2)	18.8% (6)	56.3% (18)	15.6% (5)
How important are evaluations to you?	0% (0)	9.4% (3)	9.4% (3)	34.4% (11)	46.9% (15)
How satisfied are you with evaluations in New Innovations?	9.4% (3)	6.3% (2)	21.9% (7)	37.5% (12)	25% (8)

Satisfied with faculty member's feedback?

AY19-20		AY20-21		AY21-22	
ChoNJ	Pediatric Specialty	CHoNJ	Pediatric Specialty	CHoNJ	Pediatric Specialty
44%	71%	52%	71%	67%	68%

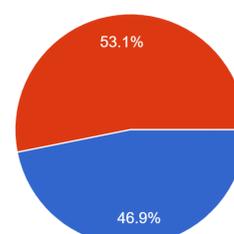
*ACGME Survey Results; Children's Hospital of NJ (CHoNJ)

If I don't receive an evaluation at the end of each block, I request one. 32 responses



● Yes
● No
● Sometin

I consistently receive feedback on weekly basis. 32 responses



Design / Methods (cont'd)

reminders to the faculty and residents as well as provided structured "feedback" pocket card to the faculty members.

Results

Our new internal survey shows that Feedback and Evaluations are still greatly desired by most residents as 94% & 81%, respectively. Our ACGME scores have steadily increased from 44% to 54% to 67% in resident feedback & evaluation satisfaction. This affirms our focused interventions are beneficial. However, most residents still won't request an evaluation (62.5%) or seek feedback (84%) if they have never received some. While faculty are also not consistently giving weekly feedback as 53.1% of residents are not getting weekly feedback. This helps give us direction in what next to improve upon.

Conclusion

These results show that while a structured process for improving feedback and evaluation has kept our satisfaction on a consistent upward trajectory, as well as helped improve the feedback culture, we still have more work to do in empowering residents to actively seek feedback when not given one. Our program has achieved increasingly satisfactory scores while optimizing interventions, thus demonstrating the changes made were, in fact, time efficient.

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